# 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

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| **Detail** | **Data** |
| School name | Willow Bank Infant School |
| Number of pupils in school | 178 |
| Proportion (%) of pupil premium eligible pupils | 24 pupils (13.5%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 year |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | January 2023 |
| Statement authorised by | Michelle Masters  Headteacher |
| Pupil premium lead | Nicola Merritt |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £22753.40 |
| Recovery premium funding allocation this academic year | £1000.00 |
| 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 | £23753.40 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 3.9% 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.

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| **Challenge number** | **Detail of challenge** |
| Internal Barriers | |
| 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 |
| External Barriers | |
| A | Significant proportion of children who have special needs in addition to their PPG status - requiring outside therapists for support |

## 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** |
| For pupils to feel safe a secure in school | Children will come into school happily, and have regular attendance |
| To develop positive relationships with key adults in school | Children will develop a positive relationship with their Key Attachment Adult (where LAAC) or with Key Adult (other 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. |
| 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. | Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations. |

## 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: **£4165.00**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD for Read, Write, Inc (RWI)  CPD for T4W    External consultant support for Maths Mastery | EEF research shows that ‘Phonics’ can lead to an additional 5 months progress in a year.  Research shows that ‘Metacognition and self-regulation’ can lead to an additional 7 months progress in a year.  Research shows that ‘Mastery learning’ can lead to an additional 5 months progress in a year. | 2, 3 |
| 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  SLT training on Therapeutic Intervention Techniques  Therapeutic Thinking Training | 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. | 1, 2, 3 |

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

Budgeted cost: **£79452.33 (partly offset by Covid Grants)**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| NELI programme  Speech and Language interventions | EEF research shows that ‘Oral language interventions’ can lead to an additional 6 months progress in a year. | 2 |
| Additional teachers in every year group to deliver small groups and one to one support to pupils affected by pandemic. | 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. | 1, 2 |
| Provision of a Key Adult/Key Attachment 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: **£2544.10**

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Use of daily sensory circuits  Time, people and space available to interventions (such as Theraplay-style techniques) | 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. | 1 |
| Supporting families financially through paying for after school clubs, school uniforms and school trips. | Research has found that disadvantaged pupils and families have been worst affected by the impact of the pandemic. | 3 |
| Year group ‘Teach ins’ for parents informing them of our schools Phonics, English and Maths teaching and how to support at home. | EEF research shows that ‘Parental engagement’ can lead to an additional 4 months progress in a year. | 3 |
| Nurture and wellbeing groups delivered by trained nurture assistants. | Research shows that ‘social and emotional learning’ can lead to an additional 4 months progress in a year. | 1 |

**Total budgeted cost: £86161.43**

# 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 2020 to 2021 academic year.

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| Quality of teaching for all | | |
| Desired outcome:  Good Progress Academically | Our PPG children were making good progress until the point where we entered lockdown as a school.  Our progress measures reflect only the first term of learning, and do not include attainment data.  Children were invited into school during lockdowns and if unable to come in were supported with regular doorstep visits. | We will continue to provide support to our PPG children, and as there are no further lockdowns we will be able to provide consistent support. We know that having therapeutic relationships with adults in school can change children’s lives. |
| Targeted support | | |
| Desired outcome:  Good progress Emotionally | Our PPG children were making good progress until the point where we entered lockdown as a school.  Our Key Adults stayed in regular contact with their children throughout lockdown and maintained if not strengthened their relationships with the children. | We know from research that this approach has a positive impact on children, although the impact is not always visible until years later. We will continue with this as long as finances allow. |
| Other approaches | | |
| Desired outcome:  Provision of General Support for Emotional Regulation | Our PPG children were making good progress until the point where we entered lockdown as a school.  Regrettably we were unable to provide these interventions through lockdown. | We know that sensory circuits help children to regulate themselves and see the impact of the circuits daily. We will continue to provide this as long as finances allow. |

## Externally provided programmes

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| **Programme** | **Provider** |
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## Service pupil premium funding (optional)

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| **Measure** | **Details** |
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# Further information (optional)

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| At Willow Bank Infant School we also use the concept of ‘struggling families’ to ensure that our approaches to supporting disadvantaged children include those children for whom the school may not be receiving PP funding, but who are known to have lower incomes or challenging circumstances. Due to the nature of universal free school meals for infant children, some families don’t register for free school meals even though they are eligible. The Pupil Premium lead attends termly pupil tracking meetings with the EYFS and KS1 teaching staff where PP children and children from ‘struggling families’ are a focus at these meetings and discussed.  Our school has worked hard to become an Adoption- and Trauma-Friendly school. We have 3.9% of our school population who are Looked After or Adopted Children, where the National Average is 0.88%. The children and their families are well supported and a firm part of our school community. |