# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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 | Willowbrook Mead Primary Academy |
| Number of pupils in school | 462 |
| Number of Pupil Premium pupils | 134 pupils 31.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 to 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | Termly, full review July 2022 |
| Statement authorised by |  |
| Pupil premium lead | Hannah Sharpe |
| Governor / Trustee lead | Rebecca Conway |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £207,000 |
| Recovery premium funding allocation this academic year | £20,880 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | *£17,382* |
| **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 | *£245,262* |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Willowbrook Mead our aim is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage our children’s experience. The community which the academy serves has long term socio-economic challenges and has an increasing EAL community (36%). It also has a significant number of low-income/single parent families and has a higher proportion of SEND (13%), this is also on the increase due to the school having a new Designated Specialist Provision for SEMH.*  *Our objectives are to:*  *Ensure a high-quality provision which enables all children to flourish.*  *Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.*  *Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes for all children regardless of starting points.*  *Through our Pupil Premium Plan we:*   * *Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.* * *Create a culture where collective responsibility and aspiration.* * *Offer a curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk (Voice 21).* * *Provide a Removing Barriers to Learning Team (RB2L team) which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children.* * *Use rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning and targeting of children.* * *Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.* * *Review, implement & embed a well sequenced & systematic validated phonics programme.* * *Utilise the expertise of our Reading Recovery teacher to support and the improvement in the teaching of early reading.* * *Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.* * *Develop teachers and children’s understanding of meta-cognition strategies and embed them into the daily life of the classroom.* * *Ensure all children have access to enrichment opportunities to promote cultural capital and immerse them in learning.* * *Develop strategies to support families in ensuring children are in school and on time each day so that missed learning opportunities are limited.* |

## 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 | Low baseline data on entry |
| 2 | Poor language skills on entry |
| 3 | Low attendance |
| 4 | Exposure to increased mental health illness |
| 5 | Less experiences/enrichment opportunities out of schools |
| 6 | The impact of Covid on attainment was greatest for our disadvantaged pupils |

## 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 in EYFS make accelerated progress | GLD broadly inline with national |
| Improved oracy skills | Improved use of language resulting in accelerated progress in reading and writing. |
| Improved attendance, low persistent absenteeism for all groups | PA numbers reduce. Attendance figures are in line with or above national. |
| Support for children that have witnessed, or experienced, poor mental health | Children attending school and present as happy, focussed pupils. |
| Improved enrichment opportunities | Children engaging with a range of enrichment |
| Disadvantaged pupils’ attainment is as high as non-disadvantaged | Data reports equality in attainment |

## 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: £ *5,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Oracy project - Voice21 | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  IMPROVING LITERACY Supporting oral language development –  Education Endowment Foundation | 1,2,6 |
| Learnful pupil well being project | [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. | 4,6 |

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

Budgeted cost: £ *112,735*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teaching Assistant led interventions* | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  MAKING BEST USE OF TEACHING ASSISTANTS –  Education Endowment Foundation | 2,6 |
| *Year 6 Groups* | Highly qualified and experienced teachers in smaller groups can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a smaller number of learners and provide teaching that is closely matched to pupil understanding.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 6 |
| *Reading Recovery Teacher* | There is a strong evidence base which shows that high quality reading interventions delivered by expert staff, significantly improve reading ability and success  IMPROVING LITERACY IN KEY STAGE 1-  Education Endowment Foundation | 1, 2, 6 |
| *Teacher intervention spring/summer* | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Small group tuition has an average impact of four months’ additional progress over the course of a year. | 1, 6 |
| *Tutoring Grant support* | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Small group tuition has an average impact of four months’ additional progress over the course of a year | 6 |

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

Budgeted cost: £ *127,527*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Behaviour Mentor* | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS –  Education Endowment Foundation | 4 |
| *Family Support Worker* | [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  Parental engagement has a positive impact on average of 4 months’ additional progress. Our family support worker is able to consider how to engage with all parents to avoid widening attainment gaps | 4 |
| *Breakfast Club 10 hr per week* | [Magic Breakfast](https://www.magicbreakfast.com/Default.aspx) link  A study by the Institute for Fiscal Studies has evaluated the impact of the Magic Breakfast model of school breakfast provision on Key Stage 1 academic results (for children aged 6 or 7). Our study looks at longer-term economic benefits, drawing on established literature to examine what these academic impacts mean for reduced costs incurred for special educational needs, truancy and exclusions as well as improvements in earnings from employment up to the age of 60. | 3 |
| *Young Gentleman’s Project* | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS –  Education Endowment Foundation | 4 |
| *Enrichment offer (trips, swimming and residential)* | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS –  Education Endowment Foundation  TEACHING & LEARNING TOOLKIT - Education Endowment Foundation |  |
| *Attendance awards* | Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 3 |
| *Sports Coach supporting wellbeing* | [Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  There positive impact of physical activity on academic attainment (+1 month).  There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance | 3, 4 |
| *Sports coach lunchtime and afterschool* | 3, 4 |
| *Dance teacher* | [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. | 5 |

**Total budgeted cost: £** *245,262*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  Enrichment opportunities were impacted on due to the pandemic and some planned activities were unable to take place. However, the residential for year 6 took place in the summer term and had a positive impact on social and emotional health, preparation for secondary school and gave to outdoor and adventurous activities. Pupils also benefitted from music tuition, dance, French and art specialist lessons. The pupils experienced activities and opportunities that they would not normally have been able to access.  Strategies to promote parental engagement were highly effective and supported very high engagement with remote learning. Attendance at our virtual parents’ evenings was 100%.  During school closures, all pupils that required a device for home learning were provided with on so that they could access online learning.  The attainment of disadvantaged pupils was affected more than non-disadvantaged pupils. |

## 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*

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| --- | --- |
| Programme | Provider |
| N/A |  |
| N/A |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

## Further information (optional)

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| --- |
| *Money not spent from 20/21 pupil premium has been carried over to support the 21/22 pupil premium strategy.* |