

Willow Grove Primary School



Pupil Premium Statement
April 1st 23 – March 31st 24
Financial year 2023 – 24

Pupil premium statement

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Willow Grove School
Number of pupils in school April 2023	66
Number of pupils in school September 2023	60
Proportion (%) of pupil premium eligible pupils April 2022	72% 39 FSM 3 Post CLA 5 CLA
Financial year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	June 2023
Date on which it will be reviewed	Oct 2023
Statement authorised by	Joanna Murphy Headteacher
Pupil premium lead	Joanna Murphy Pam Bolton Ashley Martindale
Governor / Trustee lead	Jackie Woods

Funding overview

Detail	Amount
Approximate pupil premium funding allocation this financial year	£70,385
Recovery premium funding allocation this financial year	£17,110 Sounds Write intervention in another Learning Plan
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£70,385

Pupil premium strategy plan

Statement of intent

Our school is **Attachment Aware and Trauma Informed**.

We will consistently strive to uphold this ethos. This belief will always guide, support and give direction to any decisions made around the use of pupil premium funding for all of our children.

The needs of our school cohort are often significant, always varied and disadvantage is not always the primary challenge our pupils and their families face.

There are 3 hearts at the centre of this school:

- The families that make up our school community, their needs, wants and the challenges.
- The staff team who work with care and expertise to support our families and children and to uphold the trauma ethos and direction of the school.
- The high quality, inclusive curriculum with high quality teaching that supports the varied needs and challenges that we face in our school and wider community.

All of our children will benefit from this premium funding as it will be used to support both individual and whole school approaches. The challenges our children and families face are not unique to the identified disadvantaged children.

We will hold social, emotional, relational and mental health growth and development central to learning. We will support families to engage with their own communities, the school community and to invest in learning both in school and in their homes to support their own family lives.

Our strategy will be mindful of the children's historic lives, future lives, goals and aspirations. We will encourage our children's future and hopes and dreams.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or pre-determined labels or expectations. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional, mental health and relational behaviour is significantly detrimental to progress in academic learning</p> <p>Historic information that travels with our children tells us that their educational pathway has been significantly disturbed for one or more of the following reasons:</p> <ul style="list-style-type: none"> • Poor attendance – sometimes due to non-engagement, part time timetables, multiple school placements, exclusions • Extremely low self-esteem and self-motivation – many failures in academic learning, relationships both with peers and the adults in schools • All children have experienced relational and possibly developmental trauma or attachment difficulties throughout their early years and school experiences
2	<p>Many pupils have secondary barriers to learning.</p> <p>ASC, ADHD, complex learning needs, OT needs, language processing difficulties, sensory difficulties. These need to be considered in conjunction with their primary need.</p>
3	<p>On-entry data.</p> <p>Our children are all working significantly below their age related expectations in all areas of the curriculum. This is especially true of the key skills in writing, spelling and number work.</p>
4	<p>Reduced Curriculum and community offer due to additional needs.</p> <p>Through observations and conversations with pupils and their families, we find that our pupils generally have fewer opportunities to engage with their own communities and to experience key cultural experiences.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our children's time at Willow Grove, and how we will measure whether they have made progress toward these being achieved.

Intended outcome	Success criteria
<p>Challenge 1</p> <p>Improved social, emotional, mental health and relational behaviours</p>	<ul style="list-style-type: none"> • Improved attendance at school • Reduced suspensions • Reduced incidence of violence and aggression over time • Greater engagement with the school curriculum offer • Measured progress data in academic attainment
<p>Challenge 2</p> <p>Secondary barriers are correctly identified and supported appropriately both in school and in the home.</p>	<ul style="list-style-type: none"> • Appropriate agency support with appropriate assessment of need • Regular attendance at appointments with greater responsibility and emphasis on families to maintain appropriate care of needs. • Academic progress will be seen across all areas of the curriculum offer. • The families will report calmer, more successful relationships in the home and in the community.
<p>Challenge 3</p> <p>Improved attainment for all pupils in all subjects, notably reading, writing and maths, relative to their starting points as identified through baseline assessments.</p>	<ul style="list-style-type: none"> • All pupils will have access to a bespoke differentiated curriculum that supports their learning needs. • The key skills of reading, writing and spelling will be baselined on entry into the school and programs to support learning will be offered. • The in school tracking system will show that children make progress academically over time.
<p>Challenge 4</p> <p>Pupils at Willow Grove will have full access to a full curriculum offer including cultural capital experiences and opportunities.</p>	<ul style="list-style-type: none"> • Families and pupils will report on widened life and school opportunities. • The curriculum on offer to all children will not be reduced or lessened. • School will evidence opportunities for wider life experiences.

Activity in this financial year

This details how we intend to spend our pupil premium in the Summer and Autumn term of 2023 and the Spring term of 2024 to address the challenges listed above.

WIDER CURRICULUM OFFER

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all children access extra-curricular activity such as residential trips and school visits. £5000		1 4

Targeted support for pupils 1:1, group or family group

Budgeted cost: **£51,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils with Individual music tuition.</p> <p>Individual vocal coaching</p> <p>£3500</p>	<p>DFE information: Research review series: music</p> <p>Singing and Social inclusion an original research article</p> <p>Front. Psychol., 29 July 2014</p> <p>https://doi.org/10.3389/fpsyg.2014.00803</p>	<p>1</p> <p>4</p>
<p>Provide personal, targeted resources identified throughout the time period for individual children.</p> <p>£3000</p> <p>£500</p> <p>£1500</p>	<p>Bespoke support for curriculum access/engagement activities.</p> <p>Magazine subscriptions</p> <p>CLA bespoke items</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Contribute to staffing costs for the Family Partnership Service to enable supported activities on a 1:1, small group, family group, wider group, community basis.</p> <p>£29,940</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Provision of after school club for targeted swimming instruction.</p> <p>£2500</p>	<p>Swim England swimming.org</p> <p>School Policy</p> <p>All children will leave Willow Grove able to swim.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Purchase Children's Counselling support across all age ranges £11,000	Supporting Trauma Informed Practises	1 2
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Wider strategies – whole school development

Budgeted cost: **£13,395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Speech and Language Therapy support across the whole school. £1875	School approach to support language development across the school by training staff in identified areas.	1 2 3
Play Therapy Support and Provision across the whole school. £11,520		1 2 3

Total budgeted cost: £70,345

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium but that requires considerable funds from our school budget.

- Continuing to provide a Family Partnership Team that is a family needs led service supporting with bespoke packages and tailored offers.

Planning, implementation and evaluation

In planning our new Pupil Premium Strategy, we ensured that the lense of a trauma and attachment ethos permeates through all the offers from school.

In addition to the pupil premium funded activity outlined above we have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff. This will impact on all of our challenge areas and was identified as a positive strategy during our most recent Ofsted inspection.