

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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

Detail	Data
School name	Willowbrook Mead Primary Academy
Number of pupils in school	454
Number of Pupil Premium pupils	159 pupils 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 to 2026
Date this statement was published	November 2023
Date on which it will be reviewed	Termly, full review Nov 2024
Statement authorised by	Gilly Curtis
Pupil premium lead	Gilly Curtis
Governor / Trustee lead	Michelle Woodhouse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,372.00
Recovery premium funding allocation this academic year	£22,300.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£238,672

## Part A: Pupil premium strategy plan

### Statement of intent

*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 (39%). It also has a significant number of low-income/single parent families and has a higher proportion of SEND (16%), this is also on the increase due to the school having a Designated Specialist Provision for SEMH.*

*Our objectives are to:*

*Ensure a high-quality provision which enables all children to flourish regardless of background or barriers that they may face.*

*Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.*

*Implement 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:*

- Create a culture that promotes collective responsibility and aspiration.*
- Offer an environment and curriculum that is rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk.*
- 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 (vulnerability index/HP3 trackers).*
- Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.*
- Continue to embed a well sequenced & systematic validated phonics programme.*
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities through high quality first teaching.*
- 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.

Challenge number	Detail of challenge
1	Low baseline data on entry
2	Poor language skills on entry
3	Low attendance
4	Numbers of families/children requiring pastoral support
5	Fewer experiences/enrichment opportunities out of school
6	Since Covid, the gap between disad and non-disad has risen
7	The local demographic and its impact on the children

## 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
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.
Effective support provided for children identified as being vulnerable	Children attending school present as happy, focussed pupils who are making progress.
Improved enrichment opportunities	Children engaging with a range of enrichment opportunities to broaden lived experiences.
Disadvantaged pupils' attainment is as high as non-disadvantaged	Data reports equality in attainment and PP data is above national, particularly in reading where the gap is greatest
A PSHE curriculum that addresses issues in the local community	Children are responsible members of the community and are prepared for the next stage of their education and life beyond school.

## 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: **£48,715.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A new reading comprehension scheme delivered across school.</i>	<p>Reading comprehension strategies have a high impact on average especially when taught explicitly and consistently. Studies also show that the teaching of reading comprehension for those eligible for free school meals has additional benefits. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts as a result, such teaching is pertinent for disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<i>A new PSHE curriculum bespoke to Willowbrook.</i>	<p>Personal, social, health and economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It plays a key role in safeguarding and supporting mental and physical health. An evidence review carried out on behalf of the PSHE association has shown that PSHE education has a positive impact on academic attainment. It is key to providing a curriculum that is broad and balanced and supports a child's personal development.</p> <p>We recommend that school leaders develop a bespoke, written policy for PSHE education.</p> <p><a href="https://www.nga.org.uk">PSHE guide for governing boards (nga.org.uk)</a></p>	4, 7
<i>A new PSHE strand, Global Policing targeted for year 6</i>	<p>Personal, social, health and economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It plays a key role in safeguarding and supporting mental and physical health. An evidence review carried out on behalf of the PSHE association has shown that PSHE education has a positive impact on academic attainment. It is key to providing a curriculum that is broad and balanced and supports a child's personal development.</p> <p>We recommend that school leaders develop a bespoke, written policy for PSHE education.</p> <p><a href="https://www.nga.org.uk">PSHE guide for governing boards (nga.org.uk)</a></p>	4, 7
<i>Appointment of a phonics and early reading lead (TLR)</i>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the</p>	1,2,6

	<p>explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<i>Year 6 (additional class for core subjects)</i>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<i>Year 6 teacher for SEND group of children</i>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools-EEF">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<i>Appointment of a new TA across Year 3 and 4</i>	<p>Targeted academic support has a positive impact on learning. Targeted deployment of TA to deliver high quality interventions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<i>Bespoke CPD for EYFS team</i>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. CPD is more likely to succeed when there is alignment between the aims of the programme and the priorities of the school or setting as well as support from leadership.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,6

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

Budgeted cost: **£32,104.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistant led interventions.</i></p> <ul style="list-style-type: none"> <li>- Speech and language</li> <li>- Phonics</li> <li>- Numicon-breaking barriers and big ideas</li> <li>- Inference training</li> </ul>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,6
<p><i>TAs leading BRP sessions with key children</i></p>	<p>There is a strong evidence base which shows that high quality reading interventions delivered by expert staff, significantly improve reading ability.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/switch-on-reading">Switch-on Reading   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Recommendation 8</p>	1, 2, 6
<p><i>EMPWR mentoring sessions</i></p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,6,7
<p><i>Forest School</i></p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself- particularly for disadvantaged children.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-strategies">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,7

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

Budgeted cost: **£161,327.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Mentor</i>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p>	3,4, 7
<i>Attendance officer</i>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages.</p> <p>Targeted interventions for attendance increase attendance and reduce PA.</p> <p><a href="https://www.d2tic4wvo1iusb.cloudfront.net">Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	3
<i>Family Support Worker</i>	<p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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</p>	3,4,7
<i>ELSA</i>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2, 4
<i>Breakfast Club 10 hr per week</i>	<p><a href="#">Magic Breakfast</a> link</p> <p>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.</p>	3, 4
<i>Let Us Shine</i>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS –</p>	4, 5, 6

	Education Endowment Foundation	
<i>Enrichment offer (trips, swimming and residential)</i>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> <p>TEACHING &amp; LEARNING TOOLKIT – Education Endowment Foundation</p> <p>There is evidence to suggest that character and life skill development is associated with a range positive outcomes at school and beyond.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6,7
<i>Sports Coach supporting wellbeing</i>	<p><a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The positive impact of physical activity on academic attainment (+1 month).</p> <p>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</p>	3, 4
<i>Dance teacher</i>  <i>Music teacher</i>	<p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	5
<i>Vulnerability provision to engage hard to reach families</i>	<p>Interventions aimed at engaging families in activities like movie nights and coffee mornings in order to offer earlier targeted support (e.g.: attendance support). Also providing activities for the whole family that they otherwise would not be able to access. This supports families in being able to offer the needed support to their own children but also enables early support for families who maybe close to crisis. This may involve food parcels and support with uniform as required.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5, 7
<i>Solihull Parenting Course</i>	<p>The 10-week course helps parents to understand their child’s behaviour. Face to face groups showed high statistically significant results on the positive impact on closeness in parent child relationship.</p> <p><a href="https://www.solihullapproachparenting.com">Solihull Approach   Parenting   Training for professionals (solihullapproachparenting.com)</a></p>	4,6, 7



**Total budgeted cost: £230,040.30**

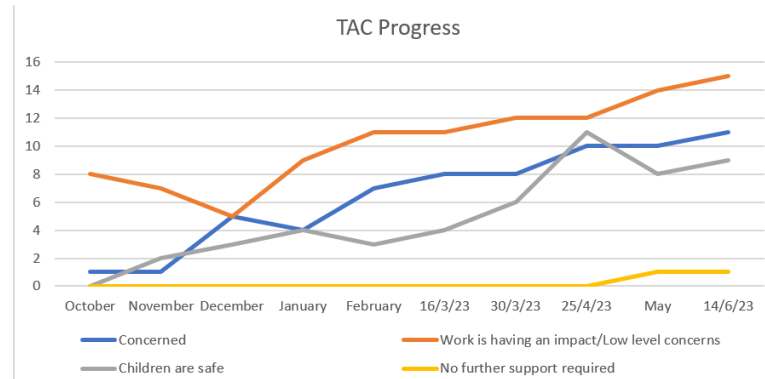
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

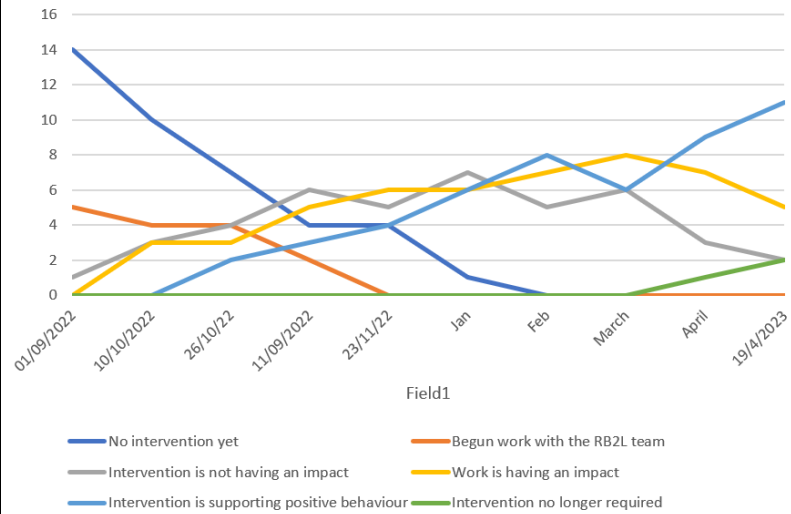
This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Challenge:	Intended outcome	Success Criteria	Impact
Low baseline data on entry	Pupils in EYFS make accelerated progress	GLD broadly inline with national	<p>To ensure accelerated progress, EYFS lead has delivered specific and bespoke training to all EYFS staff in response to them being a new team and several members new to the base. A significant amount of money has been utilised to ensure that the environment is one that is rich and motivating and a carefully constructed action plan implemented so as to ensure that improvement and intended outcomes are achieved in a time effective manner.</p> <p>Baseline data was collected in the Autumn Term and interventions were implemented in an attempt to close the gap, this has been reviewed and adapted throughout the year in response to data collection. This information has not only informed intervention but also ensured that gaps are addressed through continuous provision.</p> <p>As a result of the work in the base this year, children have made accelerated progress from their low starting points and GLD is now broadly in line with national at 70%.</p>
Poor language skills on entry	Improved oracy skills	Improved use of language resulting in accelerated progress in reading and writing.	<p>Staff now plan lessons with a specific focus on oracy opportunities. Talk partners, debates and group work are standard practices in classrooms across the school. As a result, children are more articulate. They can talk passionately about what they have learnt and their beliefs. This was validated in the Challenge Partners Review (May 23). Pupil voice is now more embedded, and children have promoted change. Example being a change to class novels and continents studied withing geography. The PLT now have a more active role and are keen to speak to different stake holders including the AC and executive team.</p> <p>At KS1, reading data has improved and is now 65% (with DSP pupils) and 68% (without DSP pupils) at expected level. At greater depth, reading in KS1 is 21% or 22% respectively. Writing has also seen a positive improvement. At expected standard, 63% (with DSP) 68% (without DSP). At greater depth, 19% (with DSP), 20% (without).</p> <p>This year, Year 6 children made accelerated progress in writing. At KS1 EXS or above was 72%, in Year 6, writing was 80%. This was a result of the opportunities children had to develop greater oracy skills and the focus on exposing them to rich language opportunities. However,</p>

			reading data dipped this year from 75% in Year 1 to 62% in Year 6. However, the cohort entered year 6 at just 50% so therefore highlighting the impact that the pandemic had on their reading progress. This will now form part of the SIP and will be a focus for pupil premium spend as disadvantaged children suffered the most during this period.						
Low attendance	Improved attendance, low persistent absenteeism for all groups	PA numbers reduce. Attendance figures are in line with or above national.	<p>Leaders, the RB2L team and the Attendance officer have worked together to create clear routines and structures for tracking attendance with a particular focus on persistent absence and vulnerable children. This has contributed to persistent absence reducing from 24.3% at Christmas to under 20% in the summer term 2023. This team have worked hard to develop relationships with these families and work to support them- many have bespoke packages in place which has enabled children to attend school.</p> <p>All stake holders work together well to communicate actions through CPOMs, and attendance is tracked daily via Bromcom. Leaders report this to all staff weekly so that attendance can also be tackled at all levels. Rewards week incorporates attendance to promote the importance and letters are sent to show a graduated response to tackling persistent absence. In addition to this, school leaders work with the EWO to tackle PA.</p> <p>Headline Figures (21/08/2022 - 16/06/2023)</p> <table border="1"> <tr> <td>Attendance <b>93.4%</b> +0.1% Last 7 Days</td> <td>Absence <b>6.6%</b> -0.1% Last 7 Days</td> <td>Persistent Absence <b>19.5%</b> +0.3% Last 7 Days</td> <td>Authorised <b>4.0%</b> -0.1% Last 7 Days</td> <td>Unauthorised <b>2.6%</b> +0.0% Last 7 Days</td> <td>Lates <b>0.7%</b> +0.0% Last 7 Days</td> </tr> </table> <p>This work will continue into next academic year.</p>	Attendance <b>93.4%</b> +0.1% Last 7 Days	Absence <b>6.6%</b> -0.1% Last 7 Days	Persistent Absence <b>19.5%</b> +0.3% Last 7 Days	Authorised <b>4.0%</b> -0.1% Last 7 Days	Unauthorised <b>2.6%</b> +0.0% Last 7 Days	Lates <b>0.7%</b> +0.0% Last 7 Days
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Numbers of children requiring pastoral support	Effective support provided for children identified as being vulnerable	Children attending school present as happy, focussed pupils.	The RB2L are now working with 115 children in a wide variety of ways to remove barriers to learning. These children are retrieved from the Vulnerability index, attendance data and staff's knowledge of the school and bespoke packages of support are implemented. This can vary from 1:1 work on specific need, attendance support, group intervention, lunchtime support etc. A high-profile case tracker has been devised (HP3) to track, monitor and action support for vulnerable pupils. The chart below shows the baseline:						



The following chart shows that over the year, the number of children being supported/the need across school has increased but that this work is having a positive impact on outcomes for these vulnerable children.



Fewer experiences/enrichment opportunities out of school	Improved enrichment opportunities	Children engaging with a range of enrichment opportunities to broaden lived experiences.	<p>All children in all year groups have been exposed to extra-curricular trips and visitors both in and out of school. Where cost is an issue, school have supported families and all pupil premium children have accessed enrichment opportunities free of charge.</p> <p>Through the pupil premium budget, 12 pupil premium per term accessed music lessons by a trained teacher and performed to an audience.</p> <p>All Year 4/5 and DSP children have accessed swimming lessons free of charge and all children across the school have also received dance lessons from a trained dance teacher.</p> <p>All children from Year 2 onwards have also seen live performances in the form of pantomimes, live concerts, musicals and productions at secondary school which supported transition arrangements.</p> <p>The enrichment offer ensures that the main places of worship are visited by all children across their time at Willowbrook to enhance children's understanding of different faiths and to promote harmony, tolerance and respect in line with British Values.</p> <p>(please see enrichment journey below).</p>																				
The impact of Covid on attainment was greatest for our disadvantaged pupils, particularly in KS1	Disadvantaged pupils' attainment is as high as non-disadvantaged	Data reports equality in attainment and PP data is above national.	<p>It is not yet possible to compare national disadvantaged results, however, the table below highlights the gaps between disadvantaged and non-disadvantaged in Year 6 in KS2 assessments 2023. As can be seen, there is a minimal gap between the two groups in maths. However, this increases for writing and is largest in reading. There is an increased gap between the subgroups at greater depth in maths and reading. This will now form the focus for the school improvement plan and will be supported by pupil premium in the following academic</p> <table border="1" data-bbox="958 935 2101 1075"> <thead> <tr> <th></th> <th>ARE PP</th> <th>GD PP</th> <th>ARE Non PP</th> <th>GD Non PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>77%</td> <td>7%</td> <td>80%</td> <td>26%</td> </tr> <tr> <td>Reading</td> <td>46%</td> <td>12%</td> <td>74%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>7%</td> <td>86%</td> <td>1%</td> </tr> </tbody> </table> <p>year.</p>		ARE PP	GD PP	ARE Non PP	GD Non PP	Maths	77%	7%	80%	26%	Reading	46%	12%	74%	26%	Writing	73%	7%	86%	1%
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The impact of Covid on children's ability to regulate emotions	Embed a new behaviour strategy so that children can recognise and regulate their own emotions.	Behaviour across the school is good and children are able to acknowledge their emotions and have strategies to support them.	Significant work has been implemented to support behaviour across the school this year and this is having a positive impact on both behaviour across the school and attitudes to learning which was identified as outstanding during a trust review (March 23) and Challenge Partners (May 23). Adjustments have been made across the year in response to teacher voice and consequently staff also feel more positive about behaviour at Willowbrook.																				

		<p>Exclusion rates are low.</p>	<p>The three new school rules are established and now incorporates all aspects of day-to-day school life. This now enables staff to hold children accountable for their actions more effectively and to have higher expectations.</p> <p>A reward policy has been implemented which inspires, motivates and rewards positive behaviour linked with the school ethos. These have a positive impact on children, uptake is high, and parents speak positively about the opportunities for children. Postcards have been introduced to reward exceptional behaviour in class and children are eager and enthusiastic in their quest to earn one.</p> <p>Team Teach has been delivered to all staff with a focus on de-escalation. Physical interventions in the main build have reduced significantly over the year showing the effectiveness of this training. However, Level 2 training has also been delivered to SLT and RB2L staff in response to needs in the DSP.</p> <p>Zones of regulation has been shared and implemented in all classrooms. Staff and children are now familiar with the coloured zones and how to respond to children in crisis. This has also supported staff in de-escalating behaviour. Now that it has been established, those predominantly using the strategy are the most complex, vulnerable children and the use of this is identified through their communication cards. These cards allow for all staff to respond consistently to children and as a result, several children have had a more positive academic year eg: DE.</p> <p>Forest Schools has allowed children to work on several key areas: confidence, engagement, regulation and social skills. Assessments with these children have shown improvements in nearly all areas, identified by both the forest school leader, the child and the child's class teacher. For several children, this has also had a positive impact on the number of stage yellow/red cards received and their ability to regulate their emotions.</p>
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### 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
N/A	
N/A	

### Service pupil premium funding (optional)

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

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

### Further information (optional)