

Willowbrook Primary School Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Willowbrook Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	April 2023 April 2024
Statement authorised by	Clare Branton
Pupil premium lead	Clare Branton/Jolami Youngblood
Governor / Trustee lead	Kathryn Kalair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year financial year (2023-2024)	£71,990
Recovery premium funding allocation this academic year financial year (2023-2024)	£6,742
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (2023-2024)	£24,443
Total budget for this academic year financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,175

Part A: Pupil premium strategy plan

Statement of intent

At Willowbrook Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to achieve. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantage pupils from attaining well; engagement in reading, spelling, handwriting, vocabulary/language, well-being and attendance.

High-quality, first class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Reading	<p>Monitoring and discussions with teachers show that disadvantaged pupils are not engaged with reading. This is evident from EYFS up to KS2. This negatively impacts their development as readers as well as their writing including vocabulary and spelling. 50% of our disadvantage pupils are below expected standard in attainment in reading in comparison to 13% of our non-disadvantage pupils.</p> <p>Based on our monitoring of reading records, 73% of our disadvantaged pupils are either not bring into school their reading record; not recording any reading in their reading records; or recording once a week. This is in comparison to 49% of our non-disadvantaged pupils.</p>
2 Writing	<p>Assessments indicate that out of the three core subjects, writing is the biggest cause for concern for our disadvantaged pupils. 66.2% of disadvantaged pupils are below expected standard in attainment in comparison to 26.4% of non-disadvantage pupils and 29.6% of disadvantage pupils are well below for progress in comparison to non-disadvantage pupils at 9%. Gap analysis shows that handwriting and spelling are key objectives from the national curriculum that our disadvantage pupils are struggling to achieve.</p>
3 Language	<p>Monitoring, pupil perception surveys and assessments indicate that the vocabulary of our disadvantaged pupils require further development. From the sample of disadvantaged pupils that completed the BPVS assessment, 60% got a standardised score within the average range in comparison to 66% of our non-disadvantaged pupils. This shows a 6% gap.</p>
4 Pastoral	<p>Observations, discussions, and surveys indicate that a number of pupils have suffered from loss or trauma over the past 2-3 years. Pupil's emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.</p> <p><i>(The completion of the Health and Wellbeing Survey and data sourced from CPOMs, observations, discussions with pupils and families shows that 40% of our disadvantaged pupils have suffered from loss or trauma over the past 2-3 years).</i></p>
5 Attendance	<p>There is a 1.6% difference between the attendance of disadvantage and non-disadvantage pupils. A greater proportion are classed as persistent absentees. 12% of disadvantage pupils have been persistently absent compared to 7% of their peers.</p>

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
Improved engagement with reading outside of school.	Monitoring will indicate an increased number of times pupils read at home. Tracking will show progression through the colour book bands. To close the gap between non-disadvantage pupils and our disadvantage pupils in reading attainment.
Pupils handwriting will be joined and legible.	Children will have earned a pen licence by the time they start in year 6. Monitoring, observations, and book scrutiny will evidence an improvement.
Pupils will reach end of year expectations for their spelling objectives.	Analysis of target tracker will show an increase in objectives achieved. A high proportion of disadvantage pupils will achieve 65% within their spelling part of the end of KS2 assessments. Spelling tracker will show progress through the spelling cards. Monitoring, observations, and book scrutiny will evidence an improvement.
Improved vocabulary amongst disadvantage pupils.	BPVS assessments will show a narrowing of the gap between our disadvantaged and non-disadvantaged pupils. When triangulated with other sources of evidence, including observations, book monitoring and ongoing formative assessment, there will be an indication of significantly improved knowledge of vocabulary among disadvantaged pupils. To close the gap between non-disadvantage pupils and our disadvantage pupils in reading attainment.
To ensure the well-being needs of all disadvantage pupils are met to ensure they are ready for learning.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in worrying.
To continue to ensure the attendance of disadvantage pupils is in line with those of peers, reducing the proportion classed as persistent absentees.	The attendance of disadvantage learners meets the school target 97%. To close the gap between whole school attendance and disadvantage pupils Reduce the proportion of disadvantage pupils classed as persistent absentees to ensure that we are in line with our non-disadvantage pupils.

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. **Items highlighted in green were achieved/ completed in the academic year 2021-2022.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,570.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
(CPD) Staff training on dough disco and squiggle while you wiggle so that it can be implanted across the school as a starter for handwriting lessons.	<p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p> <p>Though the overall picture is positive, the evidence base is not well-developed and findings are inconsistent. It is not possible to provide a clear account of the reasons why some physical development approaches are effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p> <p>Gross and fine motor skills exercises used at the beginning of each lesson will help to loosen up the fingers and the body in readiness for handwriting. (Letter join – module 3).</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 3
Purchase of Little Wandle Phonics Scheme to secure stronger phonics teaching for all pupils. This in turn will improve children’s spelling	<p>Phonics is shown to have high impact for very low cost based on extensive evidence. Phonics approaches aim to quickly develop pupils’ word recognition and spelling through developing pupils’ ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes</p>	2

	<p>and the graphemes (written letters or combinations of letters) that represent them.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Training for the English lead run by the research schools network on improving literacy.</p>	<p>To excel in Literacy pupils need high quality teaching and extensive opportunities to practice reading and writing. The guidance takes into account the latest research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>4</p>
<p>To follow the letter join handwriting scheme of work.</p>	<p>Teaching pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2</p>
<p>To purchase read write ink – spelling scheme to support the teaching of spellings from Year 2.</p> <p>https://www.ruth-miskin.com/en/programmes/spelling/</p>	<p>Although there is limited high quality evidence about how to teach spelling, clear spelling should be actively taught rather than simply tested. Phonics provides the foundation for effective spelling but it is not the only skill needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2</p>
<p>To continue to implement the whole-school provision of ‘Word of the Week,’ which provides explicit teaching of a word.</p>	<p>‘There is robust evidence that children with reading difficulties who were exposed to explicit vocabulary benefitted three times as much as those who were not. Not only that, all children benefitted from such vocabulary instruction’ (p12 A. Quigley, Closing the Vocabulary Gap.)</p>	<p>3</p>
<p>Subject leaders to create their subject knowledge planners which identify key vocabulary for their subject in each concept for each year group.</p>	<p>Attention to children developing their vocabulary should become a part of school and teacher planning in schools... Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. (p21 A. Quigley, Closing the Vocabulary Gap.)</p>	<p>3</p>

(CPD) All staff to have the opportunity to read and discuss, 'Closing the vocabulary gap' by Alex Quigley. This can then inform future activities.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments.</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member.</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>	2 3
8 week reading fluency project.	<p>Pupils demonstrate increased enjoyment – pupils read more and are more willing to explore a wider range of literature.</p> <p>increased engagement – pupils offer more extended contributions in group discussions about challenging texts.</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p>	1
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 3
The use of Word Wasp as a daily 1:1 targeted intervention for pupils with literacy difficulties.	Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.	2

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support https://www.wordwasp.com/	
To use a handwriting recovery programme from letter join to support pupils who require extra handwriting support.	<p>Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	2
Re-introduce the 'Reciprocal Reading' intervention to support discussion of word meaning.	<p>This intervention is recommended by Alex Quigley in 'Closing the vocabulary Gap.'</p> <p>Reading comprehension strategies have very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1, 3

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

Budgeted cost: £28,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new books to support the Phonics Scheme of work.	<p>Phonics is shown to have high impact for very low cost based on extensive evidence. Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2
Subscription to E-Learning Books and learning platform.	Technology can be engaging and motivating for pupils.	1

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
Trauma Perceptive Practice Training £25	<p>Essex County Council has committed to an approach named Trauma Perceptive Practice (TPP), to support schools to understand behaviour and support emotional wellbeing.</p> <p>Training for SMT and teaching staff ‘Trainer’ at the school to train the rest of the staff.</p>	4
Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	4
Family drop-in once a ½ term	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Trauma Perceptive practice</p> <p>Improving School Attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Drivers of human development: How relationships and context shape learning and development – pp.6-36. Article here..</p> <p>https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650</p>	4

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Attendance monitoring and meetings when needed.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Multi agencies working together to increase attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example supporting parents in using the 'Before and After School Club' and swimming.</p>	All

Total budgeted cost: £ 69,570.50

£ 3,220.00

£ 28,166.00

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

Review of 2021-2022

1. Improved engagement with reading outside of school.

At the end of the academic year, we increased the number of disadvantaged pupils who are working at age-related expectations to 42.9% from 32.4%. We are still working on narrowing the gap between our disadvantaged and non-disadvantaged pupils in their reading attainment.

We applied for funding and support from the New Vision English hub and have been allocated £6000 to purchase new books for the school library. This in turn will improve our children's engagement with reading.

A reading vending machine will be arriving in the summer term 2023. That is when we will launch our reading at home challenges.

We introduced our class reading at home checklists with a consistent format so that staff fill in to monitor reading at home. Those children who have been identified as not reading at home become daily readers in school and parents are spoken to.

The English lead tracks progression in book bands and the lead has a discussion with all staff about tracking the bands and where the children are. For any children not where they should be, the lead and class teacher discuss next steps which is then monitored.

We have purchased new books to match our Little Wandle scheme and so we will be able to see a clearer progression in the lower bands (pink-green/blue) in the summer term.

2. Pupils handwriting will be joined and legible.

67% of pupils had a pen licence when starting year 6.

We had staff training on the letter join scheme that the school subscribes to and discussion on the use of the scheme to ensure consistency. We also agreed on the frequency of handwriting lessons and the handwriting policy suggested by Letter join. We have adopted the use of the handwriting recovery intervention for KS2 pupils.

Training was held on Dough Disco and staff agreed to use this as a warm-up before each handwriting lesson in order to strengthen and warm up pupils' fingers before writing.

At the end of the academic year, we held a book scrutiny where presentation of books was looked at. All classes had either green or gold standard highlighted in this aspect.

3. Pupils will reach end of year expectations for their spelling objectives.

In the KS2 spelling 2022 SATS test, 89% of the disadvantaged pupils in the year 6 cohort achieved 10+ which was higher than the national at 76%.

For EYFS/ KS1, a spelling tracker was designed and put in place this year for children on word cards that matched the Little Wandle programme of study. As Beech class are the first class to do this (only

SEND in Year 1) progression is shown in the assessment folder. Assessments are carried out each week and recorded.

The school have now subscribed to 'Read, Write, Inc, Spelling' for year 2- year 6. Key Stage 2 staff administered the DST (Diagnostic Spelling Test) in September 2022 before starting the new scheme and will administer it again at the end of the academic year to monitor progress.

4. Improved vocabulary amongst disadvantage pupils.

At the end of the academic year, we increased the number of disadvantaged pupils who are working at age-related expectations to 42.9% from 32.4%. We are still working on narrowing the gap between our disadvantaged and non-disadvantaged pupils in their reading attainment.

5. To ensure the well-being needs of all disadvantage pupils are met to ensure they are ready for learning.

Our learning mentor supports 7 pupils through an emotional literacy intervention and also does regular check ins with pupils she has previously worked with. In the Autumn term she ran a PACS group (Positive, assertive, confidence skills) with a group of Year 6 pupils.

In the Autumn term 15 Year 6 pupils attended an anxiety and worries workshop led by a Safe in Essex Project Worker from the Children's society for 7 weeks.

In school we celebrated Children's Mental Health week in February. As part of the week we held whole school rotation of activities linked to wellbeing. Each class also did a daily mile 'walk and talk' session. Year 6 also attended a webinar on Kooth, an app that children can use to access wellbeing advice.

In March, in partnership with the ACL we held a two-session parent workshop for Key Stage 2 parents on understanding anxiety. Positive feedback was given from the participants. We also held a whole school parent coffee morning where the Deputy Head spoke to parents about the 'Zones of Regulation' which is a whole school approach to support pupils in recognising and regulating their emotions.

Whole school parent survey (135 responses) conducted in Spring 2023 showed that 100% of pupils were happy and safe at school.

6. To continue to ensure the attendance of disadvantage pupils is in line with those of peers, reducing the proportion classed as persistent absentees.

49 disadvantaged pupils on role at end of academic year 21-22

Overall attendance percentage for the 49 pupils from the disadvantaged list is 93.62% compared to the non-disadvantaged at 96.33% a difference of 2.71%

9 of the 49 pupils were on the PA list 18.37%

Of the 49 pupils – 16 pupils were at or above school attendance target of 97%
10 pupils were at or above the government attendance target of at least 95%
14 pupils had attendance between 90 – 95%
9 pupils had attendance below 90%

Attendance meetings have been held for all pupils on the PA list or support attendance meetings where child has medical condition.

Indicative current attendance averages taken from 12.9.22 to 9.3.23 show average primary school attendance across the country to be 93.8% and across the county 93.7%. Average indicative PA figures for the same period are 27.4% nationally and 27.8% in Essex. Which highlights that our attendance is above National and Essex figures.

Review of 2020-2021

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

As with the previous academic year, Covid somewhat hindered our original intentions for how we spent our Pupil Premium Grant by way of reduced time that the children were in school. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by the outstanding education provided by staff on DB Primary, White Rose Maths and Oak National Academy. We also used Rising Stars assessments to provide accurate attainment levels at the end of Autumn Term, as a baseline upon return to school after closure, and then finally at the end of the summer term to measure recovery and catch-up.

We feel that the time the children spent in school in the Autumn and Summer Term was well spent and we are pleased with both their academic and wider outcomes (such as well-being). While the children were not attending in the Spring Term, we adjusted our support and focussed more on their wellbeing, providing equipment (laptops and learning resources) and supporting parents who were finding the delivery of home learning challenging. Some of our most vulnerable PPG pupils were invited to attend school from January to March to provide a safe place and continuity of education, which they may not have had at home. We also provided food bank parcels to all pupils entitled to FSM, which we later replaced with vouchers.

Pupils who had not engaged with remote learning were monitored every week and calls were made to parents where the levels of engagement were a concern. At the end of the school closure period, we had many pupils, some of whom were PPG and had refused the offer to return to school as a vulnerable pupil, who had not engaged at all with remote teaching and learning. These children were prioritised for intervention in the Summer Term. We also prioritised our Year 6 pupils, knowing it was their final term of opportunity at Willowbrook. Having had two disrupted years of schooling and not being invited back in June 2020, we wanted to send them to secondary school with the best possible outcomes. Therefore, we had a slight shift of focus in how we used our funding for the final term.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 97%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.8% higher than their peers and persistent absence 1.6% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Mastering number in KS1- This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Subscription to Times Table Rock Stars – To engage all pupils with learning their times tables in a fun and interactive way.

Music – The children have access to a wide range of music services which supports children mental well being as well as developing their skills.

We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we nominated a 'Disadvantaged Champion,' who attended training run by Essex County Council led by Marc Rowland. Our Champion then ran training for staff on the Disadvantaged Strategy and the book written by Marc Rowland, 'Addressing Educational Disadvantage in schools and colleges. The Essex Way' was passed between staff around the school. Our Champion also attended clinics run by the School Effectiveness Partner in order to meet with other local schools and share ideas.

We started with creating an action plan for our phase 1: Planning Phase. We triangulated evidence from multiple sources of data including assessments, monitoring, observations and perception surveys/ conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the Addressing educational disadvantage book; looked at reports from the EEF and the DfE; and attended training about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have woven our disadvantaged strategy throughout our school development plan and it is also part of all staff's performance management targets to ensure that our disadvantaged pupils are always at the forefront of our minds.

We will be using the EEF's implementation guidance to help us implement our strategy and will be evaluating the strategy at the end of each year using the resources provided from 'Addressing educational disadvantage in schools and colleges,' and then adjust our plan over time to secure better outcomes for all pupils.