# Willow Primary Academy – The Piper Centre  Pupil premium strategy statement 2022-23

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | The Piper Centre |
| Number of pupils in school  | 30 |
| Proportion (%) of pupil premium eligible pupils | 7/30 pupils 33%  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 to 2024-25 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Pete Hales |
| Pupil premium lead | Pete Hales |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year: | £9,695.00 |
| Recovery premium funding allocation this academic year: £145 per pupil | £0 |
| 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 | £9,695.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. **ALL** pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.It is the aim of The Piper Centre to use Pupil Premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we maintain that additional support can be provided to ensure our pupils can be supported to overcome barriers to success, including: * Communication skills including oral language
* Special Educational Needs including challenging behaviours
* Self-esteem / Social, Emotional Mental Health
* ‘Lost learning’ due to Covid-19 Pandemic (2021-2022)

Integral to our approach is quality teaching first, focussed on areas that disadvantaged pupils require it most. Targeted support is based on diagnostic assessment of need, including baseline assessment and progress along our individualised, sequential pathways; progress towards EHCP outcomes and evaluation of social and emotional needs. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as small class sizes and high-quality teaching. Implicit in the intended outcomes, detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy will be driven by the needs and strengths of each young person through a culture of high expectations from all pupils and staff. This is based on formal and informal assessments, not assumptions or labels and will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.Objectives:* To diminish differences between our disadvantaged pupils and their peers
* To ensure that the attainment gap between disadvantaged pupils in Centre and disadvantaged pupils nationally remains low
* To provide pupils with high quality teaching and learning opportunities
* To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
* Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2022/23
* Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home. Successful implementation will be achieved through a number of key principles in order to provide an **enriched**, **relevant**, **engaging** and **innovative curriculum**: * Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
* High quality teaching is the key to improve outcomes for disadvantaged pupils
* Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
* We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

PP funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.  |

## 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  |
| 1 | High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils. |
| 2 | Ensuring attendance of disadvantaged children is in line with their peers across the Centre while reducing the levels of persistent absence across vulnerable groups in Centre. |
| 3 | Disadvantaged pupils generally make less progress against their academic targets than non-disadvantaged pupils. Oral language/ communication skills and functional recording methods have been identified as barriers to achieving desired outcomes in English and Maths |
| 4 | Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely experience greater challenges due to their special educational needs, including challenging behaviours and sensory processing difficulties |
| 5 | Pupils make at least expected progress against EHCP outcomes |

## 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 |
| Pupils make at least expected progress in English and Maths according to their sequential pathway | * Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers.
* A functional recording method will be identified and supported for all pupils.
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| To ensure every child has access tohigh quality teaching, in every classroom,every day | * Standards of teaching will be graded at least good. This will be evidenced through the monitoring cycle and teacher triangulation.
* A comprehensive catalogue of CPD support and training accessed by teachers and Learning Partners.
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| To improve attendance of all pupils anddiminish differences betweendisadvantaged pupils. | * School attendance target of 92% met.
* Attendance of disadvantaged pupils in line with attendance of their peers.
* Persistent absence reduced and inline for disadvantaged pupils and their peers.
* Strategies to improve attendance have a positive impact: Individualised, dynamic nutrition plans, rewards, pastoral support.
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| To ensure that all pupils have access tohigh quality mental health and well-beingsupport. | * Outcomes of pupils questionnaires, happiness profile and pupil voice are positive.
* Parental feedback via questionnaires is positive indicating they feel well supported by the centre.
* High quality CPD for all staff so they are able to identify and support vulnerable pupils.
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| Pupils make at least expected progress against EHCP outcomes. | * Assessment of pupils progress towards EHCP outcomes shows PP pupils making the same progress against EHCP targets as non PP pupils.
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| To improve behaviour, engagement and attitudes to learning. | * Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2023/2024. Fewer behaviour incidents recorded for identified pupils. Robust and supportive behavioural interventions in place for these pupils.
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## 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 (CPD, recruitment and retention)

Budgeted cost: £1,300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| External Staff CPDTargeted and bespoke external CPD delivered to staff to ensure high quality Teaching and learning across the Centre. | [High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support) | 1,3,4, 5 |
| OTOccupational Therapist. Support from Qualified Occupational Therapist ensures both sensory and motor processing issues are identified and supported for children in Centre. | [One to One tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[Physical Activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1,3,4,5 |

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

Budgeted cost: £4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Interaction Therapy | [One to One tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1,3, 4, 5 |
| Learning engagement through sensory processing support - floor time | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)[Physical Activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  | 1, 3, 4, 5 |

**Wider strategies (related to attendance, behaviour, wellbeing)**

Budgeted cost: £4,395

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support Worker- Home Issues- Behaviour- Attendance- Intervention | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2 |
| Play Therapy | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1 |

**Total budgeted cost: £9,965**