

# Pupil premium strategy statement – Willow Park C of E Primary School 2025

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement for each academic year)</b>	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ruth Laing
Pupil premium lead	Claire Jones
Governor / Trustee lead	Linda Gerrad

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£51,510</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Pupil Premium Statement of Intent

At Willow Park C of E Primary School, we are committed to ensuring that all children, regardless of their background or starting point, are given the opportunity to thrive and succeed. Our pupil premium funding plays a vital role in supporting our school's mission to "Be the Light" for every child. We are guided by our core values of Love, Inclusivity, Generosity, Hope, and Tenacity, ensuring that every decision made is rooted in these principles and that all children are provided with the support they need to achieve their full potential.

### Vision for Pupil Premium Funding

The pupil premium funding will be used to break down barriers to learning, promote well-being, and enable access to enriched learning opportunities for those who need it most. We are committed to creating an environment where all children feel valued and supported, and where they can develop the knowledge, skills and confidence to overcome challenges, become the best versions of themselves and achieve the highest academic success.

Through the application of pupil premium funding, we aim to promote and develop:

1. **Love and Inclusivity:** To nurture a culture of care, respect, and inclusion where every pupil feels loved, safe, and part of the school community. This involves quality first teaching in class and targeted interventions that ensure children who face disadvantages are not left behind in their learning and are given the opportunities and support they need to succeed.
2. **Generosity:** To provide a wide range of resources and opportunities, from additional academic support to extracurricular activities, that will help close the attainment gap. This includes funding access to learning materials, after-school clubs, and enrichment activities, all of which contribute to a broader, richer educational experience.
3. **Hope:** To inspire every pupil to believe in their potential and create a sense of hope for their future. Through carefully planned lessons and interventions, we aim to raise aspirations and provide positive, forward-looking pathways for children, helping them to dream big and reach for success.
4. **Tenacity:** To encourage resilience and perseverance in our pupils. We believe that with the right support and determination, every child can overcome challenges. Our pupil premium funding will support interventions that build emotional well-being, self-regulation, and a growth mindset, so pupils can develop the skills to keep going, even when faced with difficulties.

## Our Approach

We will use the pupil premium funding in a targeted and strategic manner, ensuring it is directed towards areas where it will have the greatest impact. This will include:

- **Professional development:** Ensuring that all staff have the skills and knowledge to effectively support disadvantaged pupils, with regular training on high quality teaching, adaptive practice and targeted interventions, following EEF guidance.
- **Excellent academic provision:** Small group tuition, one-to-one intervention, and targeted classroom support to help disadvantaged pupils progress and close any attainment gaps in reading, writing, and mathematics.

- **Pastoral support:** Providing access to emotional and mental health services, including counselling, mentoring, and interventions aimed at supporting well-being and behaviour.
- **Enrichment and extracurricular opportunities:** Offering access to a range of extra-curricular activities such as sports, music, trips, and other experiences that broaden the educational experience and build confidence and social skills.

## Measuring Impact

The success of our pupil premium strategy will be measured through both academic and pastoral outcomes. Regular assessments, pupil progress meetings, and monitoring of well-being will help us track the progress of eligible pupils. We will use this data to refine and adapt our approach, ensuring that the funding continues to have a meaningful and positive impact.

## Conclusion

At Willow Park C of E Primary School, we view our pupil premium funding as an opportunity to ensure that all children, irrespective of their background, can access the highest quality education and achieve their best. Rooted in our values of Love, Inclusivity, Generosity, Hope, and Tenacity, we are determined to support every child in becoming a lifelong learner who is equipped for future success. We believe that, through our collective efforts and commitment, every child will have the chance to shine and "Be the Light."

## Challenges

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

Challenge number	Detail of challenge
1	<p>High quality teaching and learning and retention of knowledge – Pupils do not build knowledge and skills over time to help them to learn the curriculum successfully.</p> <p>Goal - To ensure consistently high-quality teaching across the whole school so that pupil outcomes across all phases are at least in line with national averages.</p>
2	<p>Teaching and learning - Pupils struggle to apply their knowledge of sounds in their reading.</p> <p>Goal - To ensure consistently high-quality teaching of reading to enable pupils to attain at least in line with national averages.</p>
3	<p>Adaptations to the curriculum - The curriculum is not consistently adapted to meet the needs of pupils, including disadvantaged pupils and those who speak EAL. As a result, pupils do not develop their language skills effectively enough.</p> <p>Goal - Develop and implement the Willow Park curriculum, which builds knowledge and improves outcomes for all pupils.</p>

4	<p>Assessment and closing the gaps. Pupils do not get the support they need to achieve well</p> <p>Goal - Develop and implement the Willow Park assessment framework so that assessment drives improvement and leads to the highest outcomes for all pupils.</p>
5	<p>Attendance. In the current academic year, 81% (xx add number of children here) of our persistently absent (PA) pupil are our disadvantaged pupils</p> <p>We also notice a greater level of lateness among disadvantaged children both at the beginning and end of the day.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Goal – to improve attendance of our disadvantaged children particularly targeting our PA children.</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
<p>1. To ensure consistently high-quality teaching across the whole school so that pupil outcomes across all phases are at least in line with national averages.</p>	<p>Success Criteria:</p> <p>Attainment at the end of EYFS, Year 1 (Phonics) Year 2 and Year 6 is at least in line with national standards.</p> <p>During lesson visits and learning walks the strategies and approaches developed in the Willow Park Teaching Toolkit and teaching sequence are being implemented effectively. Lessons are clearly structured, develop the progress of all and lead to improved outcomes for all pupils.</p>
<p>2. To ensure consistently high-quality teaching of reading ensuring that outcomes are at least in line with national averages</p>	<p>Children understand the way lessons are structured and how this helps them learn.</p> <p>Reading forms the heart of the curriculum, with all pupils being taught to read with fluency and accuracy</p>
<p>3. Develop and implement the Willow Park curriculum, which builds knowledge and improves</p>	<p>Success Criteria:</p> <p>The curriculum is carefully structured and effectively taught so that all pupils, including those who are</p>

	<p>outcomes for all pupils.</p> <p>disadvantaged and those with EAL, achieve outcomes at least in line with the national average.</p> <p>The core knowledge in all subjects is clearly identified, and sequenced to enable effective lesson planning, teaching and acquisition of knowledge.</p> <p>Through strong subject knowledge, teachers clearly and succinctly explain new knowledge and concepts.</p> <p>The deliberate teaching of oracy and vocabulary allows all pupils to articulate their knowledge across all subjects.</p> <p>Children demonstrate that they can recall key knowledge and understand how their learning builds and links across different subject domains.</p>
<p>4. Develop and implement the Willow Park assessment framework so that assessment drives improvement and leads to the highest outcomes for all pupils.</p>	<p>Success Criteria:</p> <p>Teachers use effective formative assessment to identify gaps in learning.</p> <p>The school has a robust system for summative assessment that enables staff to validate their teacher assessment judgments and to identify key gaps in learning/ teaching.</p> <p>Gaps in learning are addressed through high-quality teaching and/or targeted intervention and lead to pupils securing outcomes that are at least in line with the national averages.</p> <p>Effective assessment in the foundation subjects leads to pupils knowing more and remembering more.</p> <p>The effective implementation of a framework for EAL assessment leads to accelerated progress for EAL pupils.</p>
<p>5. To improve attendance of our disadvantaged children particularly targeting our PA children.</p>	<p>Success Criteria</p> <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of our maths strategy and QFT within maths teaching  PD for teachers and support staff focused on retrieval and fluency practice, and effective explanation and modelling led and supported by external maths specialist	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 2 3 & 5	1
Reading and Writing, including phonics is a priority on the Post Ofsted action plan.  Working with Leaf Trust and the English Hub to develop high quality teaching and learning to improve and develop all aspects of reading and writing; including the phonics teaching sequence, book talk, oral comprehension, spelling and grammar and vocabulary skills for disadvantaged pupils.  We will fund additional Professional development led by a phonics specialist from the English Hub and release time for staff to embed key elements of guidance and to access CPD and develop staff competence.  Embed DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Pupil progress meeting to identify barriers early and support children through targeted intervention.  Marc Rowland & EEF > Addressing educational disadvantage (2021) > Learning without labels (2017) > Guide to the Pupil Premium (2015)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1,2

for all pupils and improve outcomes in phonics and reading		
Teaching and learning coach to support teachers in developing their QF teaching.	<a href="#">Learning behaviours   EEF</a>	1,2,3,4

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

Budgeted cost: £31,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA structured interventions Additional adult support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2
EAL structured interventions Through additional small group tutoring, 1:1 tuition	<a href="#">A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL)</a>  <a href="#">EAL and educational achievement Prof S Strand.pdf</a>	1,2,3,4

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

Budgeted cost: £ 8,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children and families with improving attendance through the processes of, early help intervention and working closely with the Educational Welfare officer (EWO)	Willow Park attendance policy  <a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Workforce%20Attendance%20Policy%20-%20Final%20Version%20%281%29.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Workforce%20Attendance%20Policy%20-%20Final%20Version%20%281%29.pdf</a>	5

EWO support package from LA	<a href="#">King together to improve school attendance - August 2024.pdf</a>	
School continues to offer an extensive support model for all pupils and families including identified family link worker, School Counsellor and Nurture facilitator, ELSA	Early identification of need and pastoral support for both targeted interventions and universal approaches having positive overall effects	All
School to support contributions to extra- curricular activities (including Residential camp) and purchasing school uniform/equipment to support interests and aspiration	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	1,2
School to fund breakfast club and after school club so that our disadvantaged pupils have access to wrap around care to extend and broaden their opportunities	<a href="#">Breakfast Interventions - Rapid Evidence Assessment   Education Endowment Foundation</a> <a href="#">Physical activity   EEF Report template long</a> - The value of after school clubs for disadvantaged children	All
Contingency fund for acute issues.	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.	All

**Total budgeted cost:** £56,534

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a result of our intensive school improvement journey, outcomes across the school (including for our disadvantaged pupils) rose significantly compared to the two previous years.

Please see data outcomes below:

#### EYFS GLD

Student Group	Number in cohort 2023/24	2023/2024	Number in cohort 2024/25	2024/2025	Change since 2023/2024
All	19	68.4 (national 68%)	10	80 (national 68%)	Up 11.6%
Male	8	62.5	6	83.3	up 20.8%
Female	11	72.7	4	75.0	up 2.3%
SEN	0	N/A	3	66.7	N/A
Not SEN	19	68.4	7	85.7	up 17.3%
Pupil Premium Eligible	7	57.1	2	100.0	up 42.9%
Not Pupil Premium Eligible	12	75.0	8	75.0	neutral 0.0%
FSM	7	57.1	2	100.0	up 42.9%
Not FSM	12	75.0	8	75.0	neutral 0.0%
EAL	13	53.8	7	85.7	up 31.9%

#### Year 1 PSC

Student Group	Number in cohort 2024/25	2024/2025
All	10	90 (national 79%)
Male	2	100
Female	8	87.5
SEN	0	N/A
Not SEN	10	90
Pupil Premium Eligible	5	100.0
Not Pupil Premium Eligible	5	80
FSM	5	100.0
Not FSM	5	80
EAL	5	80

**KS2 RMW combined (Expected standard)**

Student Group	Number in 2023/24 cohort	2023/2024	Number in 2024/25 cohort	2024/2025	Change since 2023/2024
All	18	28	8	63.0 (National 63.0)	Up 35%
Male	9	33.3	5	80.0	up 46.7%
Female	9	22.2	3	33.3	up 11.1%
SEN	9	11.1	0	N/A	N/A
Not SEN	9	44.4	8	62.5	up 18.1%
Pupil Premium Eligible	11	27.3	7	57.1	up 29.9%
Not Pupil Premium Eligible	7	28.6	1	100.0	up 71.4%
FSM	11	27.3	7	57.1	up 29.9%
Not FSM	7	28.6	1	100.0	up 71.4%
EAL	8	37.5	6	50.0	up 12.5%

**KS2 Reading (Expected standard)**

Student Group	Number in cohort 2023/24	2023/2024	Number in cohort 2024/25	2024/2025	Change since 2023/2024
All	18	42.0	8	75.0 (National 75%)	Up 33%
Male	9	33.3	5	100.0	up 66.7%
Female	9	50.0	3	33.3	down -16.7%
SEN	9	22.2	0	N/A	N/A
Not SEN	9	60.0	8	75.0	up 15.0%
Pupil Premium Eligible	11	41.7	7	71.4	up 29.8%
Not Pupil Premium Eligible	7	42.9	1	100.0	up 57.1%
FSM	11	41.7	7	71.4	up 29.8%
Not FSM	7	42.9	1	100.0	up 57.1%
EAL	8	44.4	6	66.7	up 22.2%

**KS2 Mathematics (Expected standard)**

Student Group	Number in cohort 2023/24	2023/2024	Number in cohort 2024/25	2024/2025	Change since 2023/2024
All	18	32.0	8	75.0 (National 74%)	Up 43%
Male	9	33.3	5	80.0	up 46.7%
Female	9	30.0	3	66.7	up 36.7%
SEN	9	11.1	0	N/A	N/A
Not SEN	9	50.0	8	75.0	up 25.0%
Pupil Premium Eligible	11	33.3	7	71.4	up 38.1%
Not Pupil Premium Eligible	7	28.6	1	100.0	up 71.4%
FSM	11	33.3	7	71.4	up 38.1%
Not FSM	7	28.6	1	100.0	up 71.4%
EAL	8	44.4	6	66.7	up 22.2%

**KS2 writing EXS (TA)**

Student Group	Number in cohort 2023/24	2023/2024	Number in cohort 2024/5	2024/2025	Change since 2023/2024
All	18	28%	8	63% (National 63%)	
Male	9	33.3	5	80.0	up 46.7%
Female	9	22.2	3	33.3	up 11.1%
SEN	9	11.1	0	N/A	N/A
Not SEN	9	44.4	8	63	up 18.1%
Pupil Premium Eligible	11	27.3	7	57.1	up 29.9%
Not Pupil Premium Eligible	7	28.6	1	100.0	up 71.4%
FSM	11	27.3	7	57.1	up 29.9%
Not FSM	7	28.6	1	100.0	up 71.4%
EAL	8	37.5	6	50.0	up 12.5%

The strategies and funding allocated to support the development of QTF are helping to drive up attainment. Pupils including those facing disadvantage are now achieving closer to the attainment of all pupils nationally.

The school recognises the need to further embed QFT across all classes and to continue to develop consistent pedagogy to ensure excellence.

The focus on developing effective targeted intervention and rigorous assessment and analysis to identify and address gaps in learning is leading to higher attainment and the improved quality of teaching. Further development to build and embed consistency is planned for this coming year and PP funding will be used strategically to support this.

Although attendance for the majority of disadvantaged pupils has improved, there are still a small group of children with PA and with attendance that is impacting their education outcomes. We recognise the need to continue to develop and explore strategies for improving the attendance of this group of children.

## Externally provided programmes

Programme	Provider
Read, write Inc phonics	RWI
White Rose maths	<a href="http://www.whiterosemaths.com">www.whiterosemaths.com</a>
Times Table (TT) Rockstars	<a href="http://www.maths.rocks">www.maths.rocks</a>

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A