

# Willows Academy pupil premium strategy statement

This statement details our school's use of pupil premium (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 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   | Willows Academy |
| Number of pupils in school  | 192             |
| Proportion (%) of pupil premium eligible pupils   | 24%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2021       |
| Date this statement was published   | 17.9.21         |
| Date on which it will be reviewed   | 01.09.21        |
| Statement authorised by   | Sarah Cox       |
| Pupil premium lead  | Sarah Cox       |
| Governor / Trustee lead   | Mark Rushby     |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £88770 |
| Recovery premium funding allocation this academic year  | £6000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £94770 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Willows Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

Willows Academy is a smaller than average primary academy with a caring, supportive ethos. Willows Academy has a 39 place FTE foundation unit. There are currently 192 pupils on roll (including FS1 pupils). According to IDSR, the deprivation index for Willows Academy is quintile 5 which means we are in one of the most deprived areas nationally. Willows Academy is in the top 20% of the most deprived areas. 24% of pupils are eligible for Pupil Premium, which is in line with national figures of 24%.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

| Challenge number | Detail of challenge                          |
|------------------|--|
| 1                | Social, emotional, and mental health         |
| 2                | Gaps in reading, writing, maths, and phonics |
| 3                | Speech, language, and communication          |
| 4                | Attendance and punctuality                   |
| 5                | Access to wider opportunities                |
| 6                | Parental engagement                          |

## 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   |
|----------------------------|--|
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Phonics                    | Achieve at least 90% of pupils in Y1 pass the PSC                            |

|            |   |
|------------|---|
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% |
|------------|---|

## 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: £ 12693

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Talk for Writing training.                            | Writing across the school is broadly in line with national average, in 2019, 68% achieved national standard at the end of KS1. 8% achieved greater depth at the end of KS1, this is below national average at 15%. Introducing Talk for Writing will support more children in achieving greater depth in writing.                             | 2,3,                          |
| Voice 21 CPD  | Children starting their journey at Willows Academy start in nursery with lower than typical starting points, particularly with regard to their language development.  | 2,3                           |
| Numicon training                                      | Numicon a practical approach to acquiring early mathematical skills. Teacher's understanding of this strategy will support and embed practical approaches across all areas of mathematics and in all year groups as appropriate.  | 2,3,                          |
| Monitoring of the wider curriculum by middle leaders. | Middle leaders are supported to develop a monitoring strategy throughout the Academy. HLTAs are employed in order to facilitate effective leadership. Effective leadership will ensure that curriculum areas are embedded, and progress is made across all year groups. Middle leaders are swift to take action should support be identified. | 2                             |
| RWI CPD   | The RWI lead works closely with the RWI consultant to identify and plan training that supports high quality   | 2,3                           |

|   |  |          |
|---|--|----------|
|   | teaching of phonics. Through effective support and monitoring staff are able to develop their teaching strategies which, in turn, enables staff to deliver quality first teaching.   |          |
| Dedicated time for ECT and ECT mentor.                                      | Time is prioritised for teachers early in their career. Dedicated time is set aside weekly for ECTs to develop and embed effective teaching strategies. A highly skilled mentor coaches, guides and supports the ECT to recognise strengths and areas of support. This is highly valued evidenced by the school's commitment to providing ring fenced time in the day. | 2,       |
| High quality CPD in order to support all staff with quality first teaching. | A carefully planned training programme identifies key areas of development based on the Academy priorities, as identified on the SEF. A variety of professionals are used at academy and trust level to support these areas. Additional areas of support are sought in a wider context as necessary.   | 1,2,3,4, |

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

Budgeted cost: £ 32,177

| Activity                             | Evidence that supports this approach  | Challenge number(s) addressed |
|--------------------------------------|---|-------------------------------|
| Small group intervention in reading. | Teachers are skilled in identifying children through quality first teaching in reading and then planning interventions that support and challenge children whilst addressing any misconceptions. The lowest 20% are targeted in order to close the gap, 1:1 sessions are planned according to need.   | 2,3                           |
| Small group intervention in writing  | Talk for Writing is used to support teaching of Writing across the Academy, children are supported in interventions to develop vocabulary and grammatical skills alongside writing. Handwriting is taught discretely in order to support writing fluency. Handwriting stamina is a focus particularly with those who find this an area of need. Children start at very low starting points therefore interventions need to be swift | 2,3                           |

|                                   |   |       |
|-----------------------------------|---|-------|
|                                   | if quality first teaching does not accelerate progress.   |       |
| Small group intervention in maths | Maths is taught through the same day intervention approach; any misconceptions are addressed on the same day. Teachers use Ready 2 Progress as an intervention to support children's learning with a focus on the four key skills.  | 2,3,  |
| RWI interventions (one to ones)   | RWI assessments and quality first teaching identify children who would benefit from additional 1:1 session. Those children who are at risk of not passing the PSC are supported through 1:1s.   | 2,3   |
| Speech and language interventions | Children start at Willows Academy with lower than typical starting points, particularly with regard to communication needs. In EYFS, children are supported through the NELI intervention and Launchpad for Literacy is embedded through all aspects of the Academy life. | 1,3,6 |

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

Budgeted cost: £ 49,900

| Activity                                     | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pastoral HLTA                                | Children are identified through a multi-agency approach. Pastoral support is given initially through school however should it be necessary outside agency support is used for specific cases. Pastoral support is available throughout the school day to support children and parents. Fortis is provided for those children and parents who need more specialised support.          | 1,4,5,6                       |
| Attendance SLA, working closely with the LA. | Attendance is monitored closely. Key groups are identified as soon as possible and supported to overcome barriers to attending school regularly. Should it be necessary, the multi-agency approach is used to support the hard-to-reach families. A carefully planned structure of support is in place, this ranges from early identification letters for those in danger of falling | 1,4,5,6,                      |

|  |  |         |
|--|--|---------|
|  | below 95%, up to, detailed support plans for those children and families who are persistent absentees.   |         |
| Children come to school ready to learn.                        | Breakfast Club is accessible to all children before the school day, all children have access to breakfast in the morning because, children who are hungry do not perform as well. Sensory circuits sessions are provided for those children identified, this supports them to regulate their emotions and senses ready for the day ahead. Partnerships are strengthened with parents/carers in order to provide effective encouragement and support to be ready to learn. A multi-agency approach is used for the hardest to reach families. | 1,4,5,6 |
| Engagement of all children within all aspects of Academy life. | A range of systems are in place to support all children to engage in all aspects of Academy life these include reward shops, good to be green, star of the week and reading rewards. These rewards motivate and encourage all children to achieve.   | 1       |
| Access to a wide range of activities beyond the curriculum     | Trips are subsidised for all pp children and parents are supported to overcome barriers enabling children to experience trips and residential which, in turn, develops the child's confidence and aspirations.   | 1,5,    |
| Subsidised musical instrument tuition/hire                     | All KS2 children learn an instrument and we believe every child should have the opportunity to learn to play an instrument/perform in front of an audience therefore, instrument hire and tuition is subsidised so that barriers are reduced.  | 1,5,    |
| Thrive   | Improved SEMH of all pupils especially those who are the most vulnerable has a positive impact on all aspects of Academy life. Children receive support through Thrive in either small groups or 1:1 dependent on their individual need. Through baseline assessments Thrive addresses any gaps in development, this is supplemented with a whole school approach.   | 1,3,    |

**Total budgeted cost: £94,770**