

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	Willow Tree Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	53% (91/179)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	Jan 2026
Date on which it will be reviewed	Jan 2027
Statement authorised by	Michelle Slingsby
Pupil premium lead	Michelle Slingsby
Governor / Trustee lead	K. Tennyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,240
Recovery premium funding allocation this academic year	0
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	£130,240

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker or have a specific SEND, which are particularly prevalent vulnerabilities in our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, recognising that not all pupils who are disadvantaged are registered or meet criteria for FSM.

High-quality teaching is at the heart of our approach, with a focus on adapting teaching to ensure that it meets the needs of all pupils and early intervention. This approach has proven to have significant impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged. 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.

We also recognise that the social, emotional, mental health and wellbeing challenges that are a prevalent barrier in our school, and the strategy ensures that these are addressed in conjunction with academic support, to ensure that a holistic approach is employed for all pupils, enabling them to access learning.

Our strategy is based upon rigorous assessment and diagnostics, as well as in-depth knowledge about our pupils and the challenges they face. Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. No assumptions are made about the impact of disadvantage.

To ensure our approaches 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
- Ensure robust monitoring of impact throughout the year
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can

The range of provision that the Trust and Directors will consider making for this group includes (although is not exclusive to):

- additional teaching and learning opportunities provided by highly trained staff including TAs
- all work through the PP strategy will be aimed at accelerating progress to ensure children reach at least age-related expectations in line with their peers

- pupil premium resources will also be used to target more able children eligible for funding to reach related expectations
- additional support through 1:1 and small group interventions
- in some cases, support for payment of activities, educational visits and residentials, allowing children to have first-hand experiences that they can use to enhance their learning in the classroom
- behaviour and emotional support through therapeutic activities and programmes for those pupils identified as being in need of it
- The employment of a family support worker to address attendance concerns and work directly with families to remove barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally have significantly lower starting points when entering the school and fewer disadvantaged pupils reach ARE in the core subjects compared with non-disadvantaged pupils. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in core subjects compared to non-disadvantaged pupils. This trend is most recognisable in writing outcomes and in all GDS outcomes. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school, which we feel can significantly impacts on their wider knowledge and language development, especially in the area of writing and when enabling children to reach the higher levels in subjects to achieve GDS.
2	A high number of pupils eligible for PP also have SEND, which affect progress in core areas. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in reading comprehension, writing and verbal communication outcomes Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including poor verbal, limited language and social interaction difficulties and language comprehension.
3	A number of pupils eligible for PP throughout the school have significant Communication and Interaction needs, which impact on their overall progress. Assessments, observations, and discussions with pupils indicate underdeveloped verbal language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Reception Baseline data shows only 15% of pupils are on track for a Good Level of Development on entry to school.
4	Attendance rates for PP pupils are lower than non-PP pupils with PA being significantly higher in PP pupils. Our attendance data indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers during that period (46.8% compared to 30.9%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	A number of children who are eligible for PP, have complex social, emotional and mental health needs, which impact their learning on a daily basis. Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social, emotional and mental issues for many pupils, some of which are due to a lack of rules, routine and boundaries at home and enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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: Progress of disadvantaged children, matches or is improving towards that of other pupils, making accelerated progress from their starting points.	- Academic interventions will be in place throughout the school, to support in diminishing the difference in core areas, so that pupils eligible for PP make the same or better progress as other groups. - Targeted intervention groups will address gaps in learning and early literacy and maths skills which are stopping pupils from reaching ARE. - Attainment data will indicate that at least 75% of PP pupils without SEND have made accelerated progress and reached ARE in RWM.
2. Disadvantaged pupils, including those with SEND, make accelerated progress from their starting points in reading, writing and maths, with improved communication, independence and ability to articulate their learning needs.	- A higher proportion of disadvantaged SEND pupils make expected or better-than-expected progress from starting points in reading, writing and maths. - Targeted interventions (e.g., precision teaching, smallgroup instruction) demonstrate clear, quantifiable gains in monitored data. - Pupil voice and observations show increased confidence and improved self-regulation, linked to EEF metacognition strategies. - The attainment gap in RWM between disadvantaged and non-disadvantaged pupils narrows year on year.
2. Disadvantaged pupils will develop stronger oral language skills and a broader vocabulary, enabling them to access the curriculum more effectively and express themselves with increasing accuracy and confidence from EYFS to KS2.	- Assessments show a reduction in identified language gaps and accelerated progress for disadvantaged pupils compared with baseline. - Pupils demonstrate richer and more accurate vocabulary in both spoken responses and writing (supported by EEF oral language guidance). - Observations show disadvantaged pupils engaging more actively in dialogic teaching and collaborative tasks. - By the end of KS2, the majority of disadvantaged pupils achieve age-related expectations in reading comprehension and writing, with improved vocabulary contributing to this progress.
4. Attendance rates for PP children are in line with non-PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving – all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.	- The proportion of disadvantaged pupils who are persistently absent is reduced to be in line with, or below, the national average. - Attendance rates for pupils eligible for pupil premium show a sustained upward trend, with the gap between disadvantaged and non-disadvantaged pupils significantly narrowed. - The Family Support Worker (FSW) implements a targeted and proactive approach with identified pupils and families, resulting in a measurable reduction in persistent absence among disadvantaged pupils. - Parents and carers of disadvantaged pupils demonstrate improved engagement with attendance expectations, evidenced through increased attendance at meetings, improved punctuality, and more consistent daily attendance. - Disadvantaged pupils attend school consistently and on time, with punctuality improving over time. - Improved attendance contributes directly to better

	engagement in learning and stronger academic progress for disadvantaged pupils.
5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027-28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • continued access to enrichment activities, particularly among disadvantaged 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,627+ £1,776 =£62,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Level 3 TAs linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement. Small group, targeted intervention from teachers in after school booster clubs ensures continuity and quality first teaching of pupils of all abilities.	Rationale: <u>EEF Toolkit (Small Group Tuition) +4mths:</u> <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i> Analysis of the needs of pupils in Years 2, 3 and 6 identified that targeted small-group tuition would enable staff to provide more focused support and feedback, increasing individual attention and accelerating pupils' progress.	1 and 2
High quality CPD through accredited providers who meet the CPD standards, to ensure that staff knowledge and pedagogy remains excellent to support the highest levels of teaching and learning using the school's mastery approach to learning	Rationale: <u>EEF Toolkit (Mastery Learning) +5mths:</u> <i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i> <i>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</i> Through the NWLP, all staff, including support staff, will access a rich programme of CPD to enhance teaching and interventions throughout the school, leading to excellent provision and outcomes in all pupils.	1 and 2

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

Budgeted cost: £ $500 + £17,139 + £11,995 = £29,364$

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Intervention with EYFS/KS1 – TAs delivering oral and speech and language intervention programmes to identified pupils 1:1 or in small groups	Rationale: EEF Toolkit (Oral Language Interventions) +6mths: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Having analysed data and need within school, we have identified that there is a need for early intervention of speaking, language and listening skills with our youngest year groups, as assessment analysis from the last 3yrs demonstrates this is an increasing need in children entering the school. The number of referrals to Speech and Language have risen dramatically, and leaders have made the decision to allocate funding to the training and delivery of an in house S&L programme to directly address this need. This programme comprises of screening assessment to be completed with every child as part of the Reception baseline, as well as specific interventions for all children identified as working below ARE. In addition to this, there are whole class quality first teaching strategies to support S&L.	1,2 and 3
Termly Assertive mentoring through individual pupil/parent interviews established and embedded	Rationale: Sutton document – effective feedback + 9 months. Very high impact EEF Toolkit (Metacognition) +7mths: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. EEF Toolkit (Effective Feedback) +6mths: Feedback studies tend to show high effects on learning. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Staff will be released for a day each term, to meet individually with pupils and parents to	1, 4 and 5

	hold mentoring meetings. These will enable parents to be fully informed and involved in the review and target setting process, as well as ensuring that pupils play an active role in their learning, developing essential metacognition skills.	
Investment in online programmes (IDL/Oxford Owl/ Spelling Frame/RWInc Portal) to support the acquisition of phonics, language and comprehension skills	Rationale: <u>EEF Toolkit (Reading Comprehension Strategies) +6mths</u>: <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> <i>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</i> Online interventions have been purchased and staff will attend relevant training to ensure that they are appropriately embedded across the school. Family learning sessions will support parents in the use of these programs to attain maximum engagement and impact.	1 and 2

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

Budgeted cost: £ 35,269+ £6093= **£41,362**

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW employed to embed attendance procedures and offer 1:1 support to families and pupils to raise attendance and decrease PA %	Rationale: <u>EEF Toolkit (Parental engagement) +4mths:</u> <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i>	4 and 6
FSW to support pupils' attainment and progress through parenting support and increasing parental engagement with school and learning	FSW will be employed and trained to support the HT to embed policies and procedures for attendance in the school. This will include holding 4-6weekly Attendance Contract meetings and working with families to put in place support to enable them to improve attendance for their child.	4, 5 and 6
Therapeutic Learning Assistant to embed a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning	Rationale: <u>EEF Toolkit (Behaviour Interventions) +4mths:</u> <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i> <i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i> <i>School-level behaviour approaches are often related to improvements in attainment...</i> <i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</i> The differing patterns of needs within the school have been analysed and the therapeutic staff will attend relevant training that will support with the most prevalent needs within the school (DA, MHWB, Solution Focused Approaches, Attachment Theory). This will enable identified staff to plan and deliver a timetable of therapeutic interventions to support identified pupils with ongoing needs, as well as supporting any high level needs that present themselves throughout the year as a barrier to education.	4,5 and 6

Total budgeted cost: £ **133,399**

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.

Willow Tree Primary School serves a high-need community, with 44.69% of pupils eligible for FSM6 and well above average levels of SEN. The school has also undergone significant staffing change, including the appointment of a new Executive Headteacher, a new Assistant Headteacher who also holds the SENDCo role, and a new Family Support Worker (FSW) with a specific remit to improve attendance. These changes mean that many strategies are newly implemented and not yet fully embedded.

Despite this, published outcomes show that overall attainment at the end of KS2 is strong. In 2024/25, pupils achieved above national outcomes in reading and combined reading, writing and mathematics, indicating that teaching and curriculum delivery are effective. Disadvantaged pupils achieved 67% at the expected standard in RWM, which is above national disadvantaged outcomes (47%) and results in a much smaller gap than is typically seen nationally.

While combined outcomes are strong, subject-level gaps remain between disadvantaged pupils and national non-disadvantaged pupils, particularly in reading depth, writing accuracy and maths fluency. Addressing this is a clear next step for leaders as systems and expectations continue to embed.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
2024/25	67%	47%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
2024/25	67%	63%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
2024/25	67%	59%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
2024/25	67%	61%	Close to average

However, attendance remains the most significant barrier to further improvement, particularly for disadvantaged pupils and pupils with SEN. This is an identified priority for the new leadership team and is being directly addressed through the work of the newly appointed FSW. As this role embeds, leaders expect to see improving attendance and reduced persistent absence over time.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	79	90.5%	92.4%	Below	Not available	High - FSM, High - SEN

► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	79	41.8%	24.5%	Above (sig+)	Not available	High - FSM, High - SEN

► [Chart](#)

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	35	83.7%	92.4%	Below	Not available	High - FSM, High - SEN

SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	35	42.9%	22.3%	Above (sig+)	Not available	High - FSM, High - SEN

Strengths

- Disadvantaged pupils achieve above national disadvantaged outcomes in combined RWM.
- Overall attainment is above or close to national averages, despite high disadvantage and significant staffing change.
- Pupil premium funding is clearly aligned to identified need, particularly academic support and attendance.

Next steps

- Embed the impact of the FSW attendance strategy to improve attendance for disadvantaged and SEN pupils.
- Strengthen subject-level outcomes so disadvantaged pupils increasingly match national non-disadvantaged standards.
- Continue to embed leadership systems under the new Executive Headteacher and AHT/SENDCo to ensure consistency and sustained improvement.

Overall, pupil premium funding is having a positive and improving impact, and the school is well placed to build on this as new leadership and staffing structures become fully established.

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
Maths Mastery	Ark
Mastering Number	NCETM
Read Write Inc	Oxford University Press
Jigsaw for PSHE	Jigsaw PSHE Ltd
Charanga for Music	Charanga Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	

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:

- working in partnership with local mental health support teams to identify children with social, emotional and mental health difficulties who will then receive bespoke and targeted interventions delivered by a trained Mental Health professional, ensuring intervention at the earliest point.
- offering 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.
- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we analysed why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by our disadvantaged pupils. We also collaborated with schools within our trust, with high-performing disadvantaged pupils to ensure our approach would improve pupil outcomes.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.