

## 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	Willow Lane Community Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	89 (45%)
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lucy Naylor
Pupil premium lead	Kirsty Banks
Governor / Trustee lead	Nick Harrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,740.00
Recovery premium funding allocation this academic year	£10,222.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£142,962.50

# Part A: Pupil premium strategy plan

## Statement of intent

A key factor is that the community we serve is in the 65th percentile on the Overall Multiple Deprivation Index with 80th percentile (E grade) for Health and Disability Deprivation and 75th percentile (E grade) for Crime. 45% of pupils are eligible for Pupil Premium which is higher than Lancashire and National averages. Attendance had been a historical concern and, through effective systems, it has been consistently above the national average. The vast majority of our pupils are of White British origin - 86% - and we have a slight gender imbalance with 52% boys and 48% girls. 19% of pupils are registered as having SEN, many with speech and language difficulties, which is higher than the Lancashire average and there are 5 post CLA children currently in school. Inward Mobility continues to have an impact on learning with 43 (24%) of the school having joined late. It is within this context that the school continues to develop its strengths and deliver a rich curriculum.

Current assessments show that around 50% or more of children are not on track for Reading Writing and Maths across school This falls to 23-40% for PPG children. Therefore, a focus on meeting the needs of reading, writing and maths throughout the curriculum to ensure immersion needs to occur.

Speech and language development, particularly in the EYFS and KS1, has been highlighted as an area of focus. In addition to this many disadvantaged families do not have access to a wide variety of experiences due to the costs involved and many did not engage with online learning during lock down, leading to a high intake of children in school during this time.

As many children have been at home, their physical needs have not been met as much and many children need to improve their fitness and concentration levels in school. Therefore, teachers need to adapt their timetable to allow for this.

At Willow Lane, we want the children from disadvantaged backgrounds to experience the same opportunities and experiences as children who aren't. Their backgrounds should not be a barrier to this. In addition, they should achieve as well as other children. In order to do this, we identify our children's barriers to learning and work on the challenges they face to help support a successful school experience that promotes lifelong learning and enjoyment.

## Challenges

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

Challenge number	Detail of challenge
1	Access to experiences and Quality First Teaching during lockdown
2	Language development and vocabulary

3	Low engagement in learning, particularly during lockdown and attainment
4	Lack of parental engagement or routine
5	Access to healthy lifestyles

## 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
Disadvantaged children's academic progress to be in line with all children.	Academic progress to be in line with age related groups.
Ab experiential curriculum to be in place for all children with further opportunities for PPG children.	Children experience a range of in school and out of school experiences. Key subject specific vocabulary is acquired and evidenced through pupil knowledge and achievement across the curriculum/
Increased engagement for PPG for remote learning/ online learning.	PPG children access online learning in school and outside school to support the catch up programme.
Increased physical activity and health lifestyles for PPG children.	PPG children attend physical clubs. PPG children receive access to basic needs at the point of need.
Clear guidance for behavioural expectations and parenting expectations to be in place.	All children, particularly PPG, have clear behaviour expectations in order to make responsible choices. Parents work in line with school to support strategies.

## 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: £ 31845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Team Support	More studies have been conducted with	2, 3

<p>and Development across school, particularly reading. £7785</p>	<p>primary age pupils, but the teaching of reading comprehension strategies appears effective across both primary (+6 months)</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)</p>	
<p>Experiential Learning- Funded trips for PPG children. Access to a range of activities to increase cultural capital. £18,000</p>	<p>Kolb's (1984) cycle of learning depicts the experiential learning process. This process includes the integration of: knowledge—the concepts, facts, and information acquired through formal learning and past experience; activity—the application of knowledge to a “real world” setting; and reflection—the analysis and synthesis of knowledge and activity to create new knowledge Experiences are carefully chosen for their learning potential (i.e. whether they provide opportunities for children to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes). Throughout the experiential learning process, the learner is actively</p>	<p>1</p>

	engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results. This helps to build knowledge and memory as part of metacognition.	
<p>Maths Hub Mastery involvement and support for school Maths Mastery Learning</p> <p>Maths No Problem Scheme- £5000</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (EEF)</p>	3
<p>Lancashire Emotional Health In Schools training available for all and KIDSafe resources £1,060</p>	<p>58% of our PPG children have had more than one ACE. This has a direct impact on their ability to learn and stay focused.</p> <p>By working with families and children through Early Help and whole school approaches, we can help reduce the impact of ACEs on these children.</p>	5

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

Budgeted cost: £ 87,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Extra TA in Year 2 and year 4/5</i> 34, 500 <i>Interventions teachers for 1:1 tuition</i></p>	<p>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</p>	3

<p>44,000 Greater Depth teaching assistant in Year 5 9,000</p>	<p>size 0.2–0.3). Year 1- no Assessed score from reception Year 2: 62% Current 44% PPG Year 3: 38% Current 20% PPG Year4: 38% Current 29% PPG Year 5: 47% Current 35% PPG Year 6: 40% Current 33% PPG From these teacher assessments, it is clear that there is a significant gap for all our children, but particularly PPG, made worse by COVID. This achievement is significantly behind previous published years of 65 % (2019). There are a number of children in each class that need intensive learning and support. In addition to the academic support, many of our children need more pastoral support, particularly our disadvantaged children.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39.250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-teaching Pastoral Lead: 28,000</p>	<p>Attendance, taking into consideration self-isolation numbers, continues to improve through home visits, phone calls, texts and emails.</p> <p>Pastoral lead works with parents to improve parental engagement. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate</p>	<p>1, 4, 3</p>

	<p>some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Pastoral lead works with PSHE subject lead, teachers and children to develop SEL.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
<p><i>Increase of physical activity and provision of playtime snack for all- £1,590</i></p>	<p>Key evidence from The Link Between Public health and Wellbeing:</p> <p>a UK study identified that the amount of moderate to vigorous physical activity pupils engaged with at age 11 had an effect on academic performance across English, maths and science at age 11, 13 and final GCSE exam results.</p> <p>The percentage of time girls spent in moderate to vigorous physical activity at age 11 predicted increased science scores at 11 and 16 years.</p> <p>Pupils engaging in self-development activities (including sport, physical activity) achieved 10-20% higher GCSEs</p> <p>A whole-school approach to healthy school meals, universally implemented for all pupils, has shown improvements in academic attainment at key stages 1 and 2, especially for pupils with lower prior attainment.</p>	<p>5</p>
<p><i>Ensure that all children have their needs met at the point of access such as clothing, resources, access to school and transport. £10,000</i></p>	<p>Many of our children and families have experienced financial hardship. Being within an area of social deprivation, means that children may not have the resources to access school, such as clothing, homework resources and food.</p> <p>Many of families need extra support with this to ensure children continue to have aspirations as part of the school community and that they can focus more closely on their</p>	<p>1,5</p>

	learning.	
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**Total budgeted cost: £ 158, 595**



## 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.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Despite the obvious hurdles of the last year, the pupil premium strategy has meant that many aspects of the provision put in place last year has been a success.*

- *Attendance has continued to improve.*
- *Children at need have accessed 1:1 tuition and support from Teaching Assistant*
- *Many PPG children have remained in school all year.*
- *Pastoral support has been essential in ensuring contact and support for families.*
- *All the children have managed to go on an Outdoor Learning Experience.*
- *Annual Kid Safe schemes have been carried out- helping to keep children safe, particularly through online learning.*
- *Language development through NESI is in place for KS1 and EYFS.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

