

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Willow Bank Infant School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	22 pupils (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2026
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Nicki Taylor-Dickens Headteacher
Pupil premium lead	Nicola Merritt
Governor / Trustee lead	B.Stewardson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,630
Recovery premium funding allocation this academic year	£2,066
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,696

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium, Catch-Up Premium, Recovery Premium and School-Led Tutoring Grants are allocations of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are, or have previously been, entitled to free school meals; those looked after by the Local Authority and adopted children. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participations of activities in the wider curriculum.

At Willow Bank Infant School, we are dedicated to developing the 'whole' child, both personally and academically in a safe, secure, happy and stimulating environment, so that they have a real love of learning, feel valued as an individual, grow in confidence and enjoy coming to school.

We are committed to ensuring that the education all of our pupils receive is consistently underpinned by our school aims and values to ensure that our children are happy and successful at school.

At Willow Bank Infant School, we are enthusiastic about delivering high quality and personalised education. Our staff are dedicated to ensuring that the curriculum is exciting, dynamic and engaging, maximising the progress and potential of all pupils.

The school's values ensure that our provision is child-centred, creative and innovative, fostering curiosity and a love of learning. As a school, we look to the future and aim to prepare our children to be resilient, reflective learners able to adapt and thrive in an ever-changing world.

In order to successfully achieve this for all pupils, Willow Bank Infant School delivers a curriculum that has clear progression through knowledge, skills and understanding and ensures that the children are ready to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our school has worked hard to become an Adoption- and Trauma-Friendly school. We have 2.92% of our school population who are Looked After or Adopted Children, where the National Average is 0.88%.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
<b>Internal Barriers</b>	
1	Mental health issues in our LAAC children (trauma and anxiety etc.)
2	Speech and Language development
3	Supporting families to support their children and the work we are doing in school
4	Our attendance data indicates that attendance amongst disadvantaged pupils is between 3% and 4%.  27% of our disadvantaged pupils have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.
5	Attainment – (phonics reading) 50% of disadvantaged pupils are working below expectations.
<b>External Barriers</b>	
A	Significant proportion of children who have special needs in addition to their PPG status - requiring outside therapists for support
A	More families affected by the cost of living crisis.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For pupils to feel safe and secure in school	Children will come into school happily, and have regular attendance
To develop positive relationships with familiar adults in school	Children will develop a positive relationship with a familiar (LAC or PPG) and feel safe to share their emotions, concerns and worries with them.
To make good progress in their personal, social and emotional development	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, increased social integration.

<p>For most children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year. All pupil premium children, whatever their prior attainment, make at least expected progress.</p>	<p>Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£7,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for Read, Write, Inc (RWI)</p> <p>CPD for Master Readers</p> <p>External consultant support for Maths Mastery</p> <p>Support from the English Hub – to support the teaching of phonics.</p> <p>Support with moderation – taking part in ‘No more marking’. Staff meeting time used for internal moderation and moderation through the Schools Learning Alliance (SLA).</p> <p>SENCO CPD course – Parenting Special Children – Trauma and Attachment training</p>	<p>EEF research shows that ‘Phonics’ can lead to an additional 5 months progress in a year.</p> <p>Research shows that ‘Metacognition and self-regulation’ can lead to an additional 7 months progress in a year.</p> <p>Research shows that ‘Mastery learning’ can lead to an additional 5 months progress in a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p>	<p>2, 3</p>
<p>Revision of current teaching practices and curriculum planning to ensure consistency across the school. Whole school training on Attachment, Trauma, Building Positive Relationships and Helping Children to Manage Transitions</p> <p>Whole school training on Therapeutic Intervention Techniques</p> <p>Whole school Therapeutic Thinking Training</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. Need to raise expectations for all PP pupils including the progress possible. Whole school training ensures consistency of approaches and the best possible chance for the children to progress and attain well.</p>	<p>1, 2, 3</p>
<p>Introduced new assessment system (Insight) to ensure all</p>	<p>Effective monitoring of pupils assessment and analysis of data essential in tracking all</p>	<p>5</p>

staff can monitor progress of children robustly.	area of the curriculum and informing future planning and any interventions needed.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19783**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions	EEF research shows that 'Oral language interventions' can lead to an additional 6 months progress in a year.	2
Trained Learning support Assistants provide the RWI 1:1 tutoring program  Within Early Years, TA support in place so that teachers can be released to provide daily 'pinny time' to support children with their phonic ability.	EEF research shows that 'one to one tuition' can lead to an additional 5 months progress in a year.  Research shows that 'small group tuition' can lead to an additional 4 months progress in a year.  RWI program states that children working within the bottom 20% in each year group for phonic ability receive one to one tutoring.	1, 2
Provision of a familiar adult for children for their required level of support (ranging from Regular Checking-In to Consistent In-Class Support).	Current understanding of supporting children who have experienced Adverse Childhood Experiences suggest that building relationships with a Key Adult is fundamental to helping children with developmental trauma to succeed in accessing the curriculum, learning to regulate their emotions and feeling valued. This approach also works well in supporting children who haven't experienced ACEs, as it helps children to maintain a positive self- esteem and regulate their emotions.	1, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of daily sensory circuits</p> <p>Time, people and space available to interventions (such as Theraplay-style techniques)</p>	<p>Sensory integration therapy supports children in developing their emotional regulation. By having regular access to regulating activities, children are supported in developing firstly co-regulating and then self-regulating behaviours and coping strategies which enable them to access their learning and maintain a regulated emotional state.</p>	<p>1</p>
<p>Supporting families financially through paying for after school clubs, school uniforms and school trips.</p>	<p>Research has found that disadvantaged pupils and families have been worst affected by the impact of the pandemic.</p>	<p>3</p>
<p>Year group 'Teach ins' for parents informing them of our schools Phonics, English and Maths teaching and how to support at home. E</p>	<p>EEF research shows that 'Parental engagement' can lead to an additional 4 months progress in a year.</p>	<p>3</p>
<p>Nurture and wellbeing groups delivered by trained nurture assistants.</p>	<p>Research shows that 'social and emotional learning' can lead to an additional 4 months progress in a year.</p>	<p>1</p>
<p>Introduced a new system for tracking attendance (Arbor). E</p>	<p>EEF</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1681843202">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1681843202</a></p>	<p>4</p>
<p>Sensory room to be built over the Summer holidays (2023).</p>	<p>EEF research shows that 'Social and emotional learning' approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an</p>	<p>1</p>

	academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	
Nessy Reading and Spelling intervention	To deliver high quality spelling intervention which children are able to access and share at home (KS1). Children are able to apply this to their reading and writing across the curriculum.  EEF research shows that 'Individualised instruction' can lead to an impact of +4 months.	5

**Total budgeted cost: £**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In the academic Year 2021-2022, there continued to be significant disruption to children's education with periods of lockdown/bubble closures and remote learning, restrictions around school procedures and high rates of absence due to self-isolation.

During the periods of partial closure at Willow Bank Infants, children entitled to pupil premium were prioritised for face to face education and were offered spaces alongside children of critical workers and those with special educational needs. Where families chose not to send their children into school. Lessons and resources were provided via TEAMS.

Teachers and staff regularly communicated with families to offer support or to provide wellbeing checks.

Since the full re-opening of schools, we have focused on providing support to our vulnerable children to identify and address gaps in learning and ensure that they are still able to make expected progress. Termly Pupil Progress Meetings have been used to track progress of all pupils, including those who are disadvantaged and for teachers to work with senior leaders to assign appropriate strategies and interventions.

Emotional health and wellbeing has been a priority and vital part of our work in supporting pupils through the pandemic and in the transition back to school. Nurture support, relationships with staff, pupils and families has been key in this support.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details

**Further information (optional)**

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