

# Pupil Premium Strategy Statement



## School Overview

Detail	Data
School name	Willow Brook primary Academy
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<b>2024/25</b> 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lucie Dawn
Pupil premium lead	Lewis Delivett
Governor / Trustee lead	Anne Powell

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,330
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	£ 236,330

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The challenges facing pupil premium pupils and their families are varied and there is no “one size fits all” approach. Each child faces different challenges and therefore individualised support is vital. The building of positive relationships with families is a key element in providing support that meets the needs of each child.

Common factors affecting pupil premium pupils include: limited access to cultural experiences, poor language and communication skills and varied degrees of support at home. There may also be complexed family situations which include generational disengagement with educational opportunities.

### Objectives:

- To eradicate the attainment gap between pupil premium pupils and their peers in all subject areas (including in attainment at greater depth);
- To provide families with the tools that they need to support their child’s learning in school
- To facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments
- To support the emotional and mental health and well-being of pupil premium pupils
- To create inspirational learning environments to enable children to thrive and flourish

### Aims:

- Ensure that high quality teaching and learning opportunities meet the needs of all pupil premium pupils
- Provide access to an aspirational curriculum that is sequenced for success, therefore building the self-esteem and confidence of pupil premium children
- Collaborate with a range of external agencies and accessing resources to provide a meaningful early help offer
- Ensure pupil premium children are able to recover from the effects of the Covid-19 pandemic through an extensive and targeted programme of well-being and mental health support
- Provide school clubs, trips and experiences to enhance cultural capital and widen horizons

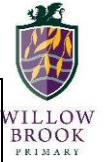
The key principles of this plan are to secure high educational achievement for pupil premium children and to overcome the challenges which may have been exacerbated by the pandemic. National trends show that the attainment and social mobility gap has widened significantly during this time. As a Griffin School, all children, especially those who are pupil premium, are equipped with the tools they need to confidently take their place in society. The culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. This is achieved by providing an expertly planned and rigorously evaluated curriculum, opportunities for wide-ranging extracurricular participation and ensuring exceptional pastoral care.

### Challenges

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

Challenge number	Detail of challenge
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1	Social, emotional and well-being needs are often not being met at home and therefore pupils find it a challenge to express themselves and to focus in lessons. This has a negative impact on their personal well-being and on their achievement.
2	Many pupil premium pupils do not have the same rich and varied life experiences as pupils from more resourced families resulting in a limited knowledge and understanding of the world. Without school support, pupil premium pupils have limited opportunities to develop cultural capital.
3	The school serves a demographic with high levels of mobility and inadequate housing, including overcrowding. Many families need support to manage socio-economic factors.
4	Many families are disengaged and disaffected by education and need support to access educational opportunities and resources and to see these as highly beneficial to their children and wider family.
5	There is a widening gap between pupil premium pupils and other pupils nationally, as a result of the pandemic. Pupil premium pupils do not typically read as widely as pupils from resourced backgrounds.

## Intended Outcomes

The following outcomes will be achieved by the end of this strategic plan. Below also includes criteria with which to measure the achievement of the aims.

Intended outcome	Success criteria
Enhanced achievement levels among pupil premium pupils in reading, writing, and mathematics, enabling them to surpass age-related expectations and consistently attain greater depth standards.	<ul style="list-style-type: none"> <li>Gap analysis indicates a significant reduction in disparities in combined attainment at age-related expectations and greater depth</li> </ul>
Attainment of pupil premium pupils at both age-related expectations and greater depth aligns with that of their resourced peers across all areas of the curriculum.	<ul style="list-style-type: none"> <li>Raising Achievement Meetings support the identification of gaps and ensure accelerated progress.</li> <li>Pupils are tracked against the curriculum expectations to inform next steps.</li> <li>Targeted and timely interventions ensure accelerated progress for pupil premium pupils, particularly in reading.</li> </ul>
<p>Achieve and sustain improved well-being and personal development, including high levels of confidence and motivation:</p> <ul style="list-style-type: none"> <li>Children are happy to come to school with high levels of attendance and punctuality;</li> <li>Children show high levels of engagement and demonstrate a sense of success across all areas of the curriculum;</li> <li>Children have access to targeted, high-quality counselling, therapy and well-being sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance for Pupil Premium pupils is raised and is in line with national expectations.</li> <li>Leaven scales used to track and monitor impact of well-being interventions.</li> <li>Evaluation of pupil conferences and work scrutiny shows that targeted groups make accelerated progress.</li> <li>Sustained high levels of well-being demonstrated by qualitative data from student voice, student surveys, parent surveys and teacher observations.</li> </ul>

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Raised achievement for pupil premium children with SEND and/or complex needs.	<ul style="list-style-type: none"> <li>Data analysis shows accelerated progress from initial starting points.</li> <li>Crisp and clear targets regularly evaluated against EHCP and individualised learning plan.</li> </ul>
To achieve and maintain improved attendance for all pupils, particularly for pupil premium pupils.	<ul style="list-style-type: none"> <li>Data analysis shows that Pupil Premium children continue to attend in line with their peers and above the national average.</li> </ul>

## Activity in this academic year

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

Budgeted cost: £ 75,000

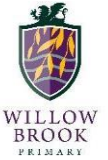
Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Teaching led by excellent practitioners to address the learning needs of pupil premium pupils across the school.	Evidence indicates that high-quality teaching is the most important lever that a school has in terms of driving forward progress in pupil attainment. This is particularly pertinent for children from pupil premium families.	2, 4
Inclusion Matrix prioritises SEND/PP children and ensures their specific needs are targeted and planned for.	Pupil premium children with SEND have the greatest need for excellent teaching. Targeted teaching is regularly evaluated for effectiveness.	2
The precisely sequenced curriculum is led by expert practitioners.	The impact of the wider subjects, in particular those in the arts, on other areas of academic learning is positive. This also contributes to a wider sense of self-esteem and wellbeing. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 5
Teacher training and bespoke CPD is prioritised to ensure all teaching staff are supported to be excellent practitioners. This includes ECTs.	Ofsted research review has noted that new teachers can experience 'practice shock' at the beginning of their career and need wider collegial support to help them acclimatise to the reality of working in schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	5
Leaders prioritise the development of all staff, supporting them to deliver a high-quality curriculum.	Positive attitudes to learning and increased well-being have been consistently reported in relation to the delivery of a precisely planned and well-taught curriculum.	1

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<p>Early Reading strategy, underpinned by RWI programme includes training on specific strategies to support disadvantaged pupils.</p>	<p>Higher reading proficiency is proven to directly correlate with high achieving outcomes over a person’s lifetime. Early phonic intervention and knowledge ensures that strong fluency for reading is developed over time. This allows for targeted teaching of comprehension which has on average a 6+ month impact on extending the reading ages of children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>5</p>
<p>High-quality training and resources enable all leaders to support curriculum development. This underpins effective assessment and wider moderation.</p>	<p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and a purposeful use of assessment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>4</p>
<p>Investment in programmes such as Debate Mate and Voice 21 enhances support for the development of children’s oracy skills and critical thinking abilities.</p>	<p>The implementation of programmes like Debate Mate and Voice 21 will lead to measurable improvements in children’s oracy skills and critical thinking, aligning with EEF guidelines for pupil premium spending by fostering greater communication abilities and enhancing cognitive skills among pupil premium pupils. This supports their overall academic and personal development, ensuring they are better equipped to achieve age-related expectations and beyond. <a href="https://voice21.org/our-mission/">https://voice21.org/our-mission/</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></p>	<p>2,4</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist HLTA and LSA provision for targeted interventions, including for pupil premium pupils.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Strategic deployment of support staff is important to ensure priority pupils are supported.	1, 5
One to one tuition in core subjects to be made available to targeted pupils/ year groups.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. High level one to one teaching reduces gaps swiftly for pupil premium pupils and increases attainment and therefore ability to achieve.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 5
Before school, after school and Saturday School Provision.	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Attendance at Saturday School directly impacts on progress and attainment by providing a sixth day of school per week – pupil premium children are prioritised.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 4, 5
School/home support including home learning resources and support for parents: Early Reading Portal, TTRS and MyON, Zones of Regulation, SEND Support	Improved parental awareness of expectations and capability to support at home with the tools and support to enable them to do so.	3, 4, 5
Targeted development of LSAs to gain high level qualifications to	Strategic deployment of LSAs is important to ensure priority pupils are supported.	1, 5

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<p>develop their subject knowledge, enabling them to expertly support our most pupil premium pupils.</p>	<p>Subject knowledge and training deepens their understanding of pedagogy and enables them to question children effectively and clarify misconceptions with higher rates of success.</p>	
<p>LSAs and subject specialists deliver targeted interventions and learning opportunities for pupil premium pupils.</p>	<p>Targeted deployment, where LSAs/teaching staff are trained to deliver an intervention to small groups or individuals has a higher impact, whereas generic deployment in everyday classroom environments has not been shown to have a positive impact on learner outcome.</p>	<p>1, 5</p>

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

Budgeted cost £71,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being and emotional regulation prioritised within the playground supported through partnership with OPAL.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1, 3, 4, 5
Alternative playground provision for pupil premium children with SEMH needs	A targeted, responsive and strategic approach to pastoral care within school settings has been found to have direct correlation in narrowing the attainment gap between pupil premium pupils and their peers.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1, 3, 4, 5
Further professional development of school dog and handler to maximise impact of well-being sessions.	Social and emotional skills are linked to effective learning, higher rates of engagement and positive outcomes in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3
Shared spaces are used to prioritise the whole school strategy for well-being and social emotional regulation.	Strategic and targeted whole school approach to wellbeing and emotional regulation has supported the most pupil premium families and increase positive outcomes in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2
Integrated Child Counsellor to support targeted pupils.	Families who are disengaged with educational systems need support to enable them to develop trust within the school system, therefore enabling them to allow schools to support with family issues. The child councillor provides this link between home and school.	1, 2, 3, 4, 5
Educational Psychologist deployed to support early	Early identification and intervention ensure children receive specialist support as early as possible.	1, 2, 3, 4, 5



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<p>identification and intervention and staff training.</p> <p>Learn talk Ltd, Speech Development</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Subsidised Breakfast Clubs</p> <p>CAMHS Triage</p>	<p>Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1, 2, 3, 4, 5
<p>Residential trips and curriculum visits</p>	<p>All pupils offered a wide range of experiences and opportunities linked to the curriculum throughout the school year.</p> <p>Funding is used to ensure that all pupils have full access to rich and varied educational experiences. These include residential courses, school trips and visits, access to visitors to school who enhance the curriculum, access to music tuition, access to after school clubs and involvement in sports events.</p>	1,2,3,4
<p>Environmental Provision (includes themed break out learning spaces, Artist themed library spaces, Inclusion room for child therapy sessions and Social and emotional well-being sessions)</p>	<p>The environment is warm and welcoming, creating home from home for pupils.</p> <p>Enterprise provides aspiration for future careers and develops deeper thinking skills.</p>	1,2,3,4,5
<p>Pastoral support well-being interventions</p>	<p>Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3,4,5
<p>Musical instrument tuition</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring pupil premium pupils have access to a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial</p>	1,2,3,4,5

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	barriers for pupils from pupil premium backgrounds.	
Attendance Support/EWO	Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship. Improved attendance results in higher attainment.	1,2,3,4,5
Early Help Support	Early intervention and support targets families who are pupil premium and ensures that vital support is accessed rapidly. This ensures children are supported to achieve in both academically and pastorally.	1,2,3,4,5

Total budgeted cost: £236,330

## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for disadvantage pupils

At Willow Brook Primary, 90% of Pupil Premium children achieved the expected standard in reading, writing, and maths by the end of Key Stage 2 in 2023/24. This is significantly higher compared to the local authority average of 77% and the national average of 67%.

Additionally, 32% of Willow Brook Pupil Premium children achieved greater depth standard in reading, writing, and maths by the end of Key Stage 2, surpassing the local at 17% and the national figure of 10%.

Furthermore, there is no gap in attendance measures between Pupil Premium children and non-pupil premium children at Willow Brook. This reflects the school's commitment to raising expectations and compensating for any disparities from home environments through an enriched learning environment and targeted support. This approach not only strengthens academic outcomes but fosters aspirations for the future, developing deeper thinking skills among students.

Strategic use of Pupil Premium funding has been a key driver for Willow Brook in realising the broader vision of the Griffin Schools Trust. Underpinned by the three pillars of Proud Traditions, Wide Horizons, and High Achievement, this funding has been carefully managed to provide an exceptional educational offer for the most pupil premium children. Moderation and teacher assessments consistently highlight the positive impact of targeting funding on the academic performance and overall well-being of pupil premium pupils. Pupil Premium attainment remains high across all school year groups, significantly contributing to a culture of excellence throughout the school. This commitment is substantiated by comprehensive evidence and is systematically evaluated during regular termly raising achievement meetings.

Not only is attainment high, but the sustained focus on the pastoral and holistic needs of pupil premium families has led to consistently high attendance, with families recognising the deep value of a high-quality education. This approach successfully counters challenges faced in areas of socio-economic deprivation across the UK. Engagement with pastoral support, including services provided by a dedicated child counsellor, has resulted in significant enhancements in the well-being of pupil premium pupils and their families. This progress is evidenced by the successful completion of well-being programmes, allowing students to effectively apply learned strategies and maintain pace with their non-disadvantaged peers. This resilience and sustained well-being underscore the efficacy of targeted interventions. All staff remain committed to strengthen community engagement, evidenced by increased participation and growing access to the support services.

Pupil voice and external validation consistently affirm Willow Brook as a safe and nurturing environment for all, with the ongoing cultivation of positive relationships, particularly with 'hard-to-reach' families, remaining a priority. Leaders and teachers actively listen to the concerns and experiences of families, working diligently to reshape historical disengagement with education. This strategic approach ensures that Willow Brook not only meets but exceeds the needs of the most pupil premium pupils and disengaged families, preparing them to take their place in society with confidence and success.

### KS2 Outcomes 23/24

Pupils are **meeting** the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.

Pupils are considered to be **exceeding** the expected standard if they achieve a scaled score of 110 or more in their reading and maths tests, and their teacher assesses them as 'achieving a higher standard' in writing.

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	Willow Brook	Local Authority (non-dis. pupils)	England (non-dis. pupils)
Pupil Premium	31	2179	459713
Percentage of pupils meeting the expected standard in reading, writing and maths.	90%	77%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths.	32%	17%	10%
Average score in reading	111	108	106
Average score in maths	111	107	106

## KS1 Outcomes 23/24 (non-statutory)

Pupils meeting the expected standard in reading, writing and maths.

Pupils are **meeting** the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better Reading, and Maths. Teachers assess writing and decides whether a child is working at ARE or above.

	Reading	Writing	Maths
Willow Brook KS1	85%	85%	85%
Pupil Premium	95%	95%	95%
National Average	68%	60%	60%

## Externally provided programmes

Programme	Provider
Early Reading/Phonics Program	ReadWriteInc
Purple Mash	2 Simple
Oxford Owl	Oxford University Press
Nessy	Nessy Learning Programme
Rights Respecting Schools	UNICEF
Curriculum Support (CPD)	KAPOW
Maths programme	White Rose
The Literacy Shed	The Literacy Shed LTD
Kapow – Curriculum Support	Kapow Primary LTD
Debate Mate	<a href="https://debatemate.com/">https://debatemate.com/</a>
Voice 21	<a href="https://voice21.org/our-mission/">https://voice21.org/our-mission/</a>
My On	My On