

## Pupil premium strategy statement – Willow Grove primary School

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	50
Proportion (%) of pupil premium eligible pupils	14% (7 pupils)
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> )	24-25 25-26 26-27
Date this statement was published	04/12/24
Date on which it will be reviewed	04/12/25
Statement authorised by	Lisa Kennedy - Headteacher
Pupil premium lead	Lisa Kennedy
Governor / Trustee lead	Barry O'Neil

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,450
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£12,450

## Part A: Pupil premium strategy plan

### Statement of intent

- *At Willow Grove, we are unwavering in our belief that every child, regardless of their background or starting point, deserves a rich, ambitious, and inspiring education. Our motto—Be Creative. Be Authentic. Be Your Best—guides every aspect of our work, reflecting our commitment to nurturing confident, curious learners who are empowered to excel academically, socially, and emotionally.*
- *As a new school with a diverse and evolving cohort, we recognize the unique challenges and opportunities this presents. Many of our pupils arrive with varying educational experiences, high Special Educational Needs and Disabilities (SEND), and significant gaps in learning. These challenges, however, are not viewed as barriers but as opportunities to make a transformative difference in each child's life. We are committed to meeting these needs with bespoke, high-quality support that ensures every pupil is given the tools to succeed.*
- *The Role of Quality First Teaching (QFT)*  
*At the heart of our strategy is Quality First Teaching (QFT)—the most effective lever for improving outcomes for all pupils, particularly those who are disadvantaged. High-quality, inclusive teaching ensures that lessons are engaging, differentiated, and tailored to meet the diverse needs of our pupils. Research from the Education Endowment Foundation (EEF) highlights that QFT can accelerate progress by up to 5 months, particularly for disadvantaged pupils.*

*Our approach prioritizes:*

- *Skilled Teachers: Continuous professional development (CPD) to ensure teachers are experts in their subjects and pedagogy.*
- *High Expectations: A belief that all pupils, regardless of starting point, can and will achieve.*
- *Inclusive Practices: Ensuring all pupils, including those with SEND, are supported through differentiated instruction, scaffolding, and targeted feedback.*
- *Bespoke Support and Ambition for All*
- *We know that one size does not fit all. To ensure every pupil thrives, we develop tailored interventions that address individual needs. Our focus is not solely on academic outcomes but also on promoting creativity, resilience, and a love for learning. We hold the highest ambitions for every pupil, expecting them to excel and supporting them rigorously to do so.*
- *Key principles include:*
  - *Closing Gaps in Learning: Pupils who are below age-related expectations are identified early and provided with high-quality, evidence-based interventions.*
  - *Holistic Development: We nurture the whole child, prioritizing social, emotional, and cultural development alongside academic achievement.*
  - *Strong Relationships with Families: We understand that parental engagement is a key driver of pupil success, and we work closely with families to build trust and shared expectations.*
  - *High Ambition and Rigorous Monitoring*
  - *Our Pupil Premium Strategy is guided by the belief that success is non-negotiable for every child. We set ambitious targets, regularly review progress, and hold ourselves accountable for ensuring pupils achieve their potential. We carefully monitor academic progress, attendance, and engagement in enrichment activities, using data to refine our approach and ensure every pupil makes exceptional progress.*

*In summary, this strategy aims to support the school to:*

- *deliver exceptional teaching and learning,*
- *close gaps in achievement and opportunity,*
- *nurture creativity, resilience, and confidence,*
- *ensure that every child leaves the school not only meeting or exceeding national expectations but as a confident, well-rounded individual ready to succeed in life.*

## Challenges

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

Challenge number	Detail of challenge
1	New School Context - new cohorts with diverse educational histories and unpredictable changes to cohorts. We need to plan for unpredictable cohorts.
2	Gaps in Learning - High proportion of pupils joined the school below age-related expectations, particularly in core subjects.
3	High SEND Needs - Many pupils with SEND in the school (around 30% SEND support and 10% Education Health Care Plan (EHCP) - applications in process - all pupils not at age related expectations (ARE) treated as disadvantaged.
4	Attendance – this needs to be a focus - our target is 98%+.
5	Parental Engagement - Some parents require additional support to engage in their child's education.
6	Cultural Capital and Enrichment - Limited access to cultural and enrichment activities impacts vocabulary and knowledge.
7	Social and Behavioural Skills - Behaviour for learning and social skills are underdeveloped, requiring targeted intervention.

## 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
Academic Success for All	<p>Pupils meet or exceed age-related expectations (ARE) in reading, writing, and maths, with closing attainment gaps. Where pupils do not achieve ARE, progress is at least good.</p> <p>Clear records to show that all pupils working below age-related expectations are included in suitable interventions.</p> <p>Impact of interventions is measured and evaluated.</p>
Reading is Prioritized	<p>Pupils develop fluency, comprehension, and a love for reading; pupils achieve or exceed reading age expectations. Where pupils do not achieve ARE, progress is at least good.</p>

	<p>All children will read to an adult regularly.</p> <p>Pupil Voice - Children will talk positively about reading.</p> <p>Reading data will be at least in line with National Data or above.</p> <p>The school environment will show how reading has been prioritised.</p> <p>Involvement in the National Literacy Trust Survey and resources.</p>
Improved Attendance	<p>Attendance improves to at least 98%, with reduced persistent absence.</p> <p>Attendance will rise to at least 98% or higher.</p> <p>Attendance policy flow chart and interventions will be put in place where any child has poor attendance.</p>
Exemplary Quality First Teaching (QFT)	<p>All teaching is consistently considered to be good or outstanding; teachers receive regular CPD. Senior leader monitoring is robust and can accurately identify areas for improvement and acts quickly on this.</p> <p>Great Teaching Toolkit and Teach Like A Champion Strategies are used as part of training.</p> <p>Staff Voice to show that teachers are finding training valuable and they have an opportunity to express their views for further developments</p> <p>A clear and structured Continuous Professional Development Plan (CPD) plan that has a strategic overview but also adapts to new issues.</p>
Cultural and Social Enrichment	<p>All pupils access extracurricular activities, including music, arts, and outdoor learning. All pupils experience a range of trips and visits throughout the academic year to support their curriculum learning and also to develop cultural capital.</p>
Enhanced Oracy and Vocabulary	<p>Improved vocabulary and confidence in speaking, with a focus on Tier 2 and 3 vocabulary. Oracy is embedded within the curriculum and developed at every opportunity.</p>
Strong Parental Engagement	<p>Parents feel supported, evidenced by increased attendance at school events and positive survey feedback.</p> <p>Parents' Voice – parents feel supported by the school.</p> <p>Workshops in each year group to support parents to help their children at home.</p>

#### 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. Due to the small cohort and budget, in most cases it will be a contribution towards the full cost rather than fully funded from the Pupil Premium budget.

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

Budgeted cost: £6225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NCETM Maths Mastery Pathway - Deeper mathematical understanding and fluency. Free program but some cover costs involved.</p>	<p>EEF: +5 months (Mastery Learning) Teachers receive CPD via Maths Hub to embed mastery approaches in daily lessons.</p> <p>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: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Mastery Research</a></p> <p><a href="https://www.ncetm.org.uk/media/uhjhtxy1/the-essence-of-maths-teaching-for-mastery-june-2016.pdf">https://www.ncetm.org.uk/media/uhjhtxy1/the-essence-of-maths-teaching-for-mastery-june-2016.pdf</a></p>	<p>1,2,3</p>
<p><i>RWI Phonics Whole-School Training - Accelerated progress in phonics, closing early reading gaps.</i></p>	<p>EEF: +5 months (Phonics) All staff trained in RWI, with regular coaching to ensure consistent delivery.</p> <p><a href="#">EEF / RWI Project</a></p> <p><a href="#">EEF Research phonics</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p><i>CLPE Power of Reading Training - English Lead to embed high-quality literature to improve reading comprehension. - Improved reading comprehension, engagement, and vocabulary development.</i></p>	<p>EEF: +6 months (Reading Comprehension)</p> <p>High quality staff CPD is essential - follow EEF principles. <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p>(Effective Professional Development) <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a></p>	<p>1,2,3</p>

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

Budgeted cost: £3112.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Immediate Maths Intervention Timely, short-term maths interventions to address learning gaps. Rapid closing of gaps in number fluency and understanding.</p>	<p>EEF: +4 months (Small Group Tuition)</p> <p><a href="#">Mastery Research</a></p> <p><a href="https://www.ncetm.org.uk/media/uhjhtxy1/the-essence-of-maths-teaching-for-mastery-june-2016.pdf">https://www.ncetm.org.uk/media/uhjhtxy1/the-essence-of-maths-teaching-for-mastery-june-2016.pdf</a></p>	<p>1,2,3</p>
<p>NCETM – Mastering Number Intervention Free program and training but cover costs</p>	<p><a href="https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/">https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/</a></p>	<p>1,2,3</p>
<p>Times Tables Rockstars and Numbots packages to develop fluency. £200</p>	<p><a href="#">To-what-extent-does-technology-enhance-the-acquisition-of-times-table-knowledge-and-the-fast-and-accurate-recall-of-times-table-facts.pdf</a></p>	<p>1,2,3</p>
<p><i>HFL Reading Fluency Project Targeted support to develop fluency, accuracy, and comprehension in reading. Improved reading fluency and confidence among struggling readers.</i> <i>Free program through Bedford Borough but YARC costs and cover costs</i></p>	<p>EEF: +6 months (Reading Fluency Interventions)</p> <p><a href="#">EEF Reading Fluency</a></p> <p><a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a></p>	<p>1,2,3</p>
<p><i>SALT (Speech and Language Therapy)- Specialist support for children with identified language needs - Enhanced communication skills and improved access to the curriculum.</i></p>	<p>EEF: +6 months (Oral Language Interventions)</p>	<p>1,2,3</p>
<p><i>Developing an effective Feedback Policy.</i> <i>Contribution towards this.</i></p>	<p>EEF: +6 months</p>	<p>1,2,3</p>

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

Budgeted cost: £3112.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Music Teaching</p> <p>Weekly music lessons to build creativity and confidence.</p> <p>Improved engagement, creativity, and well-being among pupils.</p> <p>Contributions towards this.</p>	<p>EEF: Arts Participation (+3 months)</p> <p><i>Students with the highest involvement in the arts, including minority and low income students performed better in school and stayed in school longer (NELS Longitudinal Survey, 25,000 pupils over 10 years).</i></p> <p><a href="https://musiceducationworks.wordpress.com/category/3-benefits/academic-achievement/">https://musiceducationworks.wordpress.com/category/3-benefits/academic-achievement/</a></p>	2,4,6,7
<p><i>Outdoor Learning Instructor</i></p> <p><i>Outdoor learning sessions to develop teamwork and problem-solving - enhanced social skills, resilience, and connection to nature.</i></p> <p><i>Contribution towards this.</i></p>	EEF: Outdoor Learning (+4 months)	2,4,6,7
<p><i>Fully Funded Cultural Trips</i></p> <p><i>Funding for trips to museums, theatres, and other cultural venues. Broadened horizons, enriched vocabulary, and enhanced cultural understanding.</i></p> <p><i>Up to £80 per pupil premium child each academic year.</i></p>	EEF: Cultural Capital Development	2,4,5,6,7
<p><i>Work to improve attendance, including parent workshops and guidance.</i></p>	Embedding principles of good practice set out in the DfE's advice. <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444242/Working_together_to_improve_school_attendance_-_GOV.UK.pdf">Working together to improve school attendance - GOV.UK</a>	4,5
<p><i>Funded Home Learning Books £20 per child per year</i></p>		
<p><i>Contribution towards school uniform</i></p> <p><i>£50 per child per year</i></p>		
<p><i>Develop metacognition and self-regulation strategies, using Zones of Regulation and Teach Like A Champion strategies</i></p> <p><i>£</i></p>	EEF: Metacognition and Self-regulation - +7 months	2,4,7

**Total budgeted cost: £12540**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

N/A for 24-25 as the school opened in September 24 so this is the first Pupil Premium Statement. The first review will take place in December 2025.

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

<b>Programme</b>	<b>Provider</b>
Maths Mastery Programme	NCETM / Enigma Maths Hub
Times Tables Rock Stars / Numbots	Maths Circle Ltd
Reading Fluency Project	Herts for Learning
Essential Maths	Herts for Learning

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*