

Willows High School

Pupil Development Grant Strategy Statement

Willows High School will use the 2023/24 PDG grant in line with its motto Belong, Believe, Achieve:

Belong

To improve the attendance of pupils and reduce exclusions.

Believe

To continue to improve the quality of teaching and learning.

To continue to develop the good character of pupils.

Achieve

To ensure that pupils are fully prepared for examinations.

To ensure that homework provides a 5-year revision plan for pupils.

The school will also aim to narrow attainment gaps across the school and provide wellbeing support for the most vulnerable learners in school. In addition, we will use the additional funding to target enrichment activities for FSM learners.

The school will utilise the PDG funding to employ additional staff to raise attendance post-Covid and support the most vulnerable learners in our provisions. Access to music tuition, enrichment sessions and sporting activities will be supported by the PDG grant.

School Overview

Detail	Data
School name	Willows High School
Number of pupils in school	802
Proportion (%) of PDG eligible pupils	48.3%
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Christopher Norman
PDG Lead	Christopher Norman
Governor Lead	James Ellis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£492,200

Planned Expenditure

Detail	Amount
Staffing Costs	£506,915
Resources and Training	£53,500
Total budget for this academic year	£560,415

Activity in this academic year

This details how we intend to spend our PDG this academic year to address the challenges listed above.

To improve the attendance of pupils and reduce exclusions (£280,560)

- Ensuring parents are engaged early and regularly (daily) with pupils that cause concern. Enhance rewards systems for attendance. Develop new EWS working procedure in light of new regulations. Continue to improve tracking and reporting of attendance. Maintain consistency and accuracy of analysis. Continue to ensure that Persistent Absence figures remain as low as possible and use attendance data to target support
- Ensure effective communication to all Year 5&6 pupils and their parents. Hold regular meetings, with staff who speak a range of languages (Arabic, Somali, Czech, English, French, Italian and Welsh) to assist with Primary to Secondary transition. A weekly rota of parental tours carried out by SLT. Four 2hr sessions over 2 days accommodating all pupils on roll at every feeder primary school. A complete set of data for each pupil attending Willows High School. Meetings to take place with each of the classes in the primary schools to explain school rules/routines/uniform requirements and to answer any questions.
- Develop links to all providers and improve communication / knowledge of projected outcomes. Evaluate outcomes from current EOTAS providers. Develop 5 day programmes for all pupils. Develop links with local businesses and tertiary providers to improve the aspiration of pupils.
- Introduce family and friends wellbeing activities. Pupil survey to be carried out on a weekly basis and analysed and results shared with staff. Work with departments to create an inclusive atmosphere around school. Development of pupil leadership team to gain more effective pupil voice. Development of Grand Community Council to survey cluster pupils.
- PAWB Nurturing Base developed to ensure that all pupils can access mainstream education and be successful.
- Provision of free breakfast to pupils every morning and free fruit during every breaktime.
- Provision of free music tuition to all pupils who request it.
- Provision of enrichment sessions to widen the experiences of pupils outside the curriculum.

To continue to improve the quality of Teaching and Learning (£163,895)

- Formalise the CPD programmes in advance. Familiarise all staff with 'Walkthrus'. Subject Leaders with 'Middle Leadership Mastery'. SLT with 'Intelligent Accountability'. Design a CPD programme to enhance the performance of support staff. Teach like a Champion and Learn like a Champion strategies introduced and monitored.
- School coaches designated. All Teachers complete a yearly diagnostic based on the new relevant National Standards. Evaluate coaching system at the end of each term. Embed whole school approach to good learning habits and behaviours. All new staff familiarised

with Willows Way classroom procedures. All staff familiarised with 'Walkthrus' as best practice. Provide high quality staff development targeting coaching needs. Use of learning walks and departmental snapshots to identify good practice.

- Keep promoting the 'Willows Literary Canon.' Use assemblies and arrange school events to promote and celebrate reading. Calendar STAR tests to measure reading age v chronological age half-termly. Develop an effective model of intervention for pupils with Additional Needs. Produce variety of high-end reading materials covering all text types. All pupils to be engaged in group reading time during Morning Tutor Time and personal reading for homework. Introduce catch-up lessons to increase the time available for pupils. Create a programme of targeted interventions for all pupils reading below their chronological age. Inform parents of child's reading age termly and provide advice on helping at home.
- Identify pupils with skills gaps via ALN champions. Provide intervention programmes to enable catch up. Monitor and evaluate effectiveness of interventions. Add key requirements to pupil IDPs. Allocate HLTA to review provision. Discuss progress in Improvement Partner meetings.

To continue to develop the good character of pupils (£83,935)

- Develop a comprehensive and coherent action plan driving the improvement of character and behaviour by providing actions weekly. Develop a comprehensive list of routines with checklists to ensure clarity and consistency across the whole school, Encourage staff to become involved in projects that improve the wellbeing and character of pupils

To ensure that pupils are fully prepared for examinations (£32,025)

- Staff frequently refer to suitable revision skills and employ metacognitive thinking in the classroom, improving outcomes.