

Thomas Willingale School & Nursery

Pupil premium strategy statement

School overview School Year 2024/2025

Detail	Data
School name	Thomas Willingale School and Nursery
Number of pupils in school	School: 410 Nursery: 64 Total: 474
Proportion (%) of pupil premium eligible pupils	36
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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 School Year 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£227,132

Recovery premium funding allocation this academic year	Recovery grant has ended. We have now received £9497. This is the last payment for 23/24.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£39,096
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	£2796,744

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 2024-2025 at Thomas Willingale School. However, we have planned that this strategy will continue to academic year 2027/2028. 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. The pandemic hit four years ago but the impact is still relevant in schools. The academic year 2024/2025 is the year that COVID babies will start school, it is important to provide support for these children who may have missed certain early childhood experiences because of national lockdowns. 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.

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

<p><u>Oracy</u></p> <p>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.</p>	<p><u>Environment/Community</u></p> <p>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.</p>	<p><u>Independence</u></p> <p>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.</p>	<p><u>Positive Growth</u></p> <p>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 skill-set and understanding.</p>
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Those eligible for Pupil Premium funding at Thomas Willingale are significantly above that of the national average: 36% compared to 24.6% nationally. Our school IDACI Score is 0.18, this highlights that our school is in an area of high deprivation. 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.</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 due to the cost of living crisis, leading to nutritional needs. ➤ Attendance at school affected. ➤ Lack of access to extra curriculuar 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. ➤ Independence and self care skills of younger pupils – including toilet training.
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</p>

	and writing opportunities at home and lack of role models for these skills.
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 24.8%</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 gap closes in writing for children on pupil premium.	<p>Internal data shows improvement, for example, on PTE and rising star tests.</p> <p>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.</p>
To continue to develop children's resilience, aspirations and independence in line with the school drivers.	<p>Our principles of Trauma Perceptive Practice continue to be followed within the school.</p> <p>Children continue to be taught CBT strategies via My Happy Mind.</p> <p>Families continue to be supported to access services such as food banks, hampers and Winter Warmth packages.</p> <p>Parents continue to have further opportunities to learn about child mental health and strategies to support at home.</p>

	<p>Including support from our MIND Partnership.</p> <p>Opportunities to support aspirations and life opportunities. Cultural capital is involved throughout the school curriculum.</p> <p>Children's physical and mental health is good by continuing to provide numerous sporting opportunities and mental health support.</p> <p>Parents supported by signposting to support for child self care skills, including toileting.</p>
To ensure attendance and attitude to learning of all children is good.	<p>Attendance of all children has improved.</p> <p>Children's aspirations/cultural capital in line with the school drivers are evident in pupil views.</p> <p>Children have the appropriate language to express themselves and supports their cultural capital.</p>

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: £ 173,499

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>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>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> <p>Our school is a Trauma Perceptive Practice School (TPP). We have continued to build on this by also completing Ready2Regulate training and TPP for families with Essex County Council. We also ensure that each class has a My Happy Minds lesson each week. All teachers are trained on this program. MIND also carry out tailored workshops throughout the year to specific year groups. “Ignite” will also continue to carry out workshops with older pupils this year.</p>	1-7

Pupils will have focussed time with their teacher each week to discuss their learning.	<p>Sessions with the teacher are focussed and time tabled. Research shows that direct feedback and discussion are one of the most effective ways of supporting pupil progress. Research from the Education Endowment Foundation shows that this approach can add 6 months progress for a pupil.</p> <p>These feedback sessions will be focussing on writing each week. Children will be supported to edit and develop their writing skills. All staff have high expectations of our pupils.</p>	
Independence and confidence is developed via the use of Forest Schools.	<p>Forest School is an inspirational process that offers children regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment. There is a large amount of evidence that shows that this process improves children's confidence and approach to learning.</p>	1,2,3,6&7
To continue to support children to develop resilience and to develop childhood experiences via Junior Duke	<p>School staff will support pupils to achieve their Junior Duke Award. This will support children to have some of their enrichment childhood experiences that they may otherwise not have the opportunity to have.</p> <p>The award will also support the pupils with their own independent, learning and confidence.</p>	2

To enhance play opportunities for pupils via the use of Opal Play	Play and the outdoors are essential daily experiences for children to help them to develop and to access learning. This approach is built on research and includes training for staff.	1&2
To develop the cultural capital of pupils through school trips, clubs and sporting events as well as inspirational visitors to school.	Investment in the Cultural Capital of our pupils to enhance opportunities for pupils. 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.	All
To ensure all staff receive training and CPD on the importance of identifying the needs of our pupils who are eligible for Pupil Premium.	With the introduction of new staff members it is timely to carry out whole staff training on identification of our Pupil Premium children and the importance of identifying their needs. Staff training to include the holistic needs of our pupils – including recaps on TPP and training for new staff. CPD to support the gap in Writing. SEND training for all staff due to the significant link between PP & SEND.	All

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

Budgeted cost: £ 14,000

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 with the focus on Writing.	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
A range of targeted interventions are provided to support identified need. Speech and language support, including WellComm.	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.'	1 – 5 & 7

Home Work Club is provided for identified pupils to give them additional support with learning after school.	<p>The language gap and links to socio economic disadvantages are well documented.</p> <p>Support for spelling and Writing is crucial due to the gap between children who are eligible and not eligible for Pupil Premium.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 78,729

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>Opal Play</p> <p>Junior Duke.</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
To support the attendance of targeted pupils by working with parents and outside agencies. Good attendance is rewarded in school.	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.	6
To target parents and children for specific intervention for mental	Linked to research by MiND, TPP and EEF, mental health is essential to support children to learn.	1-7

health. Working with MiND and our in school counsellor.	<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>	
To introduce nurture based learning to develop life skills as well as developing resilience, independence and confidence.	Our new Nurture Room and Nurture Garden are used by our Nurture Lead and Nurture Room Assistant to support children's targeted skills using the Boxall Profile as an individual assessment tool. Research shows that this approach can support progress for pupils by developing their readiness for learning.	All

Total budgeted cost: £266,228

Part B: Review of outcomes in the previous academic year

• Pupil Premium Strategy Report – June 2024

This is the last review of the current Pupil Premium Strategy. This is a review covers the past 4 years of the current strategy.

Aim: Improved oral language skills and vocabulary among disadvantaged pupils in all key stages.

Outcome:

- Use of Welcomm assessment is in place.
- Relevant children are supported by speech and language support. Speech and language provision is included within provision plans.
- Pupil Premium release time is used to ensure that teachers can spend time with children to discuss their learning.
- Staff meetings have been used to discuss Walk Thru books.
- Crucial Content planners have been written by class teachers.
- We are engaged within the HEC Disadvantaged Strategy. This academic year has focussed on the following elements:
 - Relationships, Oracy and Metacognition.
 - EYFS have carried out Makaton training.
 - Speech and Language students are carrying out placements at our school.
 - Specialist Speech and Language Therapist has visited to give targeted advice.

Aim: The Standard of reading and phonics across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

- All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning.
- Tuition has taken place this year to support vulnerable pupils.
- Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.
- Home work club has been offered free of charge to identified disadvantaged pupils.

Aim: The Standard of writing across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

- All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning. Tuition has taken place this year to support vulnerable pupils.
- The Essex Ordinarily Available Strategy is followed.
- Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.
- Home work club has been offered free of charge to identified disadvantaged pupils.

Aim: The Standard of Maths across the whole school improves to levels similar to or above prior levels of achievement

Outcome:

- All disadvantaged pupils have the opportunity to direct verbal feedback from their class teacher on their work. Teachers spend time with children each week to discuss their learning. Tuition has taken place this year to support vulnerable pupils.
- The Essex Ordinarily Available Strategy is followed.
- Provision Plans highlight the interventions in place for targeted pupils. This includes any speech and language provision.
- Home work club has been offered free of charge to identified disadvantaged pupils.

Aim: To continue to develop children's resilience, aspirations and independence in line with the school drivers.

Outcome:

- We engaged within the HEC Disadvantaged Strategy which provided training linked to our aims, including Relationships, Metacognition and Oracy.
- Trauma Perceptive Practice (TPP) has been delivered by members of SLT to all staff. We are a TPP accredited school. This academic year 2 members of SLT have completed TPP for families training and are now making plans to deliver this training next academic year. Another member of SLT has also carried out the pilot Ready to Regulate program and is planning on sharing this CPD with staff in the new academic year.
- My Happy Minds is being used successfully throughout the school. Pupils speak positively about the program and are able to use the language from the program with confidence.
- Uniforms have been provided for pupils again this year. Cereals have been given to every family. Food hampers are given out to targeted families. All children have the opportunity for a morning bagel.
- Male role models are in school. Targeted families are also provided with Food In School Holidays Vouchers (FISH).
- Cost of living crisis has meant that we need to continue to be mindful of support that our families need. This year we used funding to provide Winter Warmth packages for targeted families.
- We continue to obtain support for our school from MIND. MIND referrals have taken place. These referrals have been for groups of pupils. Individual parents have also had 1:1 support. The sessions are a block of approximately 6-8 weeks. Feedback from these sessions has been extremely positive.
- MIND have also been working with targeted groups of children throughout the year on emotional health and friendships. This has included:
 - Emotional Explorers – whole class intervention in Year 1.
 - 4 targeted friendship groups for years 2 and above.
 - MIND also provide us with key sessions for Year 6 pupils which have included SATs Stress Busters and Transition workshops.
 - Our school therapist has continued to work with targeted children.
 - Our family school co-ordinator continues to support targeted children.

- The Inclusion Manager has completed the Senior Leaders Mental Health Leadership Award and shares strategies to support mental health with our school community. Our Family School Co-ordinator is also being trained for this.
- We have obtained the Gold Attachment Awareness Award.
- Aspirations Day has continued. This includes speakers coming into school about their jobs.
- Cultural capital is raised via educational visits. E.g. to the theatre and an opportunity for a group of children to swim in the Olympic pool.
- Opal play times have started and are a huge success. The children love their playtimes and incidents involving behaviour have reduced.
- The Nurture Room has been created and is already proving to be a success. Children are carefully selected for groups. Assessment for and activities are selected using the Boxall Profile. We have now recruited a Nurture Room Assistant to enable us to continue to develop this provision. This member of staff is supported by the Nurture Room Lead who is a member of SLT.
- The Sensory Garden has been opened and is well used.

Aim: To ensure attendance and attitude to learning of all children is good.

Outcome:

- The pastoral support available to children which includes the MyHappyMinds, school counsellors, MIND, Family School Co-ordinator and Therapy Dog have continued to develop the mental health and well being of our pupil. This is alongside enriched cultural capital such as theatre trips. This leads to a developed attitude to learning. We will continue to work on the self esteem of pupils. Attendance will continue to be monitored to ensure that it does not drop. Expectations for attendance are made clear with rewards in place for children and families with good attendance. Support is available for families with poor attendance to help improve.

Overall Pupil Premium Strategy Outcomes:

The recent data shows that the new Pupil Premium Strategy for September 2024 is timely so that we can re-raise the profile of our pupil premium pupils. There continues to be COVID recovery across year groups and this can have the greatest impact on our most vulnerable children. However, we continue to be in line or better than the national average. Sutton Trust reported in February 2024:

In 2023, percentage points fewer disadvantaged pupils achieved the expected standards in reading, writing and maths at the end of KS2 when compared to other pupils (44% compared to 66% nationally).

The report went on to share that nationally this gap grows as the children get older.

For the new strategy we will have the following three key areas of focus:

Focus 1:

- Pupil Premium time with teachers will need to focus on writing and impact of this time reported on.
- Additional teachers will be used for Writing Booster Groups.

Focus 2: Self-esteem:

- Self-esteem of pupils will continue to be nurtured. This will be through existing pastoral support alongside the developing nurture room with the newly appointed nurture assistant.

Focus 3: Staff development:

- With the introduction of new staff members it is timely to carry out whole staff training on identification of our Pupil Premium children and the importance of identifying their needs.

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	
MIND	NHS

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.