## Pupil Premium Strategy Statement 2023-2025

## This statement details our school’s use of pupil premium from 2021-2023 (and recovery premium for the 2021 to 2022 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 until July 2023 and the effect that last year’s spending of pupil premium had within our school

## School overview

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| Detail | Data |
| School name | The willows First school and EYC |
| Number of pupils in school | 23/24-September 2023 184 pupils  118 statutory school age  66 nursery |
| Proportion (%) of pupil premium eligible pupils | 32%-37 pupils |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024 to 2024/2025  2 years |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024, July 2025 |
| Statement authorised by | Jo Orbell-Head Teacher |
| Pupil premium lead | Jo Orbell/Caroline Goy |
| Governor | Vicky Pannell |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 23/24-£53,835 |
| Recovery premium funding allocation this academic year | 23/24-£5365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 21/22-£0  22/23-£0 |
| **Total budget for this academic year** | 23/24-£59200 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make at least 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, CFP, EAL or SEND.  High-quality teaching is at the heart of our approach for all pupils. Our strategy is also integral to wider school plans.  Our strategy is about ensuring those pupils who are disadvantaged have opportunities which are available to all pupils and differences made are sustainable and have a positive impact either academically or non-academically. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many dis-advantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2A | Assessments, QFT and M&E schedules show that there are gaps in knowledge and skills in writing skills which hinder the application, stamina and love for writing. |
| 2B | Assessments, QFT and outcomes show that children need more opportunities to practice and recall Mathematical knowledge so that it becomes more meaningful. |
| 3 | Our assessments and observations indicate that pupils and families with SEMH needs require additional support from the SENCO, Learning mentor and head teacher alongside external agencies to be able to alleviate any barriers which impact negatively on their learning and outcomes. |
| 4 | Attendance for all children to be at least 97% by the end of each academic year and for persistent absenteeism to be less than 15% |

## 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.

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| Intended outcome | Success criteria |
| Improved oral, language and vocabulary for all pupils, particularly dis-advantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including lesson observations, environment walks, book scrutiny’s and formative assessment across the curriculum. |
| Improved maths outcomes both in EYFS and KS1 by July 2024 and then again in July 2025 | For the results in KS1 to increase for disadvantaged pupils by 10% from 36% to 46% at least  For results in EYFS to increase for disadvantaged pupils by 5% from 67% to at least 72% |
| Improved writing outcomes in KS1 by July 2024 and then again in July 2025 | For results in KS1 to increase for disadvantaged pupils by 12.5% from 40% to at least 62.5% |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of well-being across school by July 2024:   * qualitative data from student voice, student and parent surveys and teacher observations * for pupils to be able to use all their tools effectively to show their feelings-zones of regulation, feelings scales and class circles |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:  The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5%.  The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10%.  2023 attendance for disadvantaged pupils was 92.5%, increase this figure to:  2024-95%  2025-97% |

## 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: £26758

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To increase QFT, employ another HLTA to support cover in school | QFT to smaller classes where pupils have vulnerability increase attainment for pupils. | 1,2A,2B,3 |
| Support staff attached to each class to support class teachers | Having skilled practitioners to support in class intervention and planned activities: particularly 1:1,lowest 20%,phonics (keep up work). | 1,2A,2B |
| Purchase of standardised diagnostic assessments: to use gaps analysis to provide planning and teaching information. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through QFT or interventions | 1,2A,2B |
| To develop the use of a maths mastery hub and develop the approaches to use in class and during maths fluency | The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics and the importance for pupils.  Schools own surveys, data and observations | 2B |
| To develop using writing tools and posters across the whole curriculum, alongside implementing a more refined handwriting scheme | QTF to streamed groups to support their stages of development in attaining skills and knowledge pertinent to different genres of writing and applying skills across the curriculum | 1,2A |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £5040

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT to provide targets and training for staff, alongside using interventions such as NELI. Using story and language groups in timetables slots to improve exposure to tier 2 language( 2021-2023) | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment | 1,3 |

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

Budgeted cost: £ 4,383

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide a sweatshirt and book bag for each disadvantaged pupil so that they belong and can take books home to share | Pupils have a sense of belonging and are equal to all other pupils | 3 |
| To have reduced breakfast club entrance to improve attendance and behaviour ready to start school. On average 4 pupils attend per day | Pupils are at school on time and ready to learn as they have been fed and balanced diets help lessen obesity in children.  <https://healthy-food-choices-in-schools.extension.org/> | 3,4 |
| To provide CPD to two members of staff to be able to deliver drawing as talking to 12 pupils over a year. | A therapeutic intervention which is used to support SEMH  <https://drawingandtalking.com/> | 3 |
| To create an invite only after school club for pupils to have opportunity to increase and use improved oral language and vocabulary. | To support pupils who may, for many reasons, not have access to as much support outside school to develop tier two language which will improve reading and writing, self- confidence and attainment. | 1,3,4 |
| To work alongside agencies to support pupils and families with strategies to cope with SEMH | Using outside agencies to train staff further with ideas and information to support families before there is a crisis point | 3,4 |

**Total budgeted cost: £** 72,362 over 2 years