

Thomas Willingale School & Nursery

Pupil premium strategy statement

School overview

Detail	Data
School name	Thomas Willingale School and Nursery
Number of pupils in school	School: 411 Nursery: 75 Total: 486
Proportion (%) of pupil premium eligible pupils	38
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss T. Phillips, Head Teacher
Pupil premium lead	Mrs L. Ford Richards, Inclusion Manager
Governor / Trustee lead	Mrs R. Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,370
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£51,476
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	£269,451

Part A: Pupil premium strategy plan

Statement of intent

This document forms part of the longer term strategy for supporting our disadvantaged pupils. This document sets out the spending plan of the Pupil Premium funding for 2021-2022 at Thomas Willingale School. However, we have planned that this strategy will continue to academic year 2024/2025. This is based on Department for Education (DfE) advice that longer term strategies are recommended for greater impact. We are committed to returning the academic performance of our pupils to levels that are the same or better as those prior to the Coronavirus pandemic. Alongside this, we are committed to investing in the cultural capital of our pupils to raise aspirations and life choices. Research by the Education Endowment Foundation (EEF) has found that disadvantaged pupils have been worst affected by the impact of the Coronavirus Pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. In order to recover from the impact of the Coronavirus pandemic on all pupils, including those from disadvantaged backgrounds, Thomas Willingale has adopted a systematic strategy, dedicated to improving outcomes and based on academic research.

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children. In Essex, we know that the performance of disadvantaged pupils is lower when compared to their peers (*Addressing Educational Disadvantage, Rowland, 2021*).

Levels are expected to fluctuate as a result of the Covid-19 pandemic (*Addressing Educational Disadvantage, Rowland, 2021*). The Recovery Funding and Pupil Premium Funding are intended to help schools to provide targeted support, based on research, to improve the life chances of children from disadvantaged backgrounds so that they can reach their full potential.

It is the intent of this strategy to support our Disadvantaged Pupils by following the 4 Core Elements identified by Marc Rowland, Unity Research and Essex County Council. These are:

- Relationships
- Language Development and Comprehension.
- Metacognition and Self Regulation.
- Social, Emotional and Mental Health.

These are interlinked with our “school drivers” which underpin our School Development Plan. The methods for supporting our pupils will be driven by research.

Those eligible for Pupil Premium funding at Thomas Willingale are significantly above that of the national average: 38% compared to 20.8% nationally. Support for our disadvantaged pupils is at the heart of our school community, asking ourselves “How does socioeconomic disadvantage impact on learning at Thomas Willingale?” and addressing those needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact of the Coronavirus Pandemic on the education and well being of our most disadvantaged pupils.</p> <p>Prior to the Coronavirus Pandemic, numbers of disadvantaged pupils were high. However, the impact of the Coronavirus Pandemic on families has seen the numbers of disadvantaged children in our school increase.</p> <p>As shown in national studies, our own school data also reflects that the impact of the pandemic on academic progress was greatest on our disadvantaged pupils. This means that we now have an attainment gap between these groups of pupils that is greater than that in many years. Some reasons for this included:</p> <ul style="list-style-type: none"> ➤ Home support impacts learning as may not have the resources at home. ➤ Parent ability to help. ➤ Oracy and vocabulary skills at home.
2	<p>Well-being of our pupils has been identified in our school community to have been impacted by:</p> <ul style="list-style-type: none"> ➤ Families struggling to afford food, leading to nutritional needs. ➤ Attendance at school affected. ➤ Lack of access to extra curricular activities. ➤ Lack of cultural capital e.g. holidays, trips to museums. ➤ Lack of opportunities to access exercise. ➤ Traumatic events experienced by some pupils at home during the pandemic. For example, witness to domestic abuse.
3	<p>Assessment and observations highlight underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2.</p>

	<p>Our pupils need to develop the oral skill set to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.</p> <p>Poor vocabulary impacts pupils being able to access the curricular content from starting school.</p>
4	<p>Assessment and observations highlight underdeveloped Reading and Phonic gaps among many disadvantaged pupils at starting points and those who are new. This has been impacted by the pandemic with lack of reading and writing opportunities at home and lack of role models for these skills. .</p>
5	<p>Assessment and observations highlight underdeveloped Writing gaps among many disadvantaged pupils. These are evident throughout the school. This has been impacted by the pandemic with lack of reading and writing opportunities at home and lack of role models for these skills.</p>
6	<p>Attendance.</p> <p>Prior to the coronavirus pandemic, our attendance of our disadvantaged pupils had improved due to rigorous monitoring. However, we have observed through our own data that attendance has decreased for some persistent absentees.</p>
7	<p>Link with Special Educational Needs.</p> <p>As identified by Rowand, Unity Research and Essex County Council (2021), <i>on average 20% of disadvantaged pupils have SEND. The proportion of White British boys is higher in Essex than nationally.</i></p> <p>Our school data reflects these trends. However, our percentage of disadvantaged pupils who also have SEND is slightly higher at 25.3% 61% of the children with SEND in the school are also disadvantaged.</p>

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 oral language skills and vocabulary among disadvantaged pupils in all key stages.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
The Standard of reading and phonics across the whole school improves to levels similar to or above prior levels of achievement	Internal data shows improvement, for example, on PTE and rising star tests and Phonics Tracker for Year 1.

	Outcomes at end of Key Stage data at end of 2024/2025 data show that the gap between disadvantaged and non-disadvantaged pupils has narrowed.
The Standard of writing across the whole school improves to levels similar to or above prior levels of achievement	Internal data shows improvement, for example, on PTE and rising star tests. Outcomes at end of Key Stage data at end of 2024/2025 data show that the gap between disadvantaged and non-disadvantaged pupils has narrowed.
The Standard of Maths across the whole school improves to levels similar to or above prior levels of achievement	End of year data by end of 2024/2025 shows a narrowed gap between disadvantaged and non-disadvantaged pupils.
To continue to develop children's resilience, aspirations and independence in line with the school drivers.	Staff are all trained in Trauma Perceptive Practice and this is embedded as a core ethos of the school. Children have been taught CBT strategies. Families continue to be supported to access services such as food banks and hampers. Parents to begin to have further opportunities to learn about child mental health and strategies to support at home. Opportunities to support aspirations and life opportunities. Cultural capital is intervolved throughout the school curriculum. All children have Enrichment passports to support obtaining these experiences. Children's physical and mental health is good by providing numerous sporting opportunities and mental health support.
To ensure attendance and attitude to learning of all children is good.	Attendance of all children has improved. Children's aspirations/cultural capital in line with the school drivers are evident in pupil views. Children have the appropriate language to express themselves and supports their cultural capital.

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: £ 143,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure vocabulary is taught explicitly and modelled in all lessons</p> <p>Ensure plentiful opportunities to support children's Oracy</p>	<p>As an ongoing assessment of children's learning, key areas have been identified as priority following the national lockdowns, including language development and comprehension.</p> <p>This year, in addition to our existing early assessment and intervention programme in EYFS, we aim to improve these areas by concentrating on vocabulary in class for all year groups.</p> <p>Recent work on addressing educational disadvantage states that language is the key to accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing relationships with adults and peers. Unfortunately, the same recent work also found that there is a 27% language gap at age five between the lowest income quintile and the highest.</p> <p>From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families and this talk gap between the ages 0-3 year – not parent education, socio-economic status, or race – explains the vocabulary and language gap at age 3 and the reading and math achievement gap aged 10. (The achievement gap in reading, edited</p>	1 – 5 & 7

	<p>by Rosalind Horowitz and S. Jay Samuels, p. 151.</p> <p>Within the EEF Teaching and Learning Toolkit Oral Language Intervention was rated as a strategy with one of the greatest impacts. Adding approximately 6 months to learning.</p>	
<p>Introduction of new marking and feedback policy to support metacognition.</p> <p>CPD to teachers and Learning Support Assistants on metacognition.</p> <p>Development of whole school progression framework.</p>	<p>Marking and Feedback Policy is based on research from EEF where verbal feedback supports pupils understanding. Teachers recording the marking in a marking book to inform their teaching for the next lesson, ensuring misconceptions are addressed.</p> <p>All teachers receiving on going CPD on feedback and questioning using the Walk Thru books - Rosenshine's Principles.</p> <p>All subject leader teams have an overview on the development of their subject throughout the school. Enabling subjects to link together and develop skills such as reading, vocabulary and writing within each subject area.</p> <p>This activity focuses on our high expectations of all pupils.</p> <p>Children and parents will have the overview of their own learning as part of a Crucial Content / Knowledge Organiser to further strengthen the working relationship between home and school.</p> <p>Thomas Willingale school is committed to encouraging children to become life-long learners and metacognition supports this. The Faculty of Education at Cambridge University states in its paper titled What are the benefits of metacognition? That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself.' The recent work on addressing educational disadvantage from Rowland (2021) states that 'it is important for teachers to explicitly teach metacognitive skills' and</p>	1 – 5 & 7

	<p>outlines this area as a core part of any Pupil Premium strategy.</p> <p>The EEF rates metacognition as having the greatest impact on pupils.</p>	
<p>Staff CPD on our Disadvantaged Strategy.</p> <p>Our school linked with the Harlow Educational Consortium Disadvantaged Strategy.</p> <p>Staff CPD using Walk Thru books from Rosenshine's Principles.</p>	<p>This partnership enables our school to have access to up-to-date research and training to feed directly back school to adapt our practices to support each of the Four Elements highlighted by Rowland and Essex County Council.</p> <p>Quality First Teaching enables all children to learn.</p>	1 – 7
<p>Whole School Trauma Perceptive Practice (TPP) CPD.</p> <p>2 Members of the Senior Leadership Team to receive TPP Train the Trainer. All staff members will be trained in TPP over academic years 2021/2022 and 2022/2023.</p>	<p>SEMH and Relationships are 2 of the 4 core elements set out by Rowland and Essex County Council.</p> <p>'People not programmes change people' Bruce Perry (2017), Senior Fellow of the Child Trauma Academy, Houston, USA</p> <p>Trauma and neglect interfere with a child or young person's capacity to successfully engage in learning – whether this is an infant learning how to feed and sleep, a toddler learning how to explore the world through play, or a child learning to read and relate to peers, a young person to consider their further education options or transition into the working environment. It has the ability to shatter a child or young person's sense of feeling safe, stability and innocence. It crushes their ability to trust the one thing they have an innate need to do which is to form a connection to another human being.</p> <p>Trauma Perceptive Practice (TPP) has been put together in order to develop educators' knowledge, explore attitudes, and develop the skills and habits required to effectively support vulnerable children and young people. It includes:</p> <ul style="list-style-type: none"> • developing an understanding of how individuals, families and communities can be affected by the 	1-7

	<p>relationship between early life stress and trauma.</p> <ul style="list-style-type: none"> • identifying and incorporating new ways of responding helpfully to children and young people. • developing and using more helpful and supportive language when talking 'to' and 'about' children and young people's communicating behaviours. <p>TPP has been written for childhood educators in order to understand and subsequently know how to help all children and young people. This is explored through concepts in psychology and neuroscience related to attachment, neurobiology and the impact of trauma on brain development and learning. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us to understand how to effectively support children and young people in our schools and beyond, whilst enabling us to create safe places where all can flourish, become resilient and learn.</p>	
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<p>Pupils are taught strategies to promote positive mental health.</p> <p>Children are supported in a lesson a week to develop strategies for CBT and Emotional Literacy and Regulation.</p> <p>Staff are taught strategies to promote mental health and well being.</p> <p>Allowing additional time for disadvantaged pupils to meet with their teacher to discuss their learning.</p>	<p>Ensuring all children are ‘emotionally’ ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil’s progress by 3 months and SEMH appears as a core value in recent work by Rowland and Essex County Council. Further to this, Maslow’s Hierarchy of Needs states that emotional wellbeing (including feeling belonging) is key (after physiological and safety needs) to motivating humans.</p> <p>Embedding emotional support as part of a school ethos is essential. EEF highlights that relationships have the greatest impact on learning. Structures for this are important. This is not sustained by personalities alone but by the systems and structures in place to develop this in the long term.</p>	1-7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 87,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work.	In the 2019 EEF Guide the Pupil Premium, it is noted that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ Within the EEF Teaching and Learning Toolkit Feedback was rated as a strategy with one of the greatest impacts. Adding approximately 6 months to learning.	1 – 5 & 7
To provide opportunities for one-to-one and small group tuition.	Government advice has been to help pupils to “recover” with use of tuition. Tuition was rated highly by the EEF Teaching and Learning Toolkit.	1-5 & 7

<p>A range of targeted interventions are provided to support identified need.</p> <p>Speech and language support, including WellComm.</p> <p>Home Work Club is provided for identified pupils to give them additional support with learning after school.</p>	<p>In the 2019 EEF Guide the Pupil Premium, it states that ‘evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.’</p> <p>The language gap and links to socio economic disadvantages are well documented.</p>	1 – 5 & 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children by:</p> <p>providing educational visits.</p> <p>Clubs.</p> <p>Uniform.</p> <p>Food (bagels, hampers and food bank).</p> <p>Aspirational days, including off-site learning programs e.g. Forest Schools.</p> <p>Male Role Models including our Sports Coaches and Academic Mentor.</p>	<p>Investment in the Cultural Capital of our pupils to enhance opportunities for pupils.</p> <p>Additionally supporting the 4 Core Elements.</p> <p>Maslow’s Hierarchy of Needs states that emotional wellbeing is key to motivating humans. For this reason, at Thomas Willingale, we believe that no child should feel different due to a lack of uniform, food, PE kit or financial ability to go on a school trip.</p>	1-7
<p>To support the attendance of targeted pupils by working with parents and outside agencies. Good attendance is rewarded in school.</p>	<p>To be able to access the extensive opportunities for pupils, there needs to be good attendance to school. Poor attendance to school is clearly documented to have a negative impact on life chances.</p>	6

To obtain Silver Young Carers award.	By achieving this award we are working on strengthening our awareness of this vulnerable group and ensuring that the necessary interventions and support are in place. This links back again to our Core Elements.	1-7
To target parents and children for specific intervention for mental health. Working with MiND and our Educational Psychologist.	<p>Linked to research by MiND, TPP and EEF, mental health is essential to support children to learn.</p> <p>Working with families to understand the factors that impact on child mental health is essential to tackle these factors rather than counselling or play therapy alone.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that favourable parental involvement can accelerate children's progress by 3 months. In addition, the importance of relationships is a core value in recent work (Rowland, 2021). For this reason, at Thomas Willingale we want to nurture working relationships with parents and support them to encourage their child's educational journey</p>	1-7

Total budgeted cost: £269,451

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.

Aim: To support the well-being of pupils returning to school. This has been a significant focus for the school.

Outcome: The Well Being Team has supported teachers with the return to school for all pupils. Children have had assessment using the GL PASS assessment. All classes start the week with a Well Being focused assembly and a focused well-being lesson. The Daily Mile continues and the PSHE curriculum has been updated. Our Family Support Co-ordinator and School Therapist work with targeted children and families. A number of children have been referred to other agencies including Young Carers, Sparks and Kids Inspire. Many families are supported with food hampers, food banks and Active Essex with Sports, well being and food programs. Our School has achieved the Sandwell Well Being Mark. School has achieved Enhanced Health Schools. School has achieved Bronze Attachment Awareness Award and Gold Sports Mark.

Aim: The attainment gap between disadvantaged children and others closes.

Outcome: We have noted that due to the impact of COVID there has been an increase in the gap between the groups.

Aim: To increase parental engagement to support attendance and reading at home.

Outcome: This has been impacted by COVID. However, targeted support is in place for individuals.

Aim: To continue to support involvement in wider school life through clubs and trips and where needed pastoral support. (when this is safe to do so following COVID).

Outcome: Clubs have been reinstated and are open to all. Some children have been particularly highlighted for clubs. Targeted children working with Family School Co-ordinator, School Therapist and outside agency group sessions.

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
WellComm	GL Assessment
Toe-by-Toe	Cowling
Power of 2 / Plus 1	Sharp
6's & 7's	

Further information (optional)

Research Sources:

Marc Rowland, Unity Research School and Essex County Council (2021) Addressing Educational Disadvantage in Schools and Colleges

Education Endowment Foundation.

Closing the Vocabulary Gap, Quigley (2018).

The achievement gap in reading, edited by Rosalind Horowitz and S. Jay Samuels, p. 151. (2018)

A Theory of Human Motivation. Maslow, (1943)

Trauma Perceptive Practice, (2021)

Our School Curriculum Drivers (for all pupils):

Positive Growth – to instil a positive mind set which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

Oracy – to ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.

Environment /Community – Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.

Independence – Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.