

# Pupil Premium Strategy Statement 2025 to 2028



This statement details our school's use of pupil premium (service, tuition and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

This version of the strategy was updated in September 2025 and outlines how we intend to spend the funding in the academic year 2025/26 however the strategies and activities outlined cover the whole 3 year period unless otherwise stated.

## School overview

Detail	Data
School name	The Willows Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	58% (152 children – November 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-26, 2026-27, 2027-28
Date this statement was published	November 2025
Dates on which it was reviewed	
Dates on which it will be reviewed	November 2028
Statement authorised by	A Heath-Robinson
Pupil premium lead	Kelly Head
Governor / Trustee lead	A Heath-Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,450
<b>Total budget for this academic year</b>	<b>£247,450</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- \* Excellence and uncompromising expectation for every member of our school community through:
- \* Highly effective use of human and physical resources, including employing specialist provision where needed
- \* Challenge and support to improve the skills of staff, parents and children.
- \* Targeted intervention to overcome both whole school and individually identified barriers to a successful learning experience.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oral Communication</b> <ul style="list-style-type: none"><li>• On entry data highlights limited vocabulary and delayed speech</li><li>• Growing diversity of school community - <i>English as a second language, Complex SEND,</i></li></ul>
2	<b>Written Communication</b> <ul style="list-style-type: none"><li>• Fuelled by the issues highlighted in the other 5 challenges</li></ul>
3	<b>Inconsistency of high quality teaching and learning experiences</b> <ul style="list-style-type: none"><li>• School as a symbol of negative authority</li><li>• Isolation due to individual / COVID circumstances</li><li>• Attitude to learning</li><li>• Mobility</li></ul>
4	<b>Cultural Capital Deficit</b> <ul style="list-style-type: none"><li>• Difficulty accessing or lack of knowledge about out of school activities</li><li>• Lack of 'play' / pre-school experiences</li><li>• Fear of unknown</li><li>• Few adult role models to support exploration of wider 'world of work'</li><li>• Excessive/addictive screen time</li></ul>
5	<b>SEMH development</b> <ul style="list-style-type: none"><li>• Lack of emotional literacy</li><li>• Little experience of building/maintaining positive relationships</li><li>• Parent/carer mental health</li><li>• 'Life' distracts from learning due to: <i>Young carer responsibilities; Hunger; Homelessness; Basic needs unfulfilled</i></li><li>• Isolation due to individual / COVID circumstances</li></ul>
6	<b>Attendance</b> <ul style="list-style-type: none"><li>• Health – inconsistent diet, lack of physical experiences or fear of injury to child</li><li>• Complex Additional needs</li></ul>

## 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
1	<ul style="list-style-type: none"> <li>* Children are able to communicate clearly and at an age appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>* Children's attainment in communication &amp; language at the end of EYFS is in line with or above national average</li> <li>* All children are confident when speaking with visitors</li> <li>* Children have access to specialist SALT services beyond that being provided by NHS and Wellcomm / assessments demonstrate</li> <li>* Children access a vocabulary rich curriculum and take part in lessons that are specifically designed to teach public-speaking skills</li> </ul>
2	<ul style="list-style-type: none"> <li>* All children are able to read, write and use maths at, at least age-appropriate level</li> <li>* Children with complex profiles make progress from their starting points</li> <li>* Children use their literacy skills to access the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>* The gap is closed between PP and non PP children for reading, writing and maths by the end of KS2.</li> <li>* The proportion of PP children that achieve age related expectations in statutory testing is at least in line with PP children nationally (phonics, MTC, KS2 SATs)</li> <li>* Evidence in wider curriculum books shows high quality literacy skills are being used to demonstrate knowledge and learning across the curriculum</li> </ul>
3	<ul style="list-style-type: none"> <li>* Parents have a positive view of the school and know how to access support for their child if needed</li> </ul>	<ul style="list-style-type: none"> <li>* All families have met with at least one school staff member in order to have conversation about how school and home can work together to support their child (e.g IEP / Parent Consultation / FSP meeting)</li> <li>* The number of opportunities for parents and carers to take part in school life has increased</li> <li>* Parent survey indicates an increased number of parents have a positive view of the school and staff</li> </ul>
4	<ul style="list-style-type: none"> <li>* The school day is designed to enable opportunities for an enriched curriculum experience</li> </ul>	<ul style="list-style-type: none"> <li>* Opportunities for learning beyond the National Curriculum are a feature of every child's week (e.g life skills, meta cognition, emotional regulation, visits and visitors, enriched play, mentoring)</li> <li>* All children have access to a wide variety of visits, visitors and extra-curricular opportunities</li> <li>* Engagement in learning is high and children can talk about enjoyable school experiences</li> </ul>
5	<ul style="list-style-type: none"> <li>* Children's abilities to emotionally regulate mean that they are able to effectively access school / the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>* Behaviour logs show reduced incidents of negative behaviour over the academic year.</li> <li>* Fixed term exclusions for pupil premium pupils are reduced across all year groups</li> <li>* Children say they feel safe in school and can describe support they receive &amp; who to go to if they need help</li> </ul>
6	<ul style="list-style-type: none"> <li>* Children attend school regularly and on time</li> </ul>	<ul style="list-style-type: none"> <li>* Pupil Premium pupils' attendance is at least in line with national average for pupil premium children.</li> <li>* Children are engaged in additional projects / activities that promote physical health</li> <li>* Children with complex needs are enabled to access appropriate external support services to improve school attendance.</li> </ul>

## 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: **£54,674**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release for subject leaders to analyse impact of curriculum design on various pupil groups and to plan next steps</p> <p>External support from provider with expertise in chosen curriculum planning</p>	<p>* <a href="https://www.educationendowmentfoundation.org.uk">Putting Evidence to Work - Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1, 2, 3</b> £4,500 (18 days cover – ½ day work with external advisor + 1.5 day follow up / monitor) £2280 6 days external adviser</p>
<p>Mentoring for senior leaders to support school improvement</p>	<p>* <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>1, 2, 3, 4, 5, 6</b> £3,600</p>
<p>Standardised assessment and supporting subsequent intervention materials</p> <p>* Rising Stars Assessment * Insight Tracking * Edukey</p>	<p>* <a href="https://sigplus.co.uk">The pros and cons of standardised tests - Sig+ for School Data (sigplus.co.uk)</a> * Making good progress – Daisy Christodoulou</p>	<p><b>1, 2, 3, 5</b> £3000 (NTS) £1500 (Insight) £1200 (Edukey)</p>
<p>Specialist teaching – Music in all year groups PE in all year groups</p>	<p>* <a href="https://www.gov.uk">Research review series: music - GOV.UK (www.gov.uk)</a></p>	<p><b>3, 4</b> £3,044 (WCET) £26190 (4 x PM) £9360 (Kicks 4 x PM)</p>

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

Budgeted cost: **£140,911**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support programme of intervention across year groups to support children with multiple vulnerabilities	<ul style="list-style-type: none"> <li>* Needs profile of children – school based evidence</li> <li><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	<p><b>1, 2, 3, 5, 6</b> £23,571 (60% of 0.6)</p>
Private speech therapist to work with small groups & individuals identified in the Wellcomm / Language Link screen and to give ongoing advice regarding children who raise concerns.	<ul style="list-style-type: none"> <li>* School outcomes from pre-COVID years.</li> <li>* <a href="#">Tier 3 support – EEF &amp; PHE – Early Language Development</a></li> </ul>	<p><b>1, 2, 3, 5, 6</b> £10,500 – Communicate (60%)</p>
Additional teaching assistants to carry out speech packages Specialist TA Class TAs 2 hrs x 35 wks	<p>Enable school to provide a 'graded response' looking at each individual child and deciding on level of input needed based on assessment and risk factors (including disadvantage) long term.</p>	<p><b>1, 2, 3, 5, 6</b> £9,720 – (60%) £15,120</p>
Additional Teaching Assistants supporting intervention / 1:1 / SEMH (50% of cost)	<ul style="list-style-type: none"> <li>* <a href="#">Improving Literacy in Key Stage 1   EEF</a></li> <li>* <a href="#">Improving Literacy in Key Stage 2   EEF</a></li> <li>* <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></li> <li>* <a href="#">Improving Mathematics in KS 2 and 3   EEF</a></li> <li>* <a href="#">Making Best Use of Teaching Assistants   EEF</a></li> </ul>	<p><b>1, 2, 3, 5, 6</b> £70,000</p>
Mentoring and SEMH / Premier League intervention – ITFC	<ul style="list-style-type: none"> <li>* <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></li> <li>* <a href="#">Premier League Primary Stars   Home</a></li> </ul>	<p><b>1, 2, 5, 6</b> £12,000 (60%)</p>

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

Budgeted cost: **£100,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Practitioner – integral to the work of the school to support the ever-growing needs of the community filling the deficit in social care / community provision	<ul style="list-style-type: none"> <li>* <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></li> <li>* <a href="https://www.gov.uk/improving-school-attendance">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></li> </ul>	<b>4, 5, 6</b> £26,000
Additional Senior Leader (SEND / Attendance / DSL) (60%)		<b>3, 4, 5, 6</b> £34,000 £29,000
Therapeutic Interventions to support SEMH (60%)	<ul style="list-style-type: none"> <li>* <a href="#">Frontiers   Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation</a></li> <li>* <a href="#">Therapy dogs and school wellbeing: A qualitative study - ScienceDirect</a></li> <li>* <a href="#">Social and emotional learning   EEF</a></li> <li>* <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	<b>4, 5, 6</b> £2,800 Paws4Pals £2,970 (JJ)
School starter packs, subsidised trips/clubs and promotion to encourage parents to apply for Free School Meals	<p><b>School Based Evidence:</b></p> <ul style="list-style-type: none"> <li>* It is important that all children feel included in our school community and have the same access to school items / trips and clubs as their peers by having some funding set aside to support families at point of need we ensure that no child is ever excluded from taking part in the activities they want to.</li> </ul>	<b>1, 2, 3, 4, 5, 6</b> £5500

**Total budgeted cost: £295,855**

## Externally provided programmes

Programme	Provider
NTS assessments	<a href="https://www.risingstars-uk.com/">NTS - National Test Style Standardised Assessments (risingstars-uk.com)</a>
Insight Tracking	<a href="https://www.insighttracking.com/">Insight   Online Pupil Tracking for Primary Schools (insighttracking.com)</a>
Read Write Inc.	<a href="#">Read Write Inc. Phonics - Ruth Miskin Literacy</a>
Primary Stars	<a href="#">Premier League Primary Stars   Home</a>
Language Link	<a href="#">Speech and Language Link - SLCN support for schools - Home</a>
Edukey	<a href="#">Edukey - Now Tes   Tes</a>

## 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 2024 to 2025 academic year.

Attendance 2024/25:		PP – 92.4%	National PP – 92.6%	
Attendance 2023/24:		PP – 88.7%	National PP – 92%	
Persistent Absenteeism 2024/25:		PP – 27.3%	National PP – 25.4%	
Persistent Absenteeism 2023/24:		PP – 45.3%	National PP – 27.1%	
Suspensions 2024/25:		PP – 8%		
Suspensions 2023/24:		PP – 7.18%	National PP – 2.33%	
Suspensions 2022/23:		PP – 10.95%	National PP – 1.94%	
<b>Outcomes:</b>				
GLD	2025	PP- 70%		
	2024	PP – 39%		
Yr 1 Phonics	2025	PP- 68%		
	2024	PP – 39%		
Yr 2 Phonics	2025	PP- 76%		
	2024	PP – 59%		
Yr 6 SATS Reading	2025	PP- 42%	National PP – 63%	GAP TO NATIONAL: 39%
	2024	PP- 52%	National PP – 62%	GAP TO NATIONAL: 28%
Yr 6 SATS Writing	2025	PP- 35%	National PP – 59%	GAP TO NATIONAL: 43%
	2024	PP- 45%	National PP – 58%	GAP TO NATIONAL: 35%
Yr 6 SATS Maths	2025	PP- 42%	National PP – 61%	GAP TO NATIONAL: 38%
	2024	PP- 42%	National PP – 59%	GAP TO NATIONAL: 37%
Yr 6 SATS Combined	2025	PP- 29%	National PP – 47%	GAP TO NATIONAL: 40%
	2024	PP- 29%	National PP – 46%	GAP TO NATIONAL: 38%

\* Individual Family Support Worker case studies are available

\* Individual staff training records are available

\* Individual SEND case studies are available

\* All children were able to attend school visits and access enrichment activities

\* 77% of PP children in Year 6 attended the residential trip.