



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next few years and how we intend to spend the funding in this academic year. A review of last years pupil premium spend was completed separately due to a change in Headteacher in September 2024.

School overview

Detail	Data
Name of School	Willows Primary School
Number of pupils in school	385 (2024-2025)
Proportion (%) of pupil premium eligible pupils	3.6% (2024-2025) <i>14 pupils across whole school</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024 (Draft)
Date on which it will be reviewed	December 2025
Statement authorised by	Head Teacher
Pupil premium lead	Head Teacher
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,095
Recovery premium funding allocation this academic year	£1,253
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£24,348</p>
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Part A: Pupil premium strategy plan

Statement of intent

- At Willows Primary we believe that every child should be given the opportunity and enabled to reach their full potential through an engaging curriculum which seeks to develop their understanding of their local community and the wider world. We want to ensure that all pupils, irrespective of their background, access high quality teaching and learning experiences that scaffold their development through each year group and enable them to make good progress and achieve high attainment in all areas.*
- High quality teaching is at the heart of our approach to offer all pupils the best opportunities of succeeding. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting non-disadvantaged pupils in our school. Therefore, at Willows we offer continuous professional development which enables staff to achieve their full potential within their role.*
- Increasing the number of pupils reaching greater depth in reading, writing and maths will allow each and every pupil the best opportunity of reaching their full potential as they progress onto high school and adulthood. Therefore, we invest in the development of high quality subject leadership, informed and precise teaching and intervention in these subject areas, whilst seeking to minimise the impact on other subject areas during interventions. Any withdrawal from other lessons will be minimised and over a specific time period to ensure pupils do not constantly miss other learning opportunities.*
- A child's education is more than academic progress and we place high value on developing pupils holistically so they become well rounded individuals who grow to be successful adults within their community. Where pupils begin their journey from a background of trauma experiences impacting attachment and emotional wellbeing we seek to support through a holistic approach to minimise the impact on academic progress.*
- Our approach is responsive to need and is formed from robust assessment which seeks to pinpoint specific needs at class, group and individual levels rather than through generic statements.*

Challenges

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

Challenge number	Detail of challenge
1	<p>50% of disadvantaged pupils are adopted, a significant number have early childhood trauma experiences which impacts their emotional wellbeing/academic progress.</p> <p>School have a HLTA in place with counselling, sand and drawing therapy skills to support the emotional wellbeing of pupils. Children who are adopted and require this support take priority for these interventions.</p>
2	<p>43% of disadvantaged pupils have special educational needs which impacts their ability to achieve in line with age related expectations.</p> <p>Historically the school has implemented a 'velcro' approach to teaching assistant support. EEF research and guidance evidences this can hinder the progress pupils make as they become over reliant on the adult supporting.</p>
3	<p>Baseline data for Reception pupil premium pupils' over time evidences that a high percentage enter with low communication and language and literacy.</p> <p>This impacts progress in speaking, listening, reading (including phonics) and writing thereby impacting their ability to achieve a 'Good Level of Development' in EY.</p>
4	<p>Baseline data for Reception pupil premium pupils' over time evidences that a high percentage enter school with low mathematics skills.</p> <p>Pupils begin their EY journey with extremely limited experience of number. They are unable to recite nursery rhymes with number and have limited number recognition. This delays the learning opportunities around the value of a number within 5 thereby impacting their ability to achieve a 'Good Level of Development' in EY.</p>
5	<p>Baseline data for Reception pupil premium pupils' over time evidences that a high percentage enter school with low personal, social and emotional development.</p> <p>As pupils progress through school they lack resilience within learning, being over reliant on adults within the classroom.</p> <p>This has been exacerbated during school closure due to Covid with an increase in mental health needs among pupils which affect pupils' learning.</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
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<p>Where required, disadvantaged pupils access trauma therapy swiftly through a highly skilled member of staff. This positively impacts their ability to access learning.</p>	<ul style="list-style-type: none"> • Pupils will have accessed the appropriate trauma therapy within school through a highly skilled HLTA through intervention cycles. • School staff will have completed Trafford 'Trauma Informed School' training and this will be embedded across the whole school. • As their 'fight/flight' responses decrease they will engage more effectively within learning thereby positively impacting their academic achievement evidenced in work scrutiny, pupil voice and learning walks.
<p>Pupils are resilient and independent in learning</p>	<ul style="list-style-type: none"> • Targeted interventions are in place with pupils selected through assessment analysis, pupil progress meetings, learning plan meetings and EHCP targets. • Entry and exit data for interventions evidences impact. • Jigsaw' scheme effectively taught across all year groups, evidenced through drop in observations, collection of work, pupil engagement and pupil voice. • Pupils swiftly engage in learning within the classroom within group support as required and independently where the challenge is reduced evidenced through work scrutiny, pupil voice, teacher assessment and learning walks.
<p>Pupils rapidly close the gap with an increase in the percentage of disadvantaged pupils achieving age related expectations and greater depth in reading, writing and mathematics across all year groups.</p>	<ul style="list-style-type: none"> • Quality first teaching used to deliver 'core learning' content to all pupils across all year groups. • Sonar (electronic assessment system used in school) shows an increase in percentage of PP pupils achieving ARE and closing the gap to GD across the whole school – as numbers of PP pupils are minimal this will be assessed at a whole school level rather than individual year groups where there may only be one or two pupils. • Interventions in place to support increased progress specifically target PP pupils in the first instance with start and end data for interventions showing increased impact. • National Assessment points evidence the percentage gap closing between PP pupils and their peers with PP pupils achieving at least in line with national data for non disadvantaged in 2023/24.

<p>Improved vocabulary skills impact English progress and attainment amongst disadvantaged pupils with a particular impact in EY data for communication and language, reading and writing Early Learning Goals.</p> <p>Pupils are able to write clearly and with purpose, confidently using cohesive devices thereby impacting the percentage of pupils excelling age related expectations at the end of the primary phase of their education.</p>	<ul style="list-style-type: none"> • Explicit and progressive Medium Term Plans in place for writing curriculum. • Pupils evidence a 'richer' vocabulary which increases through year groups, evidenced through pupil voice and in writing. • Higher level vocabulary evident during learning walks on working wall/through pupil voice/in a variety of subject books. • Percentage of PP pupils surpassing ARE increases in writing across school. • C&L, reading and writing in EY is above national data. • Pupils are motivated to write for a purpose using a range of cohesive devices to engage the reader – increase in percentage of pupils achieving GD in line with National for non-disadvantaged in 2023/24.
<p>Pupils develop effective phonetic knowledge which supports the early development of key reading skills such as decoding.</p>	<ul style="list-style-type: none"> • Pupil's make strong progress through the phonics programme evidenced through the end of Reception data and leading to above national data for the year 1 phonics screening check. • Where children are 'falling off track' intervention is quickly implemented resulting in the pupil's ability to 'keep up' with their peers. • KS1 phonics results remain above national with children confidently applying their knowledge in their written work.
<p>Pupils enter year 1 with a good understanding of number within five.</p>	<ul style="list-style-type: none"> • Reception children confidently recite nursery rhymes and apply this knowledge to their understanding of numbers within 5. • Greater evidence of number application by Reception pupils within continuous provision indoors and outside. • Evidenced through learning walks, teacher annotation, tapestry and pupil voice.

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: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the provision within early years to ensure a 'good' standard of education for all pupils.</p> <p>Access bespoke CPD and support from EY specialists EY2P</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress.</p> <p>Children learn a large percentage of everything they will learn in their life between the ages of birth and 5 years therefore there is a key importance to their first years in education.</p> <p><i>EEF: Early Years Toolkit</i> <i>EEF: Improving Mathematics in EY and KS1 guidance</i> <i>DfE: The Reading Framework: Teaching Foundations of Literacy</i> <i>EEF School Improvement Planning</i></p>	2, 3, 4, 5
<p>Further enhance our writing strategy across school through tailored 'Medium Term Planning'. Develop the use of modelled writing and development of strong subject knowledge.</p> <p>Training for staff with follow up team teaching/planning support where required.</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress. To develop as a writer pupils need to 'see' how writing is developed and the thought processes that take place.</p> <p><i>EEF Improving Literacy in KS1 guidance</i> <i>EEF Improving Literacy in KS2 guidance</i> <i>EEF School Improvement Planning</i></p>	2,3
<p>CPD and mentor support for EY teachers and Teaching Assistants to increase impact on the quality of teaching in EY.</p> <p>Access to quality EY knowledge from EY2P consultancy.</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress.</p> <p>Children learn a large percentage of everything they will learn in their life between the ages of birth and 5 years therefore there is a key importance to their first years in education.</p> <p><i>EEF: Early Years Toolkit</i> <i>EEF: Improving Mathematics in EY and KS1 guidance</i> <i>DfE: The Reading Framework: Teaching</i></p>	3, 4, 5

	<p><i>Foundations of Literacy</i> <i>EEF School Improvement Planning</i></p>	
<p>Develop maths and English subject knowledge of Teaching Assistants supporting pupils to enable them to confidently intervene and meet pupil needs within the classroom for groups of pupils. Development of knowledge of age related expectations and subject knowledge within year groups needs to be developed.</p> <p>CPD opportunities</p>	<p>Evidence shows that high quality teaching assistant intervention requires strong subject knowledge, knowing when and how to intervene.</p> <p><i>EEF Making Best Use of Teaching Assistants</i></p>	1,2,4,5
<p>Implementation of DfE validated Synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training and support for ECTs and new to KS1 teacher.</p> <p>Half termly analysis of data.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension, particularly for disadvantaged pupils).</p> <p><i>EEF: Teaching and Learning Toolkit: Phonics</i> <i>DfE The Reading Framework: Teaching Foundations of Literacy</i></p>	3

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create a 'suite' of interventions to run through a cycle.</p> <p>Develop TA skill set in intervention delivery.</p>	<p>Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks followed by a period of embedding within classroom learning.</p> <p>Intervention is recommended as additional learning rather than substituted learning for another subject.</p> <p><i>EEF: Teaching and Learning Toolkit: One to one tuition</i></p> <p><i>EEF: Teaching and Learning Toolkit: Small group tuition EEF</i></p>	<p>2, 3, 4, 5</p>
<p>Early targeted therapeutic support to decrease the impact of trauma.</p>	<p><i>Maslow's Hierarchy of Need</i></p> <p><i>Wider reading such as 'Inside I'm Hurting' (Louise Bomber)</i></p>	<p>1</p>

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund PP access to Robin Wood Outdoor Adventure</i></p> <p><i>Access to school wrap around care during the holiday periods.</i></p>	<p>Ensuring disadvantaged pupils have the same wider opportunities as their peers thereby increasing their confidence and positive outlook on school life.</p> <p>Extensive evidence associating positive childhood mental health and wellbeing with improved outcomes at school and in later life</p> <p><i>EEF: Improving social and emotional learning in Primary Schools guidance</i></p>	<p>1,2</p>

Contingency fund for acute issues	Based on our experience 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
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Total budgeted cost: £25,000

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 2023 to 2024 academic year.

This section was completed on a separate document for the previous academic year (change in Headteacher September 2024).

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

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