



Willow Primary Academy

SDP 2023 - 2024

Context

Willow Primary Academy is an urban community school on the outskirts of the city of Gloucester. There are 7 classes within Willow Primary Academy. The school was graded inadequate at its last Ofsted (May 2018) but was academised in April 2021 and became part of SAND Academies Trust.

We have strong school values, centred around the word PRIDE (Positivity, Respect, Individuality, Determination and Excellence), which are embraced by all members of the school community. They drive everything that we do.

We PRIDE ourselves on being warm, welcoming and nurturing which helps to generate an inclusive environment. We have high aspirations for all of our learners, no matter their own individual starting point. We provide a supportive and adaptive environment to ensure that children achieve their full potential. Children have a low starting point on entry to school. A high proportion of children come from disadvantaged backgrounds; therefore, we provide comprehensive and timely family support. We recognise the importance of placing high priority on parental engagement and support.

Pupil numbers have significantly increased since September 2022. We have increased by 41 pupils.

A new leadership formed in September 2022, after the appointment of a new Headteacher and two new Assistant Headteachers. Progress has been strong over the last academic year, as evidenced through SIP Reports. We have a strong and involved Local Advisory Board, which have a range of educational experiences, who provide both support and challenge.

Three Year Aims 2023 – 2026

- Driven by dynamic governance and strong leadership, the school will continue to develop a strong and resilient structure, where each child is a powerful learner and adults can learn and develop as staff and leaders.
- Our response to external factors allows us to maintain our innovative and inspirational provision.
- Our school will be externally validated through its next Ofsted inspection as at least a 'Good' provision.

School Improvement Priorities September 2023 - July 2024

1. Continue to close the gap between school-based data and the national averages for maths and writing.



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| 2. Ensure there are robust systems in place for monitoring attainment and progress for pupils with SEND. |
| 3. Enhance the curriculum further so that pupils live and maintain an active lifestyle and keep mentally and physically healthy. |
| 4. Continue to monitor and reduce absence and persistent absence with a particular focus on Year 5. |
| 5. Enhance provision for maintaining staff health and wellbeing. |
| 6. Further enhance parental engagement to support the attainment and progress of the pupils. |

Statement about when the SDP targets are reviewed:

- Weekly check in on SDP with SLT
- Formal review of SDP at monthly SLT meetings
- Reviewed at each LAB Meeting (six times per year)
- LAB Link for each priority to meet with appropriate staff as per Governor Monitoring Schedule



Priority 1

Research used:

- [Coordinating mathematical success: the mathematics subject report - GOV.UK \(www.gov.uk\)](#)
- [Early numeracy approaches | EEF \(educationendowmentfoundation.org.uk\)](#)
- [Feedback | EEF \(educationendowmentfoundation.org.uk\)](#)
- [What is oracy? - Voice 21](#)
- [Improving Literacy in Key Stage 1 | EEF \(educationendowmentfoundation.org.uk\)](#)
- [Improving Literacy in Key Stage 2 | EEF \(educationendowmentfoundation.org.uk\)](#)

Area to be developed and its derivation: Quality of Education, Quality of Education in Early Years, Leadership and Management

Target: Continue to close the gap between school-based data and the national averages for maths and writing.

September 2023 - Where we are starting from:

% achieving EXS+ and GDS in writing at KS1				
	2019	2022	2023	
School EXS+	44.0%	48.0%	40.0%	
National EXS+	69.0%	58.0%		
School GDS	0.0%	10.0%	7.0%	
National GDS	15.0%	8.0%		
No. pupils	27	29	30	
Pupil No. Gap (EXS)	-6	-2	12	
Pupil No. Gap (GDS)	-4	0	2	

% achieving EXS+ and GDS in maths at KS1				
	2019	2022	2023	

% achieving EXS+ and GDS in writing at KS2

	2019	2022	2023
School EXS+	44.0%	39.0%	39.0%
National EXS+	78.0%	69.0%	71.0%
School GDS	0.0%	7.0%	3.0%
National GDS	20.0%	13.0%	
No. pupils		28	33
Pupil No. Gap (EXS)	0	-8	-10
Pupil No. Gap (GDS)	0	-1	0

% achieving EXS+ and high score in maths at KS2

	2019	2022	2023
School EXS+	56.0%	38.0%	52.0%
National EXS+	79.0%	71.0%	73.0%



School EXS+	63.0%	55.0%	53.0%	School GDS	0.0%	0.0%	6.0%
National EXS+	76.0%	68.0%		National GDS	27.0%	23.0%	
School GDS	7.0%	17.0%	7.0%	No. pupils		24	31
National GDS	22.0%	15.0%		Pupil No. Gap (EXS)	0	-7	-6
No. pupils	27	29	30	Pupil No. Gap (GDS)	0	-5	1
Pupil No. Gap (EXS)	-3	-3	15				
Pupil No. Gap (GDS)	-4	0	2				

Leader: Carly Tonks and Lauren Powell		Link on LAB: Wendy Ward	
Objectives	Success Criteria/Child Benefit	Evidence of success	
<ul style="list-style-type: none"> - Enhancing teacher confidence in use of AFL to ensure that pupils are secure in their current learning before moving onto new content. - Enhance the oracy curriculum so that pupils use richer language and correct terminology more independently and accurately. - Implement fluency daily sessions to ensure that pupils have arithmetic security as a result of providing sufficient practice in number bonds and key facts. - Implementing the granular skills progression document within maths for Early Years. - Implement the revised curriculum for Writing alongside the progression grids and knowledge organisers. - Implement specific sessions of SPAG to provide dedicated time for children to develop these skills 	<ul style="list-style-type: none"> - Monitoring shows that teachers are using effective strategies to assess pupils and check for understanding and as a result content is adapted appropriately and in a timely fashion, to suit the learning needs of the pupils. - Pupils are able to articulate their learning in a range of contexts and have opportunities for oral rehearsing before writing - Improvements in rapid recall and therefore average on multiplication tables check and increased mark in arithmetic tests. - All EYFS staff are aware of pupils next steps in maths and can develop these during provision. - Increase the number of children reaching ARE in all year groups. 	<ul style="list-style-type: none"> - Monitoring documents including pupil voice, book looks and learning walks - Data analysis - Staff CPD - HT report to LAB - Moderation - LAB monitoring 	



Priority 1

Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023		Review marking and feedback policy with teachers and provide CPD on effective use of feedback at different stages of learning.	Carly Tonks	Staff meeting	
September 2023		Monitor timetabling of KIRF and SPAG daily sessions.	Carly Tonks		
September 2023		Check classrooms are displaying the relevant talking toolkit and other resources for effective oracy	Lauren Powell		
September 2023		Complete writing monitoring and review/plan actions.	Lauren Powell		
September 2023		Complete maths monitoring and review/plan actions	Carly Tonks		
September 2023	July 2024	Implement White Rose Maths scheme in Early Years	Lisa Simmonds		
September 2023	July 2024	Implement Drawing Club in Early Years	Lisa Simmonds		
October 2023		Complete monitoring of KIRF sessions. Provide feedback to staff and plan any actions.	Carly Tonks	Staff meeting	
October 2023		Complete monitoring of SPAG sessions. Provide feedback to staff and plan any actions.	Lauren Powell	Staff meeting	
October 2023		Complete monitoring of use of talk to improve oracy in lessons.	Lauren Powell		
October 2023		Monitor the effectiveness of progression grids, in identifying pupils' next steps, so that pupils make progress in provision (particularly in Maths)	Lisa Simmonds		



<p>Priority 2 Research used: Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net), EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Area to be developed and its derivation: <i>Quality of Education, Quality of Education in Early Years and Leadership & Management</i></p> <p>Target: Ensure there are robust systems in place for monitoring attainment and progress for pupils with SEND.</p>
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September 2023 – Where we are starting from: Prior to September 2022 SEND provision was inconsistent. The new SENDCo has implemented robust systems for monitoring and tracking SEND. This will be enhanced by having further systems in place to track and monitor progress.

Leader: Beth Griffin	Link on LAB: Brenna Farrow	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Introduce and implement Edu Key for teachers to support them in developing plans with SMART and progressive statements with appropriate provision. - SENDCo has a comprehensive understanding of cost, time and provision for interventions across the school. - Implement a system for identifying, addressing and tracking pupil progress against SEMH needs and ensuring appropriate provision is in place to meet the identified needs. 	<ul style="list-style-type: none"> - Teachers will create effective and consistent My Plan targets for pupils and the pupils will make expected progress against these. - My Plans will be systematically reviewed ensuring appropriate provision has been implemented, including interventions. - Pupils with SEMH needs are appropriately identified and interventions are planned and delivered. The impact of these is monitored by the SENDCo and DSL. 	<ul style="list-style-type: none"> - Data analysis - My Plan progress data - Tracking documents for SEMH - Monitoring documents including document scrutiny, pupil voice and learning walks - LAB Visits

Priority 2					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023		Create a clear pathway to identify which pupils are needing different access to the curriculum (those that are pre-key stage).	SENCO Curriculum Lead		



September 2023		Train staff on the use of the new SEN tracking portal to identify provision, individual plans are SMART and reviewed regularly.	SENCO	EduKey software £995	
September 2023	October 2023	Baseline EYFS pupils using checkpoints from Birth to 3 and the progression documents (3-5 and Reception)	Lisa Simmonds (EYFS Lead)		
September 2023	On-going	Use the EYFS baseline assessment to inform intervention plans and MyPlans for pupils – use the progression documents and checkpoints to monitor progress	Lisa Simmonds (EYFS Lead)		
October 2023		SENCO, Curriculum Lead and Centre Lead to identify clear pathway of learning for pupils that are significantly below ARE and ensure consistency of provision for these pupils.	Earwig		
October 2023		Ensure all pupils have baseline assessment data for QCA. Interventions to be allocated based on these results and updated termly to reflect the change in data.	QCA trackers		
October 2023		Identify focus group of pupils to target as part of QCA baseline data to improve and support their SEMH needs.	Range of interventions- cost unknown		
October 2023		Identify key staff to deliver interventions across the school and identify the cost for these as part of EduKey provision maps.	SENCO		



Priority 3
Research used: [Developing Character Skills in Schools, EEF: Personal and Social Development](#)

Area to be developed and its derivation: Personal Development and Quality of Education

Target: Enhance the curriculum further so that pupils live and maintain an active lifestyle and keep mentally and physically healthy.

September 2023 – Where we are starting from: Pupils are able to identify what keeps them physically and mentally healthy. Families and therefore pupils are not able to ‘live’ to this knowledge and require support to make healthy choices.

Leader: Pete Hales	Link on LAB: Wendy Ward	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Enhance the curriculum and wider experiences in response to issues in the community and individual pupil circumstances. - Implement the Willow Wonder booklet. - Increase the amount of physical activity pupils are participating in during the week. - Support families to make healthier choices within their lunchboxes. - Provide support for families and pupils to improve their mental health. - Further development of physical activity throughout the school day. 	<ul style="list-style-type: none"> - Increase in the number of trips and visitors. - Pupils are accessing a wider variety of experiences, building on their cultural capital. - Improved scores on PE Assessments. - Improved levels of activity at other times than PE Lessons. - Parental engagement in courses and workshops. - Improvement of scores on SEMH assessments from the focus groups of pupils. 	<ul style="list-style-type: none"> - Trips and visitors list - Willow Wonder booklets - PE Assessments - Parental engagement in courses and workshops - Pupil survey - Parent survey - SEMH assessments

Priority 3					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023	July 2024	QCA assessments to be analysed and an action plan in place and then to be reviewed with new actions end of term 2, 4 and 6.	BG / NH	None	
September 2023	July 2024	Young minds matters support including psycho ed sessions for year 3.	NH/DA	None	



October 2023	October 2023	Introduction of Willow Wonders booklet to raise aspirations of all.	PH	Cost of booklets	
September 2023	September 2023	Introduction of 'Willow Walk'. Each day, each class will talk their class on a walk to improve physical activity.	PH / LS	None	
September 2023	September 2023	Review of playtimes to establish activities on offer and how this can be made more active for all children. Use of School Council to develop ideas	PH	None	
November 2023	November 2023	Increase range of physical activities on offer at playtimes to ensure that more children are active. School council to look at impact through pupil survey and observation of playtimes	PH	Cost of resources	
September 2023	July 2024	Through planned coffee mornings, there will be a focus on Healthy Eating and Healthy Lunchboxes	PH	None	
September 2023	July 2024	Family Support Team to identify appropriate support for parents to support their mental health, advertise and monitor parent uptake	NH / DA	Cost of support	
October 2023	July 2024	Continue to develop the active physical area with Early Years	Lisa Simmonds (EYFS Lead)	Cost of resources	



Priority 4

Research used: EEF: Attendance Interventions, DfE: pupil Attendance in Schools, DfE: Working Together to Improve School Attendance, DfE: Toolkit for Attendance

Area to be developed and its derivation: Behaviour and Attitudes

Target: Continue to monitor and reduce absence and persistent absence with a particular focus on Year 5.

September – Where we are starting from: Attendance has improved during 2022 – 2023 but this has not been consistent in all year groups.

	Attendance		Persistent Absence	
	2021-2022	2022-2023	2021-2022	2022-2023
Whole school	90.64%	92.41%	25%	20%
Mainstream	90.97%	93.1%	27.1%	18.52%
Centre	88.6%	88.9%	14.29%	28%

Leader: Nikki Hendry **Link on LAB: Laura Stephens**

Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Create a culture where there is shared responsibility of raising attendance and punctuality. - Increase the understanding of parents and children that attendance impacts upon attainment and progress. - Continue to strive for attendance of 97% or above 	<ul style="list-style-type: none"> - Attendance continues to improve on an upward trajectory throughout 2023 – 2024. - A reduction in the number of children that are classified as PA. 	<ul style="list-style-type: none"> - Data analysis including attendance and attainment - Updated attendance policy - Evidence of school challenging parents with low attendance, CPOMS entries - LAB visits

Priority 4

Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Septem ber 2023		Start of September 2023 for the profile of attendance to be shared with all staff, the increased expectations, focus on 97% + attendance, introduce each class that gets 97% attendance per week gets 10 minutes extra playtime or class agreed activity and winning class gets 15 minutes per week. Raffle tickets per term for all pupils with	NH/DA		



		97% attendance get 3 tickets and 95% 1 ticket and the tickets stay in to accumulate with attendance prizes. Termly attendance bears to be won, certificates and 100% attendance for the year trophy to be won.			
September 2023		Attendance policy to be relooked at by the SAND Trust in line with Gloucestershire County Council.	NH		
October 2023		Data analysis of 95% below to be monitored and support actioned to prevent pupils becoming Persistent Absentee.	NH/DA		
October 2023		Termly Persistent absentee meetings to be held with attendance leads and centre manager to analyse data and next steps to support families, help increase attendance.	NH/DA		
October 2023		Y5 to be a focus group due to lowest class attendance 2022-2023 and poor parental engagement. Headteacher and DSL to meet with key parents to share attendance concern, attainment concern and to create an action plan to support and increase attendance and attainment results	NH/PH		
October 2023		Regular attendance newsletters to be sent out	NH/DA		



Priority 5		<i>Area to be developed and its derivation: Leadership & Management</i>	
Research used: DFE: Staff Workload Reduction Toolkit , EEF: Teacher Quality, Recruitment and Retention		Target: Enhance provision for maintaining staff health and wellbeing	
September – Where we are starting from: a working party was established in October 2022. The working party met once but did not have the impact anticipated. More rigour is needed for September 2023 to ensure we are addressing the needs of staff. When making decisions we always consider teacher workload to ensure that we are supporting staff in reducing their workload.			
Leader: Pete Hales		Link on LAB: TBC	
Objectives	Success Criteria/Child Benefit	Evidence of success	
<ul style="list-style-type: none"> - Hold frequent meetings of wellbeing working party with appropriate feedback to staff. - Improve the working space for PPA. - Improve the quality of the staff room. - Implement a social calendar for staff team building events. - Implement staff circles. - Provide additional subject leadership release time, when needed. 	<ul style="list-style-type: none"> - Staff survey linked to wellbeing shows improvement. - Staff absence is reduced. - Maintain high rates of staff retention 	<ul style="list-style-type: none"> - Minutes of meetings - Staff survey linked to wellbeing - Absence data 	

Priority 5						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
September 2023	July 2024	All meetings of Working Party to be documented and recorded so that information can be shared with staff	PH	None		
September 2023	September 2023	Develop a social calendar for staff team building events	PH	None		
November 2023	November 2023	Working Party to look at the working space for PPA to improve this and produce a proposal for development to be sent to SAND	PH	Cost of proposal		
December 2023	December 2023	Working Party to develop a proposal for the improvement of the staff room to be sent to SAND	PH	Cost of proposal		



January 2024	January 2024	Working party to review practices and procedures to evaluate where improvement can be made to lessen the impact of employees' workload	PH	None	
September 2023	July 2024	PH to engage with training provided by The Restorative Lab who will deliver a programme of relational and restorative leadership training and development.	PH	Funded training	
September 2023	July 2024	Clear monitoring schedule in place to provide subject leaders with notice of time needed for monitoring. Subject Leaders encouraged to request additional time if needed	PH	Cover costs	



Priority 6 Research used: EEF: Parental Engagement, EEF: Working with Parents to Support Children’s Learning, Sutton Trust: Engaging Parents, Parent Kind: Parental Participation Training for Schools, DFE: Review of Best Practice in Parental Engagement	Area to be developed and its derivation: Quality of Education, Behaviour & Attitudes, Personal Development, Quality of Education for Early Years Target: Further enhance parental engagement to support the attainment and progress of the pupils.
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September – Where we are starting from: We have some parents that are every committed to their child’s education and this is evidenced in their school attendance, progress and attainment. We have some parents, that for whatever reason, do not value education and therefore do not ensure that children attend school regularly and do not support with homework and such like. Therefore, most of these children are falling behind their peers and not making expected progress.

Leader: Nikki Hendry	Link on LAB: TBC	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Assess the needs of the school community to implement and embed a robust parental engagement strategy. - Improve home school links so that there are improvements in completion of homework, learning behaviours and attendance. - Implement program of academic drop ins and coffee mornings to support parents with their child’s learning. - Make parental surveys accessible and inclusive to the whole school community. 	<ul style="list-style-type: none"> - More parents show that they have an understanding of their child’s education and know their responsibility for supporting them to succeed. - Levels of parental engagement are improved. - Progress and attainment of pupils’ is increased. - Attendance at school is increased. 	<ul style="list-style-type: none"> - Attendance at parents’ evenings - Attendance at drop ins and coffee mornings - Data analysis - Surveys from parents and pupils

Priority 6					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023		Ensure 100% of parents are actively using class dojo for school communications.			



September 2023		Ongoing liaison with parents and support of breaking down any potential barriers between teaching staff and parents (Family support team available at key times), offer any meetings, home visits etc.			
September 2023		New pupil starting after September 2023, home visits to all new pupils with a completed home visit form			
September 2023		Parent surveys to be generated at parents' evenings and completed by staff, whilst parents are waiting to make this accessible to all.			
October 2023		Personal targets for pupils to be shared with parents at Parents' Evening	All teachers		
September 2023	July 2023	Continue to use Tapestry to update parents on their child's learning journey. Implement new learning journeys for WOW moments in school.	Lisa Simmonds (EYFS Lead)		
September 2023	July 2023	Provide parents with an overview of the learning for the term, along with ideas of what they can do to help at home	Lisa Simmonds (EYFS Lead)		
October 2023		Deliver Reception parents workshop, including a drop-in to see a phonics session KS1 phonics drop-in sessions to also take place	Lisa Simmonds (EYFS Lead)		