Pupil premium strategy statement – The Willows Catholic Primary School 2023/24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2024 (2022-2025)
Date this statement was published	01/12/2023
Date on which it will be reviewed	31/11/2024
Statement authorised by	Mrs C Johnson
Pupil premium lead	Mrs S Barnett
Governor / Trustee lead	Mrs C Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,190
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£47,190

Part A: Pupil premium strategy plan

Statement of intent

At The Willows all our staff and Governors believe that every child in our care is made in the image of Christ, is valued, respected and entitled to develop to their full potential. We are committed to providing a high-quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their talents and interests. We recognise that several children within our school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to access the curriculum and thrive and achieve.

At The Willows we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable and we include this identified group within our provision for Pupil Premium funding.

At The Willows we implement a tiered approach which focuses on High Quality Teaching for all, targets individual's specific needs and supports behaviours for learning, attendance and social emotional health and wellbeing. The ultimate objective for our pupils who are in receipt of Pupil Premium is:

- **To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

Within the group of children in receipt of Pupil Premium 35% have identified special educational needs.

We believe that all our pupils benefit most from high quality teaching delivered through a broad, knowledge rich curriculum, with a focus on language acquisition. Staff are ambitious for all our children and our pupil premium children are supported further by1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children.

- **To support the social emotional and wellbeing needs of all pupils in receipt of Pupil Premium are met to ensure access to the curriculum.**

At The Willows we know and understand that good learning and achieving a fulfilling life depends on much more than just high-quality learning within the classroom or a focus on academic progress and attainment. We pride ourselves that every member of the team considers each child's broader wellbeing as being of paramount importance. We create opportunities and take the time to get to know the children in our care and support them, and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need.

Our strategy recognises the potential impact on learning and plans for the minimisation of this by bespoke support, regular contact with a trusted adult and a holistic approach which, supports the family alongside the pupil. This is led by an experienced Learning Mentor who, works closely with the Headteacher and SENDCO.

- **To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school.**

Currently, the attendance of our Pupil Premium children has improved with support and interventions. However, we recognise the impact that a reduced attendance has on all pupils, particularly those in receipt of Pupil Premium. Therefore, on a monthly basis, we will continue to support these children and their families to address barriers to attending school. This includes support from our Learning Mentor, our attendance team, teaching staff and, where appropriate, wider family support services.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of some pupils in receipt of Pupil Premium is below that of peers. (5.7% classed as persistent absentees in 2021-2022)
2 Outcomes	Narrowing the attainment gap in reading, writing and maths for our disadvantaged pupils - despite targeted intervention some children in receipt of PP are not making expected progress.
3 Pastoral	Our assessments, including parental questionnaires and discussions with pupils and parents, have highlighted areas of social and emotional need. These needs represent individuals with a range of challenges that prevent them from concentrating fully in the classroom.
4	35% of children in 2021-2022 in receipt of PP are identified as SEND with a further 3 pupils being monitored for SEN.

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
To continue to support the attendance of pupils in receipt of Pupil Premium to bring it in line with their peers and reduce the proportion classed as persistent absentees with a particular focus on lateness	To close the gap between whole school attendance and those pupils in receipt of Pupil Premium. PP attendance is less than 1% different from whole school. 2021-2022 94.1% whole school. 91.2% PP. 2022-2023 96.9% whole school. 94.0% PP Barriers to persistent absenteeism reduced and a reduced proportion of pupils in receipt of PP identified as Persistent absentee. (Currently, Autumn 2023 – 3 pupils).
To continue to ensure that outcomes for pupils in receipt of Pupil Premium are in line with peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted intervention.	Progress for all those in receipt of PP is at least in line with their starting points. High Quality Teaching across the curriculum supports progress for all pupils and ensures that those children in receipt of PP make good or better progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Voice, parental questionnaires, reflects increased wellbeing. Staff within the Wellbeing team report positive impact of interventions. Learning Mentor reports uptake of support beyond the school when required.
To continue to ensure that outcomes for pupils with SEND in receipt of Pupil Premium are in line with SEND peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted intervention.	Progress for all those with SEND in receipt of PP is at least in line with their starting points. Barriers to persistent absenteeism reduced and a reduced proportion of SEND pupils in receipt of PP identified as Persistent absentee.

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: £ *9,338*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-evaluate reading and ensure training completed by all staff implementing Accelerated Reader. Continued emphasis on modelling and structured support.	Improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2 Improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1	1,2,3,4
Continued CPD for all staff delivering daily systematic phonics. Updated training for all teaching staff and leadership	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading Phonics | EEF (educationendowmentfoundation.org.uk)	2
Continued work with Maths Hub to support fluency and Mastery in the early years- 'Mastering Number Fluency Programme. and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: The EEF guidance is based on a range of the best available evidence: Improving Maths in the Early Years and key Stage One. Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	2
Continue to strengthen the quality of and capacity of social and emotional (SEL) learning. Optimise use of	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Education Endowment Foundation | EEF	1,2,3,4

trained staff to support SEL		
Review current provision of SEND	Ensure all children have access to high quality teaching (HQT) and interventions used are effective, time limited and measured. Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)	2,3,4

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

Budgeted cost: *£ 23,345*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing analysis of summative and Teacher Assessment data to identify children who require targeted support in addition to high quality teaching.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support. Regular monitoring of targeted interventions and changes made accordingly. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	2,3,4
Monitored and reviewed by HT and SENCO Pupil progress termly meetings – data grab.	Regular monitoring of targeted interventions and changes made accordingly	2,3,4

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

Budgeted cost: £ *14,007*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding and time allocation for our established Family Learning Mentor to support all families but with a necessary focus on vulnerable children and families. This support will be varied according to need and may include but is not limited to the following: Attendance - daily checks with a particular focus on those children highlighted as persistent absentees. Working with the Attendance Team to monitor and overcome barriers to attendance. Links to additional and EHP meetings. Links to parents whose children are in receipt of PP funding and also have additional educational needs. Providing support for class teachers and TAs to manage the most vulnerable children who may be at risk of exclusion.	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.' Education Endowment Foundation | EEF	1,2,3,4
Use of key members of staff fully trained in the Forest School approach enabling the school to; provide provision long term, increase capacity to include the whole school.	Forest School for Wellbeing (ncl.ac.uk) This evaluation concluded that 'There is evidence that Forest School can benefit children and young people in a range of ways and that the physical and pedagogical environment may be particularly beneficial for children and young people with social and emotional difficulties,	1,2,3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £ £46,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data, pupil voice, teacher assessment, formative and summative show that those children in receipt of Pupil Premium Grant still achieve less than their peers however, they continue to make at least expected progress against individual targets. It is recognised both locally and nationally, that following school closures the gap widened for this group of children and that even with specific targeted support closing the attainment gap will take time -our three year strategy supports this. The Willows continued ambition for all pupils, our focus on widening experiences, beyond the classroom, providing a knowledge rich, broad curriculum ensure a shared vision and focus on ensuring that all our children leave our care having achieved their best academically, with a strong sense of self and have the tools to support their mental and emotional health.

Attendance 2022-2023 96.0% whole school.
92.9% Pupil Premium

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Red Rose Phonics	Lancashire County Council

Further information (optional)

The school allocates a small amount of its budget (£500) which is to be used to support pupils access extra-curricular opportunities and to fund emergency places for PP pupils to attend Breakfast Club for short periods of time.