



**WILLOWBROOK MEAD**  
PRIMARY ACADEMY

## Pupil Premium Spending Plan Evaluation 2019/20

RAG rated for impact:

Green = effective approach or intervention

Amber = partially effective and requires further adaption Red =  
ineffective

## Pupil premium strategy (for disadvantaged pupils) statement

### Planned spending for 2019-20 and review of 2018-19

1. Summary information					
<b>School</b>	<b>Willowbrook Primary Academy</b>				
<b>Academic Year</b>	<b>2019/20</b>	<b>Total PP budget</b>	<b>(excl LAC &amp; EYPP)</b>	<b>Date of most recent PP Review</b>	<b>Autumn 2019</b>
<b>Total number of pupils (including nursery)</b>	<b>451</b>	<b>Number of disadvantaged pupils</b>	<b>148</b>	<b>Date for next internal review of this strategy</b>	<b>Autumn 2020</b>

2. Current attainment (KS2 Summer 2018)		
	<i>Disadvantaged pupils (your school)</i>	<i>Pupils not eligible for PP (national non-disadvantaged percentage)</i>
<b>% achieving 'Age Related Expectation' and 'Greater depth' in reading, writing and maths</b>	<b>81% (22%GDS)</b>	<b>71% (13% GDS)</b>
<b>Progress score in reading</b>	<b>+ 5.5</b>	<b>+ 0.3</b>
<b>Progress score in writing</b>	<b>+ 2.1</b>	<b>+ 0.2</b>
<b>Progress score in maths</b>	<b>+ 4.9</b>	<b>+ 0.3</b>

### 3. Barriers to future attainment (for disadvantaged pupils including high ability)

#### In-school barriers

<b>A.</b>	<b>Baseline data in Reception shows that language and vocabulary assessments are lower for disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years.</b>
<b>B.</b>	<b>White British boys in receipt of Pupil Premium are making less progress than others (this reduces attainment).</b>
<b>C.</b>	<b>Learning behaviours and high ambition need further development in order to promote high aspirations for disadvantaged pupils.</b>

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>C</b>	<b>Families of disadvantaged pupils are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies.</b>
<b>D</b>	<b>Engagement with parents/carers and equipping them to support their child's learning at home remains a challenge.</b>
<b>E</b>	<b>Lateness of disadvantaged pupils is high compared to other (attendance lead might know this).</b>

### 4. Outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<b>Higher rates of progress across KS2 for disadvantaged pupils so that it remains in line with 'others'.</b>	<b>Disadvantaged pupils make at least as much progress as 'other' across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments.</b>
<b>B.</b>	<b>Improve oral language skills for disadvantaged pupils in Reception class and key stage 1</b>	<b>Disadvantaged pupils in Reception class make rapid progress by the end of the year so that all disadvantaged children are in line with others.</b>
<b>C.</b>	<b>Increased attendance rates and reduced lateness for disadvantaged pupils.</b>	<b>Reduce the number of persistent absentees among disadvantaged pupils to 8% or below. Overall PP attendance is increasing towards 96% in line with 'other' pupils (this is true: PP currently 95.9%; overall 96.7%)</b>
<b>D.</b>	<b>Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents' evenings.</b>	<b>Increase attendance at parents' evenings and workshops. Learning supported at home.</b>

**Leadership**

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG and broad evaluation
Higher rates of progress across KS2 for disadvantaged pupils so that it remains in line with 'others'.	Use of Oxford reading buddy at home and school Our best books aimed at disadvantaged boys Each class to use high quality guided reading resources	Literacy leader and dedicated time for organisation. Reading tokens	Introduced- spring focus on regular use as a whole school
	ICT equipment, support and development	IT Technician. Computing Lead	Effective and will continue throughout the year. IT used more to improve handwriting and times table fluency.
	Focus on 'Character Muscles' and development of character through Route to Resilience project	Data analysis. Performance management schedule. R2R accreditation	Teacher/ children using the language throughout lessons. Children modelling this language during the school day.
	Enrichment activities related to topics for all children at least once a term.	EVC monitors trips and visits for quality. Curriculum Lead monitors planning. G and T leader	A range of enrichment trips apparent: school parliament (London), Science/History museum (London), Curve choir, whole school church visit. Children more intrigued, ask questions and take risk through expose to trips.
	Year 6 teambuilding residential free to all Year 6 pupils	EVC monitors trips and visits for quality. Curriculum Lead monitors planning.	All children attended. Building self-esteem, confidence, resilience, team work.

	Year 6 smaller classes and split groups	Experienced Year 6 staff leading revision programme.	Accelerated progress made in Year 6 in all subjects, closing the gap.
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Increased attendance	Enrichment teachers for French/Dance/African drumming	The teachers employed are specialists.	Effective and will continue throughout the year. Children enthusiastic and motivated to attend when the Arts are timetabled.
	Enrichment activities related to topics for all children at least once a term.	Communication and planning is joint. There is an SLT lead for Curriculum and Enrichment	Effective and will continue throughout the year. Children are excited and intrigued by stimulating trips.
	Swimming sessions and daily mile for all children	Monitored by PE Coordinator.	Increased motivation in children and increased attendance.
	Termly 'Attendance Incentive Trip' to reward those with 100% attendance.	Attendance Lead reports to SLT. Regular monitoring of attendance undertaken	Weekly/termly incentives have been effective. Attendance percentages have dipped due to viruses during Autumn 2. 225 children attended.
	Free breakfast club for disadvantaged pupils	Breakfast Club register will monitor uptake	Effective and will continue. Attendance raised from 47 pupils to 76 pupils.
Improved oral language skills in Reception	Intervention TA	Phase Leader monitors and develops the planning/provision.	Teachers implementing 'time to talk' throughout the day to improve quality of language. Differentiated phonics to support those with oracy focused children.

Increased attendance of disadvantaged children	Family support worker 'Removing Barriers to learning team'	Attendance Lead and Inclusion Lead monitor.	Currently 225 children attending the attendance trip (100% attendance). Nurture breakfast helps children to be more settled and ready to learn.
Higher rates of progress for WB boys disadvantaged	'Removing Barriers to Learning team'	TAC meetings ensuring appropriate identification and intervention.	Effective and will continue. TAC meetings to continue every 2 weeks.
	School improvement plan to focus on specific groups	SLT members will be monitoring the performance of: <ul style="list-style-type: none"> <li>Disadvantaged children</li> <li>White British children</li> <li>Boys</li> </ul> Challenge partners review.  Performance management cycle- also learning walks/book scrutiny/data.  Pupil premium champion appointed	Effective and will continue. SLT and class teachers to know who focus children are. Mid term reviews with teachers have ensured that targets are on track.
	Reading Recovery teacher	Reading Lead will monitor	Reading recovery teacher to continue with group reading intervention as well as 1:1. Figures are lower in Year 2 for reading.
	Enrichment activities related to subjects and for specific groups	Subject leaders have responsibility to make trips and activities focused and appropriate	Effective and will continue throughout the year.
		<b>Total budgeted cost: £212, 520</b>	

## Leadership

Other approaches			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	RAG
Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents' evenings.	Thorough research gaining parent views.	PA to monitor	To review best ways to communicate with parents.
	Family support worker to work with families who do not feel comfortable coming in to school	Family support worker proactive in reaching out to parents.	Effective and will continue throughout the year.
	Website videos	Teachers to upload videos/pictures of a range of activities happening within classes	To ensure this is consistent across all year groups.
	Community events	Appointed community leader	Effective and will continue throughout the year. Parents evening support stands/Christmas fair.
To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.	Refreshed 'Hygge' room for vulnerable children A range of inclusion groups	Monitored during book looks, observations and data analysis.  The inclusion group leader will give feedback to teachers after sessions have been completed. It will be advertised as part of our offer.	Effective and will continue throughout the year.
Children attend school in the correct uniform in order that they feel part of the school.	Uniform allowance		Effective and will continue throughout the year
Total budgeted spend: £212,520			