

Pupil premium strategy statement

School overview

Metric	Data
School name	The Willows
Pupils in school	176
Proportion of disadvantaged pupils	86 (49%) from DfE list Oct 2022 111 (63%) from list inc new starters FSM
Pupil premium allocation this academic year	£77,460
Academic year or years covered by statement	2022/2023
Publish date	October 2022
Review date	October 2023
Statement authorised by	Rachael Booth
Pupil premium lead	Catherine Martin
Governor lead	Ann Gyte

Strategy Statement

Our Pupil Premium Strategy aims to maintain at least the same level of progress of Pupil Premium children as non-Pupil Premium children in school. Our strategy relies heavily on interventions in English and Maths alongside bespoke interventions from our Pupil Support Team. These strategies work well to ensure the gap between Pupil Premium children and non-Pupil Premium children is as narrow as possible. Our strategy is based on research by the EEF and involvement with the making a difference project. Our tiered approach is summarised on the website.

Our impact will be measured from September 2022 - July 2023

Disadvantaged pupil barriers to success

Reading and overall literacy levels are low, not allowing access to simple text, affecting engagement and restricting independence across the curriculum.

Low levels of basic number skills restricting independence and application of numbers in real life contexts.

Poor social and emotional well-being which affects behaviour, health and engagement across the curriculum.

Low parental engagement which affects attendance and then in turn impacts learning.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupil premium children to improve in all aspects of literacy.	<p>The Willows assessment tool will show data for pupil premium children making at least the same level of progress as non-pupil premium children in all areas of literacy.</p> <p>Pupil premium children will make at least the same levels of progress in reading bands as non-pupil premium children.</p>	July 2023
Pupil premium children to make at least equal progress to non-pupil premium children in numeracy.	<p>The Willows assessment tool will show data for pupil premium children making at least the same level of progress as non-pupil premium children in all areas of Numeracy.</p>	July 2023
Pupil premium children in post 16 to make at least equal progress to non-pupil premium children.	<p>Post 16 children will gain the relevant qualifications in English and Maths and ASDAN.</p>	July 2023

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>Increased opportunities for Pupil Premium children to attend after-school clubs, holiday clubs and other enrichment activities (e.g Duke of Edinburgh, forest schools, music therapy and outdoor learning) and interventions that are delivered through the Pupil Support Team such as therapy. Improved behaviour and wellbeing of pupil premium children throughout school.</p>	<p>Overall Pupil Premium children have a similar number of behaviour events on CPOMS to non-Pupil Premium children.</p> <p>Pupil premium children to continue to be offered and engage in bespoke support through interventions.</p> <p>Pupil premium children to be offered enrichment activities where appropriate.</p>	<p>July 2023</p> <p>Ongoing</p>
<p>Increased interaction with parents/carers of Pupil Premium children.</p>	<p>More parents interacting through Class Dojo.</p> <p>Where appropriate more parents to be involved in face to face activities in school e.g parent chat/reading workshop etc</p>	<p>Ongoing throughout 2022/2023</p>
<p>Increased attendance for Pupil Premium children.</p>	<p>The attendance of Pupil Premium to be level with that of non-Pupil Premium children.</p>	<p>July 2023</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Literacy interventions offered to Pupil Premium children where needed, led by HTLA.</p> <p>All staff given training on rocket phonics so that this can be promoted across the curriculum.</p> <p>Staff to continue to teach and provide resources in dyslexia format and to work in line with dyslexia friendly nature.</p> <p>Applied English lessons delivered to all children.</p> <p>Continued promotion of Language for Learning throughout school.</p> <p>All staff deliver high quality teaching and learning to aid the development of literacy skills across the curriculum.</p>
Priority 2	<p>Numeracy interventions offered to Pupil Premium children where needed, led by HTLA.</p> <p>Applied Maths lessons delivered to all children.</p> <p>All staff deliver high quality teaching and learning to aid the development of numeracy skills across the curriculum.</p>
Barriers to learning these priorities address	<p>Reading, literacy and numeracy levels are low which restricts independence and confidence across the curriculum.</p>
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Increased levels of attendance. Attendance officer will continue to work closely with families who need support. Attendance will be continually monitored throughout the year.</p>
Priority 2	<p>Increase in wellbeing and behaviour of Pupil Premium children. Interventions available, regular updates on children who may need extra support or different behaviour strategies will be shared with staff. Bespoke behavioural plans for children who need them.</p>
Barriers to learning these priorities address	<p>Increase parental engagement. Poor parental engagement which affects attendance and then in turn impacts learning.</p> <p>Improve social and emotional well being. Poor social and emotional well-being which affects behaviour, health and engagement across the curriculum.</p>
Projected spending	£22,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Time for staff training on rocket phonics and implementation of strategies across the curriculum.</p> <p>Time for Maths and English leads to work with HTLAs and other staff delivering their subject to moderate data.</p>	<p>Rocket phonics training and implementation of strategies cross the curriculum.</p> <p>Regular meeting of English and Maths leads with HTLA's.</p> <p>Development of the use of The Willows assessment tool.</p>
Targeted support	<p>Interventions closely monitored and assessed.</p>	<p>All students to have reading levels reassessed in order to develop areas for intervention.</p> <p>Time for HTLA and Maths lead to assess and target interventions.</p>
Wider strategies	<p>Attendance closely monitored by support manager and contact made with families. Good communication with families is essential.</p> <p>Students to be identified for bespoke interventions. Support for children who are struggling with transition to middle school.</p>	<p>Regular contact with families regarding attendance, especially students prone to absence.</p> <p>Termly monitoring of the CPOMS behaviour events.</p> <p>Pupil Support Team responding to behaviour issues that arise.</p> <p>All staff will be given team teach refresher training and new staff will be team teach trained.</p> <p>Additional staff in PST.</p> <p>Renewal of behaviour and handling plans where required.</p> <p>Updates on children's situation and any changes to behaviour plans communicated with staff.</p> <p>Interventions to be implemented as needed; Forest school, Freddie the therapy dog, music therapy, vocational, speaking and listening and bespoke interventions offered by Pupil Support Team.</p>

	<p>Opportunities for extracurricular clubs.</p> <p>Opportunities for curriculum enrichment.</p>	<p>Our usual extra curricular club program will start in Autumn 2. Clubs such as ICT, art, film and various sports are usually on offer.</p> <p>Staff are encouraged to take children out on a variety of trips across the curriculum to help raise their cultural capital and gain experiences they wouldn't normally have.</p> <p>Residential trips include L2 and 3, 2 nights at Austerfield, L4 and M1, 34 nights at Kingswood, along with Duke of Edinburgh for Y11 and post 16.</p>
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Review: last year's aims and outcomes

Data is available for the final term of 2021/2022 due to the development of The Willows Assessment tool.

Aim	Outcome
Pupil Premium children to progress in Literacy	Pupil premium children made better progress than non pupil premium children in literacy.
Pupil Premium children to progress in Numeracy	Pupil premium children made better progress than non pupil premium children in numeracy.
Pupil Premium children to have improved attendance.	Last academic year pupil premium children had 92.6% attendance, the average attendance was 93.5%. Our current attendance levels show that pupil premium children have higher attendance than non pupil premium children with 92.7% compared to 90.6%.
Pupil Premium children to have improved mental wellbeing	Although this is difficult to measure, from meeting with PST, several of our pupil premium children could be named that had much improved mental health and

	<p>attendance alongside this. Case studies written by intervention staff show the positive impact these have on the overall well being of students, along with the specific improvements such as self esteem. Last academic year 63% of children who had bespoke interventions from PST were pupil premium children.</p>
<p>Improved levels of parental engagement.</p>	<p>Several strategies were used to increase parental engagement throughout school and these were well attended. Pupil support teams have questionnaires to find out what speakers parents would like to see at the chit chat groups. They have responded to these requests for this academic year.</p>