

# Pupil premium strategy statement – Willowbrook School: Updated November 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	37.6
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 28
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Chris Greenhall
Pupil premium lead	Chris Greenhall
Governor / Trustee lead	Sammy Ormand-Durrant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223, 550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£223, 550

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their context, achieve well across all subject areas. This is defined in our mission statement:

*“To provide a transformative educational experience that is based on deep knowledge, nurturing relationships and personal responsibility.”*

What ‘transformative’ means here:

- Empowering our children to step forward and thrive in their future
- Securing attainment mobility: enabling children to attain to their highest possible level - because attainment opens doors in later life

We achieve this through:

- Deep knowledge: a well-sequenced, knowledge-rich curriculum; excellent teaching; a focus on attainment.
- Nurturing relationships: every child known & valued for their own worth; enrichment to widen horizons; a focus on physical & mental health.
- Personal responsibility: a curriculum for character, agency, and resilience - ensuring children take pride in, and contribute positively to their communities.

As part of our strategy, we have considered the challenges faced by vulnerable pupils at Willowbrook School, and will implement evidence-informed approaches to supporting these children in our setting.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will also be sustained and improved, alongside progress for their disadvantaged peers. Our strategy aims to address these issues incorporating both short- and long-term approaches.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified;
- systematically monitor and evaluate our approaches as part of the implementation cycle.

## Challenges

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

Challenge number	Detail of challenge
1	Early assessments indicate underdeveloped foundational knowledge in disadvantaged pupils. This means that our youngest disadvantaged pupils often start school at a much lower level than their non-PP peers and make slower progress through our Lower School.
2	Both statutory and non-statutory assessments of Writing show that this subject area is where our disadvantaged pupils struggle the most.
3	Attendance of disadvantaged pupils has been consistently lower than their non-PP peers. A large proportion of disadvantaged pupils are also persistently absent.
4	Since the pandemic, the attainment gap between PP and non-PP children has widened in all subjects and in all teams.
5	The progress of disadvantaged pupils is currently less rapid in Key Stage One. In our July 2022 inspection, inspectors stated that our youngest children make a strong start, but this slows in Key Stage One.

## 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
Improve the quality of education in the Lower School (nursery to Y2) with a particular focus on foundational knowledge.	An improved learning environment and re-designed approach to continuous provision will ensure more effective teaching and practice by children.
Narrowing the attainment gap between PP and Non-PP children in writing.	Internal and statutory Writing data will show a narrowing gap over time. Writing outcomes for PP children at the end of KS2 will be in line with the national average for disadvantaged pupils.
Attendance for disadvantaged pupils will improve, and persistent absenteeism amongst disadvantaged children will reduce.	Attendance for PP will rise to be at least 94% across the academic year by 2024/25. Persistent absenteeism will reduce from current numbers (47% of PP children are currently PA). Reduce to <15% of PP children by 2024/25.
Teaching will be consistently good or better in all phases to ensure PP children make good progress throughout their school journey.	Monitoring will show that teaching is securely good in all age phases, and across all core subjects. Evidence will include data, pupils' work and observations of teaching over time.

	Teaching will be ell adapted to meet the needs of learners.
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## 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: £65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased senior leadership time to create capacity for coaching and bespoke support to secure high quality teaching across the school.</p> <p>A core focus will be adaptive teaching.</p>	<p>Support</p> <p>Recommendation 2 emphasises the importance of creating good leadership environments when implementing change in schools. PP children need consistently high-quality teaching. For this to happen, senior leaders need to have the capacity to provide bespoke support to teachers who need it.</p> <p>Professional development</p> <p>One of the EEF Professional Development recommendations is to “Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.” Our senior leaders map-out and lead on CPD for teachers and TAs which systematically builds both their pedagogical and subject-specific knowledge over time. This is tightly aligned with our SIP.</p> <p>Coaching In the EEF’s ‘Professional Development Summary’, the value of follow-on support for teachers is described: “An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.” Our coaching model provides support for teachers in</p>	1, 2, 4, 5

	order to improve all aspects of their practice incrementally over time.	
Additional leadership time and resourcing for the recently introduced phonics scheme.	EEF Teaching and Learning Toolkit: Phonics  High impact for very low cost based on very extensive evidence (potential +5 months)	1, 2, 4, 5

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

Budgeted cost: £145, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The successful running of our inclusive provision supports vulnerable PP pupils. These children require bespoke teaching and/or Social, Emotional and Mental Health support to access school successfully. Without this, these pupils would not access mainstream provision successfully. Outreach work from the provision will provide support for disadvantaged children across the school.	The provision enables children to access appropriate learning content in a way that is more manageable. The approaches used are underpinned by various EEF evidence reports:  - Behaviour interventions (+3months potential impact)  - Social and emotional learning (+4 months potential impact)  - Metacognition and self-regulation (+7months potential impact)	2,3,4,5
Targeted support in the Early Years and KS1 to include speech, transcription, number facts.	Disadvantaged pupils at Willowbrook School typically join us with much poorer language development than their peers. There are strong evidence bases in the EEF toolkit:  - Oral Language interventions (+5months potential impact)  - Communication and Language approaches (+6months potential impact)	1

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peripatetic music lessons for some of the most vulnerable PP students.	EEF: Arts participation (+2months potential impact) Research demonstrates arts participation can be very effective at re-engaging older pupils, which is partly how this funding is used. Research also indicated that the improvements seen in Arts participation are most pronounced in younger children, which is where the majority of this money is spent.	3, 4
Supplementing trips and school residential visits	<p>We believe these experiences:</p> <ul style="list-style-type: none"> <li>- Build pupils' broader knowledge of places and people beyond their lived experiences (and therefore develop cultural capital).</li> <li>- Are beneficial for relationships with teachers, TAs and peers.</li> <li>- Improve attitudes to learning and school.</li> <li>- Have a positive impact on mental wellbeing.</li> </ul> <p>The EEF guidance on Outdoor Adventure Learning experiences says "Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation...The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."</p>	3, 4

**Total budgeted cost: £225 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Summative data was analysed and used to inform the strategy outlined earlier in this document. A summary is below:

#### **Attendance:**

- All pupils: 93.3% (below national average of 94.9%)
- FSM6 pupils: 90.6% (below national average of 92.6%)
- SEN pupils: 89.6% (below national average of 92.5%)

#### **Persistent Absence:**

- FSM6 pupils: 23.8% (close to national average of 24.4%, but previously significantly above)
- SEN pupils: 26.2% (close to national average of 22.6%)
- All pupils: 16.2% (close to average, improved from 23.8% in 2023/24)

Analysis: Attendance remains a significant challenge, particularly for disadvantaged and SEN pupils. However, the school has made statistically significant improvements in persistent absence rates, suggesting that interventions (e.g. attendance officer, outreach) are beginning to have an impact.

#### **Academic Outcomes (KS2)**

##### **Reading, Writing and Maths Combined (RWM)**

- All pupils: 44% met the expected standard (national: 62%) → significantly below average
- Disadvantaged pupils: 25% met the expected standard (national disadvantaged: 47%) → significantly below average
- Gap vs national non-disadvantaged: –44 percentage points

##### **Reading**

- All pupils: 64% met expected standard (national: 75%) → significantly below average

- Disadvantaged: 39% (national disadvantaged: 63%) → significantly below average
- Gap vs national non-disadvantaged: –41 percentage points

#### Writing

- All pupils: 61% met expected standard (national: 72%) → significantly below average
- Disadvantaged: 43% (national disadvantaged: 59%) → below average
- Gap vs national non-disadvantaged: –35 percentage points

#### Maths

- All pupils: 64% met expected standard (national: 74%) → below average
- Disadvantaged: 46% (national disadvantaged: 61%) → below average
- Gap vs national non-disadvantaged: –34 percentage points

Analysis: Disadvantaged pupils at Willowbrook are underperforming in all core subjects, with the largest gaps in reading and writing. These outcomes reinforce the need for targeted academic support and high-quality teaching.

#### Strengths and Improvements

- Multiplication Tables Check (Year 4): Average score of 22.9 (national: 20.6) → significantly above average
- Persistent absence: Improved significantly from 2023/24

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/a	





## Further information

### Additional activity

Our pupil premium strategy will be supported by our wider approaches to inclusive practice in the school. These approaches are aligned closely with the EEF's 'Five a Day' principle, which we believe benefit all learners, regardless of whether they have any areas of SEND.

