



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.

Willaston Primary Academy overview

Detail	Data
Number of pupils in school	251 (224 school age)
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	The Governing Body
Pupil premium lead	Mrs Lucy Patrick
Governor / Trustee lead	Mrs Emma Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,005
Recovery premium funding allocation this academic year	£ 2,000
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	£22,005

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy at Willaston Primary Academy will enhance quality first teaching for all, provide targeted support, extend wider curriculum opportunities, promote good health and well-being, nurture all pupils and support the development of social and communication skills. This targeted approach is to ensure disadvantaged pupils' progression and attainment is in line with their peers.

Through the combined use of our PPG and recovery premium, we will enable disadvantaged pupils at Willaston to remove barriers to accessing and attaining in education.

Removal of barriers and closing gaps in learning between our disadvantaged and non-disadvantaged children is our ultimate intent when strategizing.

Challenges

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

Challenge number	Detail of challenge
1	Assessments/ observations indicate reading fluency, comprehension, and enjoyment in reading is reduced.
2	Internal data suggests our disadvantaged children are progressing in Maths and writing but at a more reduced pace compared with non-disadvantaged peers therefore gaps are not closing.
3	Through monitoring nurture and responsive teaching, we have observed discrepancies in pupil confidence levels, desire to socialise, take on new challenges and have found an increase in their poor mental health and dependence on others.
4	Language acquisition, vocabulary understanding and speaking and listening skills have not developed as a result of disruptions and are causing further gaps in their learning.
5	A high proportion of our disadvantaged pupils are also identified as requiring SEND support and have various specific needs.

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
Improved attainment and engagement with reading among disadvantaged children	Phonics and reading outcomes show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard. Children demonstrate reading for pleasure by accessing a wide variety of quality texts. Observations of teaching and provision delivery shows a variety of personalised and quality first teaching approaches as typical practice in Willaston.
Maths progression and attainment by the end of year 6 will demonstrate expected or above among disadvantaged children	Maths and writing outcomes in 2023/2024 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard. Observations of teaching and provision delivery shows a variety of personalised and quality first teaching approaches as typical practice in Willaston.
Improve mental wellbeing for all children that is sustained for longer periods	Sustained high levels of well-being are maintained, demonstrated by: Qualitative data from pupil voice, surveys and teacher observations, progression through Emotional Literacy Support assessments, and parent voice. Attendance in school is above national.
Improve pupils understanding of vocabulary and further develop speaking and listening skills for our most disadvantaged pupils	Eligible children in Early Years and children who have identified speech and language barriers are improved. As a result they are attaining and progressing in communication, language and literacy. Writing, phonics and reading outcomes show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard. Children demonstrate reading for pleasure by accessing a wide variety of quality texts. Observations of teaching and provision delivery shows a variety of personalised and quality first teaching approaches as typical practice in Willaston. Our disadvantaged children demonstrate their understanding of key concepts (Willaston) and subject specific concepts by the end of year 6.
Eligible pupils with identified SEND make accelerated progress towards their specific targets set out on support plans or EHCP	Children receiving additional support through 1:1 or small group provision are accelerated as a direct result of intervention. Quality first teaching strategies support inclusivity for disadvantaged children and gaps in attainment are closing as a result of outstanding teaching and learning. SENDCO and PP lead have made effective and bespoke plans which have impacted in removal of barriers to learning -

	plans are used as working documents and support staff are used effectively.
Children are confident and happy learners who have a 'give it a go' approach to school and wider life	Disadvantaged children increase their interests, confidence and social skills through wider curriculum opportunities. Financial barriers are overcome and children can access music lessons, extra-curricular clubs. Support for equipment is offered. Attendance in school is above national.

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training</i>	Staff training - targeting bottom 20%, accelerating progress - support from maths, writing, SEND consultants. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Impact +5	1,4
Management time of PP lead - focus on constant review of strategy and pp outcomes as well as development of 'mentoring'	Dedicated leadership time will enable better and focused implementation of the PP strategy. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk) Impact +2	1-5
Work collaboratively with other academies within The Chancery Trust and cluster work to share strategies, approaches and resources	Collaboration will enable efficiencies to be better utilised and ideas for support sharing. Forest school qualified staff plan for disadvantaged children to encourage the outdoors and wider opportunities which will benefit them and other disadvantaged children across school and our community	1-5
CPD for leaders through specialist consultants to support leaders with implementing QFT strategies	QFT strategies will support acceleration progression and pupil attainment for all but especially include the disadvantaged Consultant support this year - Anthony Reddy (maths), Jonathon Riley (writing) and Natalie Packer (SEND).	1, 2, 4, 5

consistently-follow up with addressing training needs of individuals and teams	Feedback EEF (educationendowmentfoundation.org.uk) Impact +6 Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) impact +5 send-quality-first-teaching-toolkit.pdf (sensibleenco.org.uk) Developing a Whole School Approach to SEND with Natalie Packer from the SENDcast	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Establish small group interventions / Tuition for disadvantaged children are prioritised</i>	<p>Evidence suggests that increasing children’s confidence in maths and reading has a significant impact on the attainment of children, especially our disadvantaged learners. Specific needs are met through tailored learning tasks and the gap in understanding is reduced. Interventions will enable for more bespoke feedback to be delivered on a one-to-one or small group basis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Feedback EEF (educationendowmentfoundation.org.uk) Impact +6</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) +4</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4</p>	1 - 5
Encouraging wider reading and developing reading for pleasure and	<p>Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	1, 4

investment in quality reading books and accelerated reader		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school curriculum development and extra-curricular club	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Pupil Premium Pupils could benefit from improved confidence and Social and Emotional Learning (SEL). SEL can be defined as the process through which children ‘learn to understand and manage emotions; set and achieve personal goals; feel and show empathy for others; establish and maintain positive relationships and make positive decisions.’¹ Research shows that good Social and Emotional Learning will have a positive impact on academic achievement as well as reduced anxiety, stress, social withdrawal and conduct problems. See further information below.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) impact +5</p>	3,4,5
Dedicated nurture cpd/ timetabling and resourcing	<p>Targeted interventions can have positive overall effects on the attainment both academically and socially of our children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	3, 5

¹ Education Endowment Foundation. Improving Social and Emotional Learning in Primary schools (2019) p.5 Available at [Improving Social and Emotional Learning in Primary Schools | Education Endowment Foundation | EEF](#) Accessed 20.7.21

<p><i>Funded clubs/ experiences that support wellbeing and inclusion</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) Impact +5</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk) impact +5</p>	<p>3</p>
<p><i>Direct time dedicated to supporting families in removing barriers for the children so they can attain and access extra-curricular opportunities</i></p>	<p>Supporting our families where attendance is a concern can improve attendance and improve outcomes for our children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Removal of financial barriers will improve social integration and confidence to achieve Barriers to Participation in Education and Training (publishing.service.gov.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) impact +4</p>	<p>1,2,3</p>
<p><i>Funding for essentials to support families with the removal of financial barriers which impact mental health of children and therefore have a negative impact on academic outcomes</i></p>	<p>Removal of financial barriers will improve social integration and confidence to achieve Barriers to Participation in Education and Training (publishing.service.gov.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) impact +4</p>	<p>1,2,3</p>

Total budgeted cost: £ 22,055

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 2021 to 2022** academic year.

Phonics scheme is delivered by teachers and TAs with the guidance and leadership of the subject leader. Read write inc has started to be embedded. Repetition is key to this embedment. PP children in infants have all made progress in phonics from their baselines. PP pupils have received much smaller and 1:1 phonic teaching.

The impact of having a dedicated leader target our disadvantaged children is to raise the profile of the disadvantaged in strategic planning and have a targeted focus and support for pupils, teachers and teaching staff. The leader has enabled continuity, thorough feedback and aids planning provision to ensure all teachers think about our disadvantaged, plan for and are held to account for their outcomes. The leader has utilised her time to spend quality time with the children, enabling their enjoyment and engagement in school life and wider opportunities. This time has also been spent on building knowledge of all individual's gaps in accessing opportunity and then planning opportunities to gain capital culture.

Training has been delivered on the quality of teaching reading. Guided reading has been a focus as well as planning English units around quality texts. Some classes have received additional consultancy support targeting low achievers. Quality first teaching has been a priority in book scrutiny and SLT monitoring as well as head/ deputy drop ins. All teachers and TAs have been able to access quality maths training on concrete, pictorial and abstract approaches to teaching maths and number concepts. Funds have been allocated to ensure reading and maths are fully equipped to support our most disadvantaged children in accessing the curriculum.

Children in receipt of pupil premium grant have free access to many clubs, trips, residential and music lessons. Even more so, pupil's participation in woodland club has been a success. Vulnerable pupils have been encouraged and supported to become Forest Leaders. This is having a lasting impact on the children who have returned to this role and club in September 2022. Instruments were purchasde for children to continue to access and enjoy playing.

ELSA teaching assistant and additional mental health support has been allocated funding to enable greater time to be spent with these children. 16 identified children have developed coping strategies to improve own mental health. 12 have fully completed the programme and data shows they have a higher score. Others continue to receive mental health support and enjoy their time with our ELSA and our staff leading nurture.

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

Further information (optional)

How can Forest School Learning Boost Academic Outcomes for Pupil Premium Children at Primary School?

Pupil Premium Priorities

What barriers face disadvantaged children in the Education System and how can they best be tackled?

Educational attainment is the best predictor we have of a young person's long-term outcomes. As Pupil Premium Children are more likely to be lower attaining than other children it is vital that schools fight to close the gap and tackle inequality.² According to research, this can be achieved through a three-tiered approach which balanced Quality First Teaching; Targeted Academic Support - such as interventions - and Wider Strategies to Tackle Barriers to Learning faced by individual pupils.³ It is important that the Pupil Premium Lead takes a balanced approach to these three tiers and selects a small number of priorities to give pupils the best chance of success.⁴

As a Pupil Premium Lead, I would like to focus part of my grant on the area of 'Wider Strategies to Tackle Barriers to Learning.' At Willaston, we feel that our Pupil Premium Pupils could benefit from improved confidence and Social and Emotional Learning (SEL). SEL can be defined as the process through which children 'learn to understand and manage emotions; set and achieve personal goals; feel and show empathy for others; establish and maintain positive relationships and make positive decisions.'⁵ Research shows that good Social and Emotional Learning will have a positive impact on academic achievement as well as reduced anxiety, stress, social withdrawal and conduct problems.'⁶ Recent studies have shown that efforts to promote SEL is 'especially important for disadvantages pupils who on average have weaker SEL skills than their better off peers.'⁷ This matters because it will result in 'poorer mental health and academic achievement.'⁸ If we want Pupil Premium Funded Children at Willaston to thrive and achieve good academic outcomes, we need to

² Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) p.5 Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) Accessed 20.7.21

³ Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) p.8 Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) Accessed 20.7.21

⁴ Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) p.8 Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) Accessed 20.7.21

⁵ Education Endowment Foundation. Improving Social and Emotional Learning in Primary schools (2019) p.5 Available at [Improving Social and Emotional Learning in Primary Schools | Education Endowment Foundation | EEF](#) Accessed 20.7.21

⁶ Education Endowment Foundation. Improving Social and Emotional Learning in Primary schools (2019) p.4 Available at [Improving Social and Emotional Learning in Primary Schools | Education Endowment Foundation | EEF](#) Accessed 20.7.21

⁷ Goodman, A et al (2015) Social and Emotional skills in Childhood and their long term effects on adult life. A review for the Early Intervention Foundation.

⁸ Goodman, A and Gregg P (2010) Poor Children's attainment. How important are attitudes and behavior? Joseph Rountree Foundation.

tackle these wider barriers to success and provide them with opportunities to communicate with their peers, expand their vocabulary and experience the wider world.

The Forest Schools Approach

How can a Forest School initiative help to tackle inequality and barriers to learning in primary schools?

The Forest School movement has grown rapidly over the last decade, but it's roots in the UK can be traced back to Bridgewater College in Somerset when a group of Early Years Practitioners travelled to Sweden in 1993 to observe their thriving culture of outdoor learning.⁹ⁱ Since then, the popularity of open-air learning has soared. Being outdoors can provide children with opportunities not catered for in the classroom. For disadvantaged pupils, these opportunities are far less likely to be explored at home through groups like Boy Scouts or family holidays. In forest school settings, pupils can enjoy learning about nature and wildlife whilst exploring the countryside and the world that we live in through play. Children can relax in the mindful presence of nature, switch off from their daily concerns and become experts in activities not defined by academic ability.

Crucially, the forest school setting encourages challenge-based learning. Forest school leaders provide pupils with a problem or a task. For example - 'Can you build me a shelter big enough for three children to stay dry during heavy rain?' Or 'Which team can make the longest daisy chain?' Or perhaps, 'Make me the best possible catapult using only natural resources and these elastic bands.' Pupils are expected to work in small groups to tackle these questions. This 'Discover-Learning' style approach favoured by Bruner¹⁰ is key to tackling one of the key areas of inequality faced by Pupil Premium children - poor oral language and communication skills. The EEF Literacy Guidance Report suggests that language acquisition is a high priority for schools and explicit strategies for developing language should be provided.¹¹ They suggest giving children access to activities that develop their communication skills - asking questions, giving opinions, summarising and discussing a task as part of a small group.¹² They also suggest that children be given the chance to make constructive choices, think about solutions and the potential consequences of options for themselves and others.¹³ Forest school is the perfect setting to provide these opportunities. Pupils are given meaningful activities to work on such as making a fire to cook a meal for the group. Or whittling a stick to make a plant label for the new school garden. They can learn

⁹ MA Education. Lead the Way to the Woods. (2015) Available at: <https://www.earlyyearseducator.co.uk/features/article/lead-the-way-to-the-woods> Accessed 29.4.21

¹⁰ [McLeod](#), Saul(2019) Bruner: Learning Theory in Education. Available at: [Bruner - Learning Theory in Education Simply Psychology](#) Accessed on: 27.4.21

¹¹ Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) p12.Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) Accessed 20.7.21

¹² Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) p.12. Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) Accessed 20.7.21

¹³ Education Endowment Foundation. The EEF Guide to The Pupil Premium (2019) Available at [Pupil Premium Guide | Education Endowment Foundation | EEF](#) p.16 Accessed 20.7.21

new skills and the associated vocabulary and can also acquire language linked to nature and our world. In addition, the opportunities for teamwork are endless!

Already in our Woodland Club, pupils have worked together successfully to create a bug house. They solved the problem of making it stable and discussed the best possible habitat for the insects. All of this was encouraged by staff, but was led by the pupils. As a result, we have seen them grow in confidence. Children who can be reluctant to show positivity in class have revealed a remarkably cheery disposition when outside and a determination to solve problems and find practical solutions. One child, who was initially reluctant to get messy hands has become one of the keenest members of the group and has tried every single activity to the amazement of his class teacher. In addition, we have another child who in class shows low self confidence who has tackled practical activities with aplomb, acting as an expert and taking the lead in a way we have never observed before.

Opportunities like this will only improve even further staff at Willaston are fully qualified and can access the full range of Forest School Skills. Skills such as Fire Lighting, Tool Use and Off the Floor Activities give disadvantaged pupils the chance to access activities that they may never have experienced at home. These chances for success outside of the academic area will undoubtedly boost pupil's confidence. Research show that pupils who have good Social and Emotional Learning by the age of ten are the best prediction of a range of adult outcomes including life satisfaction, wellbeing, labour market success and good overall health.¹⁴ Forest School provides us with an opportunity to level the field for our disadvantaged pupils and to provide them with a chance to experience success.

Without the Forest School Initiative, we can tackle pupils academic barriers through Quality First Teaching and through interventions but if pupil confidence is low these approaches may have limited success. By boosting SEL at the same time, we are ensuring that children have the right mindset to learn and can take advantage of the opportunities offered to them. In addition, Forest schools sessions provides staff with the opportunities to get to know children in a relaxed setting and to ensure that they have the right opportunities presented to them via the Pupil Premium budget. The budget is precious and needs to be spent appropriately and in an individualised way.

I hope that this evidence will convince you that Forest Schools will provide pupils with an opportunity to improve both their Social and Emotional Learning which in turn should impact upon their academic success. The acquisition of new practical skills, team-building skills and communication-skills are vital life skills for any workplace and should not be underestimated. Forest School is varied and exciting and can persuade even reluctant learners to engage and thrive. It seems a very worthy area in which to invest a proportion of the Pupil Premium budget.

¹⁴ Education Endowment Foundation. Improving Social and Emotional Learning in Primary schools (2019) p.5 Available at [Improving Social and Emotional Learning in Primary Schools | Education Endowment Foundation | EEF](#) Accessed 20.7.21

Lucy Patrick

Willaston Primary Academy Pupil Premium Lead
