

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	429 (minus nursery)
Number of Pupil Premium pupils	150- 35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 to 2026
Date this statement was published	November 2024
Date on which it will be reviewed	Termly, full review Nov 2025
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
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	£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.*
- 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 and pupil progress meetings).*
- Provide personalised interventions to accelerate the learning of PP/disadvantaged children in order 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	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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</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>PSHE guide for governing boards (nga.org.uk)</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>PSHE guide for governing boards (nga.org.uk) Project Chameleon — Global Policing Limited</p>	4, 7
<i>Appointment of a phonics and early reading lead</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>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
Year 6 – HLTA- (additional class for core subjects)	<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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	6
Year 6 TA for SEND group of children	<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>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	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"> - Speech and language - Phonics - Fluency Bee 	<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>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2,6

<ul style="list-style-type: none"> - Inference training - Early Talk Boost 	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<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>Switch-on Reading EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Recommendation 8</p>	<p>1, 2, 6</p>
<p>EMPWR mentoring sessions</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>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,6,7</p>

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

Budgeted cost: **£161,327.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Behaviour Mentor</i></p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p>	<p>3,4, 7</p>
<p><i>Attendance officer</i></p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages.</p>	<p>3</p>

	<p>Targeted interventions for attendance increase attendance and reduce PA.</p> <p>Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<i>Family Support Worker</i>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 4
<i>Breakfast Club 10 hr per week</i>	<p>Magic Breakfast 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>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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation</p> <p>TEACHING & 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>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	4,5,6,7

<i>Sports Coach supporting wellbeing</i>	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</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>Arts participation EEF (educationendowmentfoundation.org.uk)</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>Parental engagement EEF (educationendowmentfoundation.org.uk)</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>Solihull Approach Parenting Training for professionals (solihullapproachparenting.com)</p>	4,6, 7
<i>Intervention TA</i>	<p>Interventions aimed at targeting specific need to support children in making accelerated progress and to close the gap between vulnerable groups.</p> <p>Teaching Assistant Interventions EEF</p>	2, 6

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 2023-2024 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. 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 above national at 72% for the cohort. The gap between dis ad and non dis ad was 16% so further work on closing this gap is required as children progress through the school.</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. Pupil voice is now more embedded and children have promoted change. Children also lead on fundraising events. 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 and writing data has improved and is now 72% at the expected level. At greater depth, reading and writing in KS1 is 22% both of which would be broadly in line with national.</p> <p>This year, reading was significantly improved based on the year before and 74% met the expected standard with 24% achieving greater depth. In writing, 79% made expected and 14% achieved greater depth- both of which were above national. The gap between disadvantaged</p>

			and non-disadvantaged remains, however, the disadvantaged data is broadly in line with or exceeding national disadvantaged.
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 remaining under 20% and attendance figures sitting at 93.4%. 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. Leader's 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>As attendance and PA remain above national further work will continue with this next year.</p>
Numbers of children requiring pastoral support	Effective support provided for children identified as being vulnerable	Children attending school present as happy, focussed pupils.	<p>The RB2L are now working with 113 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.</p> <p>The majority of children present as happy and focussed in class and where need arises, the RB2L team continue to offer support.</p>
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 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 and musicals.</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>The gap between disad and non-disad has risen</p>	<p>Disadvantaged pupils' attainment is as high as non-disadvantaged</p>	<p>Data reports equality in attainment and PP data is above national.</p>	<p>KS2 data shows there is still a gap between PP and non-PP within school, however school are in-line with national PP in reading and above national for writing and maths.</p> <table border="1" data-bbox="958 304 1507 488"> <thead> <tr> <th></th> <th>School ARE PP</th> <th>National ARE PP (2023)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>59%</td> </tr> </tbody> </table> <table border="1" data-bbox="958 523 1883 687"> <thead> <tr> <th></th> <th>Reading ARE</th> <th>Writing ARE</th> <th>Maths ARE</th> <th>Reading GD</th> <th>Writing GD</th> <th>Maths GD</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>60%</td> <td>60%</td> <td>60%</td> <td>16%</td> <td>4%</td> <td>20%</td> </tr> <tr> <td>Non-PP</td> <td>85%</td> <td>94%</td> <td>94%</td> <td>30%</td> <td>21%</td> <td>42%</td> </tr> </tbody> </table>		School ARE PP	National ARE PP (2023)	Reading	60%	60%	Writing	60%	58%	Maths	60%	59%		Reading ARE	Writing ARE	Maths ARE	Reading GD	Writing GD	Maths GD	PP	60%	60%	60%	16%	4%	20%	Non-PP	85%	94%	94%	30%	21%	42%
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<p>The local demographic and its impact on the children</p>	<p>Embed a new behaviour strategy so that children can recognise and regulate their own emotions.</p>	<p>Behaviour across the school is good and children are able to acknowledge their emotions and have strategies to support them. Exclusion rates are low.</p>	<p>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-behaviour was judged as good during OFSTED 2023. Adjustments have been made across the year in response to teacher voice and consequently staff also feel more positive about behaviour at Willowbrook.</p> <p>The three new school rules are established and now incorporate 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>																																	

			Communication cards were in place for children struggling to access the behaviour policy and for those that require bespoke provision. 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: DC.
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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)

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