

Willow Primary Academy - Pupil premium strategy statement 2025-26



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	Willow Primary Academy
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	49.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julia Hyde
Pupil premium lead	Julia Hyde
Governor / Trustee lead	Katie Sweed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£155,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£15,540

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. **ALL** pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Objectives:

- To diminish differences between our disadvantaged pupils and their peers
- To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally remains low
- To provide pupils with high quality teaching and learning opportunities
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through a number of key principles in order to provide an **enriched, relevant, engaging and innovative curriculum**:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
- High quality teaching is the key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

PP funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils.
2	Ensuring attendance of disadvantaged children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.
3	Historically low levels of parental aspiration.
4	Historically low levels of attainment on entry.
5	School readiness, including: speech and language.

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
To close the gap in attainment between disadvantaged pupils and their peers.	<ul style="list-style-type: none"> Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Willow is in line with national.
To ensure every child has access to high quality teaching, in every classroom, every day.	<ul style="list-style-type: none"> Standards of teaching will be graded at least good. This will be evidenced through the monitoring cycle and teacher triangulation. A comprehensive catalogue of CPD support and training accessed by teachers and Learning Partners.
To improve attendance of all pupils and diminish differences between disadvantaged pupils.	<ul style="list-style-type: none"> Attendance of disadvantaged pupils in line with attendance of their peers. Persistent absence reduced and in line for disadvantaged pupils and their peers. Strategies to improve attendance have a positive impact: Breakfast club, rewards, pastoral support.
To ensure that all pupils have access to high quality mental health and well-being	<ul style="list-style-type: none"> Outcomes of pupil questionnaires and pupil voice are positive.

<p>support.</p>	<ul style="list-style-type: none"> • Parental feedback via questionnaires is positive indicating they feel well supported by the school. • High quality CPD for all staff so they are able to identify and support vulnerable pupils.
<p>To ensure all pupils are able to read fluently, and with confidence, in any subject, creating a clear transition from 'learning to read to reading to learn' across all subjects.</p>	<ul style="list-style-type: none"> • Reading remains an overarching priority. • Phonics outcomes at the end of Year 1 exceed national expectations. • Reading outcomes and progress at the end of Key Stage 2 Is closer to national expectations. • Attainment and progress for disadvantaged pupils to diminish the gap with their peers • Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from 'learning to read' to 'Reading to learn'.
<p>To ensure that the intervention programmes are prioritised for disadvantaged pupils and that they make good progress on catch-up.</p>	<ul style="list-style-type: none"> • Reading remains an overarching priority in 2025/26. • Pupils will make at least good progress in lessons. • Pupils will make at least good progress in interventions which are measured against a baseline starting point.

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 (CPD, recruitment and retention)

School Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>External Staff CPD</u> Targeted and bespoke external CPD delivered to staff to ensure high quality Teaching and learning across the school.	High Quality Teaching	4, 5
<u>SALT</u> Speech and Language therapist. Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.	Oral language interventions One to One tuition	5
<u>Subscriptions</u> Doodle learning package	Using Technology to Improve Learning	3, 4, 5

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

School Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Phonics and Reading interventions in KS1 and KS2, including 1:1 reading:</u> Daily phonics interventions delivered across Key Stage 1 and 2.	Phonics Small group tuition One to One tuition	4, 5
<u>Mental Health Development</u> Thrive Approach training for FWO Whole school Thrive training provided by the Trust	Behaviour interventions Social and Emotional Learning	1, 2

Wider strategies (related to attendance, behaviour, wellbeing)

School Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Family Support Worker – Attendance Lead</u> - Home Issues - Behaviour - Attendance - Intervention	Behaviour interventions Social and Emotional Learning	1, 2
<u>Parental Workshops</u>	Parental Engagement	2, 3, 4
<u>Breakfast Club</u>	Breakfast Clubs	1
<u>Attendance rewards and incentives</u>	DfE Evidence Report	2
<u>Play Therapy</u>	Behaviour interventions Social and Emotional Learning	1, 2

Total school budgeted cost: £15,000

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.

Key Stage 2 Results

The table shows the results for children achieving the expected standard and the higher score. The national average for each area is in brackets. The table also includes the average progress score, which is a comparison of how our pupils achieved compared to the national average of children with the same starting point at Key Stage 1. The table also includes average scaled scores, which are adjusted raw scores to allow comparisons between years. 2024-25 data shows that interventions should be extended and embedded to ensure effectiveness.

Key Stage 2 Results 2025 Cohort 33 pupils including from Specialist Resource Centre (30 pupils excluding centre pupils)			
Subject	Achieved Expected Standard (National)	Achieved a high level of attainment (National)	Average Scaled Score (National)
Reading	45% 47% 75%	13%	98.3 (106)
Writing	50% 53% 72%	10%	N / A
Maths	30% 33% 74%	17%	94.9 (105)
RWM (Combined)	18% 20% 62%	10%	N / A
Grammar, Punctuation and Spelling	50% 53% 73%	13%	100.3 (105)
Science	56% 59% 82%	N / A	N / A

Phonics Screening Check

The Phonics Screening Check (PSC) is a 40-word check taken at the end of Year 1. This is to assess children's ability to decode a range of phonically decodable real and 'alien' words. The children must score 32 or more to pass. Those children who do not pass the PSC in Y1 retake it in Year 2.

Phonics Screening Check 2025 Cohort 29 pupils including Specialist Resource Centre (26 pupils excluding centre)	
Year 1	62% 69% 80%

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