



WILLOWBROOK MEAD
PRIMARY ACADEMY

Pupil Premium Spending Plan Evaluation 2020/2021

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 2020-21 and review of 2019-20

1. Summary information					
School	Willowbrook Primary Academy				
Academic Year	2020/21	Total PP budget	£223,130 (excl LAC & EYPP) Plus £13,390 carry forward from 2019/20	Date of most recent PP Review	Spring 2020
Total number of pupils (including nursery)	450	Number of disadvantaged pupils	125	Date for next internal review of this strategy	Spring 2021

2. Current attainment (KS2 Summer 2019)		
	<i>Disadvantaged pupils (your school)</i>	<i>Pupils not eligible for PP (national non-disadvantaged percentage)</i>
% achieving 'Age Related Expectation' and 'Greater depth' in reading, writing and maths	81% (22%GDS)	71% (13% GDS)
Progress score in reading	+ 5.5	+ 0.3
Progress score in writing	+ 2.1	+ 0.2
Progress score in maths	+ 4.9	+ 0.3

IDACI data (the lower the score, the higher proportion of students from low income families)						
Income deprivation	Employment deprivation	Education, skills and training deprivation	Health deprivation and disability	Crime	Barriers to housing and services	Living environment deprivation
2	4	1	3	6	9	4

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

In-school barriers

A.	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.	White British boys in receipt of Pupil Premium are making less progress than others (this reduces attainment).
C.	Learning behaviours and high ambition need further development in order to promote high aspirations for disadvantaged pupils.

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

C	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.
D	Engagement with parents/carers and equipping them to support their child's learning at home remains a challenge.
E	Lateness of disadvantaged pupils is high compared to other (attendance lead might know this).

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for disadvantaged pupils so that it remains in line with 'others'.	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.	Improve oral language skills for disadvantaged pupils in Reception class and key stage 1	Disadvantaged pupils in Reception class make rapid progress by the end of the year so that all disadvantaged children are in line with others.
C.	Increased attendance rates and reduced lateness for disadvantaged pupils.	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%)
D.	Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents' evenings.	Increase attendance at parents' evenings and workshops. Learning supported at home.

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 Accelerated reader/MyOn used to assess and engage reluctant readers. To access at home/school. £5,000	Literacy leader and dedicated time for organisation. Reading tokens Teachers to be aware of reading levels as children take weekly tests.	Children excited to read ebooks on MyOn (Oxford owl for KS1) and take quizzes to test their knowledge. A wide range of books ensuring children read a variety of genres which can be accessed at home/school. Regular guided reading resources used and children more confident about how to answer comprehension questions.
	'Young Gentleman's' project will increase engagement and support our disadvantaged boys in KS2 to become the best version of themselves by exploring strengths, weaknesses and positive traits.	The project will be monitored termly with feedback from the pupils, class teachers and project leaders. A celebration ceremony will be held at the end of each term with parent's invited to share in the success of pupils.	Selected pupils have a better understanding around respect/ boundaries and they are starting to apply this to real life situations thinking about how best to deal with them when they arise. Children are starting to display more positive characteristics, eg: eye contact, showing patience, posture whilst being spoken to.
	ICT equipment, support and development ICT equipment for PP children to access at home if needed for remote learning £6,000	IT Technician. Computing Lead SLT to manage	Effective and will continue throughout the year. IT used more to improve handwriting, times table fluency and to access a wide range of books.
	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. £10,000	EVC monitors trips and visits for quality. Curriculum Lead monitors planning. G and T leader	Enrichment trips unable to go ahead because of covid. Funds to be carried forward to enhance enrichment in 2021/22.

	Year 6 teambuilding residential free to all Year 6 pupils £16,650	EVC monitors trips and visits for quality. Curriculum Lead monitors planning.	Residential trip rescheduled for 14 th June 2021.
	Year 6 smaller classes and split groups £22,500	Experienced Year 6 staff leading revision programme.	Progress made in Year 6 from smaller groups.

Increased attendance	Enrichment teachers for French/Dance/African drumming. £16,500	The teachers employed are specialists.	During the autumn and spring term drumming lessons were postponed due to COVID19 control measures. These commenced in March. Dance and french lessons ran in the autumn and remote opportunities in the spring term. Additional enrichment opportunities ensure our children are enthusiastic and motivated to attend when the Arts are timetabled.
	Enrichment activities related to topics for all children at least once a term. £see above	Communication and planning is joint. There is an SLT lead for Curriculum and Enrichment	Unable to take place because of covid.
	Swimming sessions, daily mile and daily boost for all children. £5,000	Monitored by PE Coordinator.	Increased motivation in children. Swimming unable to take place because of covid. This will be carried forward to 2021/22 in order that 2 year groups can attend swimming.
	Termly 'Attendance Incentive Trip' to reward those with 100% attendance. £3,000	Attendance Lead reports to SLT. Regular monitoring of attendance undertaken	Unable to take place due to COVID19 control measures in the autumn and spring term. Review for summer term. Funds to be carried forward to enhance attendance focus next year.
	Free breakfast club for disadvantaged pupils £6,185	Breakfast Club register will monitor uptake	Effective and offered to working parents to keep numbers low due to covid.

Improved oral language skills in Reception	Intervention TA £43,000	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 Behaviour mentor 'Removing Barriers to learning team' £56,800	Attendance Lead and Inclusion Lead monitor.	Nurture breakfast helps children to be more settled and ready to learn. Phone calls made to support children/families whilst remote learning.
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"> Disadvantaged children White British children Boys Challenge partners review. Performance management cycle- also learning walks/book scrutiny/data. Pupil premium champion appointed	Focus has had to be on RA for keeping safe/mental wellbeing for students/families/staff (covid)
	Reading Recovery teacher £27,400	Reading Lead will monitor	Reading recovery teacher to continue with group reading intervention as well as 1:1. BRP taught instead of RR to reduce proximity during sessions.
	Enrichment activities related to subjects and for specific groups £2,000	Subject leaders have responsibility to make trips and activities focused and appropriate	Unable to take place because of covid.

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.	Class dojo – communication for parents	Teachers to upload videos/pictures of a range of activities happening within classes PA to monitor parent views	Communicate with parents through text message, newsletter and email. Parents happier with communication through class dojo as they are updated regularly.
	Family support worker to work with families who do not feel comfortable coming in to school/family issues	Family support worker proactive in reaching out to parents.	Effective and will continue throughout the year.
	Website – twitter and home learning links	PA to monitor	Effective and will continue throughout the year.
	Community events	Appointed community leader	Effective and will continue throughout the year. Parents evening support.
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

Review of expenditure 2019-20

Academic year	2019-20		
i. Quality of teaching for all			
Desired outcome	Chosen action / approach		<ul style="list-style-type: none"> • Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate • Lessons learned
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	Evidence of improved reading engagement with boys, including disadvantaged.	Reading tokens (with rewards) encouraged reading across the school. The 'Our Best Book' project engaged our disadvantaged boys, raising self esteem and increasing reading opportunities.
	ICT equipment, support and development	Motivational equipment for children. Disadvantaged/other children who may have writing/presentational difficulties find using the equipment helpful. Research and other uses broaden children's experiences and vocabulary (EYFS) and our ability to deliver the new computing curriculum.	The school invested in new chrome books to support teaching and learning in school and in the summer term home learning. This ensured all children had the opportunity to use ICT to enhance their learning and confidence increased using ICT equipment due to daily opportunities.
	Focus on 'Character Muscles' and development of character through Route to Resilience project	Staff development, and child understanding of aspiration and possibilities to improve. It will increase children's engagement and performance. Teacher skill, strategies and language as above.	Children naturally use the 'character muscle' language in their daily language as they have a good understanding of the vocabulary. Teachers use the language within teaching to encourage further.
	Enrichment activities related to topics for all children at least once a term.	Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their responses (to writing) for example. Trips and visits and curriculum based days go some way to redressing the limited experiences and world view that some children have. Trips are free for disadvantaged Children.	Enrichment activities have supported children to be more inquisitive and creative, encouraging higher order thinking. Summer term activities could not run and funds have been carried forward to 2020/21.
	Year 6 teambuilding residential free to all Year 6 pupils	Engendering a sense of community in Year 6 and development of good relationships with staff will provide a sound basis for working towards the goal of end of Key stage assessments.	Year 6 residential unable to take place due to covid. Funds carried over to 20-21.
	Year 6 smaller classes and split groups Teachers to attend LESP Greater Depth Writing Project	Better rates of progress more achievable in smaller groups, children get more focussed, well matched next steps.	Experienced Year 6 staff leading revision programme so all children given the best opportunity to make the necessary steps to make good progress.
Increased attendance	Enrichment teachers for French/Dance/African drumming Enrichment activities related to topics for all children at least once a term.	Children have opportunities to develop talents and abilities across the curriculum. Enrichment provides an incentive for children to attend.	The teachers employed are specialists and supports our attendance, pupil wellbeing and provides different cultural opportunities.

	Swimming sessions and daily mile for all children	Taught at a local pool by qualified instructors, this also provides an opportunity for incentivising attendance and physical development.	All children given the best opportunity to swim. No child excluded from this. Monitored by the PE coordinator.
	Termly 'Attendance Incentive Trip' to reward those with 100% attendance.	Attendance is key to progress.	Attendance incentives encouraged children to want to be in school daily. Incentives adjusted to suit the needs of the pupils and to make sure rewards are appropriate for the age group.
	Free breakfast club for disadvantaged pupils	Support families and children in coming to school; establishing positive routines and supporting vulnerable families in the morning to assist in getting children to school.	Breakfast Club supported attendance and positive starts to the day. Numbers increased throughout the year starting with 46 pupils and ending the year with 76 pupils.

ii. Targeted support

Desired outcome	Chosen action/approach		<ul style="list-style-type: none"> Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate Lessons learned
Improved oral language skills in Reception	Intervention TA	Small group work and speaking and listening approaches will develop individual competencies, also closer attention to skill level and feedback to staff will support children in more open classroom situations.	Children continue in to nursery/reception with a very low baseline. Teachers/TA's implementing 'time to talk' throughout the day to encourage language skills. 85.7% of children made accelerated progress between baseline and DP2. Commitment to continue.
Higher rates of progress for WB boys disadvantaged	'Removing Barriers to Learning team'	Children's learning is not disrupted by small number of high profile behaviours. Early intervention prevents escalation of issues and behaviours. Alternative provision spaces provide respite for challenging children.	TAC meetings ensuring appropriate identification and intervention. The RB2L team have worked effectively to provide a space for children to work with highly skilled teachers and mentors. A 'clear' offer exists and is in the staff handbook and website. Commitment to continue.
	School improvement plan to focus on specific groups	Scrutiny of performance of individual children in these categories will ensure that no child falls behind.	Regular and detailed pupil progress meetings have ensured that the progress is closely monitored. All teachers are aware of their disadvantaged pupils. Close scrutiny of disadvantaged books. Commitment to continue.
	Reading Recovery teacher	Highly trained staff deliver effective interventions enabling children to catch up.	Children made steady progress in reading.
	Enrichment activities related to subjects and for specific groups	Children are rewarded for their performance in school, given additional challenge, higher order thinking skills, experiences that enable them to apply learning in enrichment activities to school situations.	Stretch and challenge enrichment activities carried out by subject leaders. Close monitoring of all enrichment activities. Close monitoring of high ability disadvantaged children. No enrichment activities could run in the summer term so funds have been carried forward to 2020/21.
Increased attendance of disadvantaged children	Family support worker 'Removing Barriers to learning team'	Family Support worker signposts help and support for children with difficulties at home or in accessing support services.	Family support worker has effectively targeted specific families and had success with attendance and lateness. Commitment to continue.

iii. Other approaches

Desired outcome	Chosen action/approach	<ul style="list-style-type: none"> Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate
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Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents' evenings.	<p>Thorough research gaining parent views.</p> <p>Family support worker to work with families who do not feel comfortable coming in to school</p> <p>Website videos</p> <p>Community events</p>	Increased engagement and involvement of parents will improve community cohesion and empower parents to support their children's learning better.	<p>Parent workshop were planned for the summer term but were postponed due to the COVID-19 lockdown.</p> <p>The family support worker has worked with many families throughout the year and in particular maintaining contact with families during the pandemic ensuring that the school could respond quickly to any need.</p> <p>Increased use of our social media platforms has increased parental engagement and parents supporting their child's learning; particularly during the lockdown periods.</p> <p>Parent's evening during 2019/20 achieved 100% of parents attending.</p>
Children attend school in the correct uniform in order that they feel part of the school.	Uniform allowance	Children need to be in the same uniform as their peers so that they feel part of the school. This will help improve emotional health and well-being.	By provided families in need with school uniform children have a sense of belonging to the school community.