

Willow Farm Primary Pupil Premium Strategy Statement 2025-2028

School overview

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 effect that last year's spending of pupil premium had within our school.

Detail	Data
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	2.9.25
Date on which it will be reviewed	Sep 2025
Statement authorised by	Lindsey Jamson
Pupil premium lead	Sarah Kirkham
Governor / Trustee lead	Jo James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£ 40,296
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£40,296

Part A: Pupil premium strategy plan

Statement of intent

At Willow Farm, we want our disadvantaged pupils to:

- Achieve at least as well as their non-disadvantaged peers in reading, writing, and maths.
- Quickly overcome early language and reading gaps, leaving KS1 as fluent readers.
- Access high-quality teaching every day, with additional targeted support where needed.
- Develop strong learning behaviours and PRIDE values, so they are confident, independent learners.
- Enjoy the same enrichment, cultural capital, and wellbeing opportunities as all other pupils.

Our strategy aligns with our School Improvement Plan (2025–26) by:

- Prioritising Maths through targeted interventions and mastery teaching.
- Supporting ECTs to deliver high-quality early reading, writing, and maths teaching.
- Embedding early years foundations in our new school-based nursery, ensuring early disadvantage is addressed.
- Promoting learning behaviours and PRIDE values, particularly responsibility, determination, and empathy.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary gaps on entry limit access to reading/writing.
2	Early reading and phonics gaps hinder fluency and comprehension.
3	Attainment gaps in writing and maths, especially at Greater Depth.
4	Attendance of disadvantaged pupils is below peers/national.
5	Wellbeing and self-regulation: some disadvantaged pupils need additional SEMH support.
6	Limited enrichment opportunities and reduced cultural capital.

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
Improved reading attainment among disadvantaged pupils	KS2: 75% achieve EXS, 33% achieve HS. Y1 phonics 95%+, Y2 phonics 100%.
Improved writing attainment	KS2: 72% achieve EXS, 15% achieve HS.
Improved maths attainment	KS2: 73% achieve EXS, 24% achieve HS.
Improved oral language skills	Assessments and observations show significant improvement; evident in lesson engagement, work scrutiny, and pupil voice.
Improved wellbeing	Pupil/parent surveys, ELSA/mentor records, and teacher observations show sustained improvements.
Increased cultural capital and enrichment	All PP pupils access trips/residentials and extra-curricular clubs; participation rates rise.
Improved attendance	PP attendance is in line with national and within 1% of non-PP peers.

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: £12, 672

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff (including ECTs) in Talk 4 Writing, White	EEF – Literacy and Maths guidance reports show strong evidence for impact.	1, 2, 3

Rose Maths, and Mastering Number.		
Embed Little Wandle (DfE-approved SSP) consistently across EYFS/KS1.	Phonics Toolkit (EEF) shows high impact, particularly for disadvantaged.	1, 2
Structured vocabulary programme across EYFS–KS2.	EEF: oral language interventions show average 6 months progress gain.	1, 2, 3
Coaching and mentoring for ECTs with a focus on PP pupils.	EEF: teacher development has high impact on pupil progress.	1–3

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

Budgeted cost: £14,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Class @ Number and pre-/post-teaching in maths.	EEF: small group tutoring +7 months progress.	3
Lexia and Herts Literacy interventions.	EEF: digital and structured literacy programmes improve fluency and comprehension.	1, 2, 3
Phonics catch-up (Little Wandle) for KS1/KS2.	EEF: targeted phonics interventions accelerate fluency.	2
Targeted language groups (EYFS/KS1), with input from Trust speech therapist.	EEF: oral language interventions strongly linked to improved outcomes.	1, 2
Precision teaching and scaffolding approaches.	EEF: meta-cognition and feedback strategies accelerate progress.	1, 2, 3

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

Budgeted cost: £13,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and mentoring support for SEMH.	EEF: social/emotional learning +4 months.	5
Funded access to trips, visits, residential, clubs.	DfE guidance on cultural capital; increased participation improves engagement.	6
Sports mentoring (TB Sports) and Forest School provision.	EEF: outdoor learning and mentoring linked to resilience and engagement.	5, 6
Attendance monitoring and parent support.	DfE “Working together to improve attendance”.	4

Total budgeted cost: £ £40,296

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 2024-25 academic year.

Intended outcome	Success criteria
Children make at least expected progress in writing. An Increased number are achieving ARE and HS	<p>Pupil premium children make at least typical progress since their last key stage data</p> <p>9/24 achieved EXS or better 1/24 achieved HS</p> <p>22/24 pupils held judgement from the previous year. 3/24 pupils made better than typical progress.</p>

<p>Children make at least expected progress in reading. Increased number achieving ARE and HS at end of key stages</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>EXS+= 17/24= HS- 0/24=</p> <p>21/24 pupils made typical or better progress. 5/24 pupils made better than typical progress.-</p>
<p>Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>EXS+ 14/24 achieved EXS or better</p> <p>20/24 pupils made typical or better progress. 5/24 pupils made better than typical progress.</p>

PP attendance increases to be at least in line with national figures for all pupils.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Compared to National for FSM children which stands at 92.1% our children who are FSM6 stand at 93.4% which is better than national. However, national all was 94.6% and Willow Farm all was 96.8%</p>
--	---

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
Specialist support for phonics teaching and reading leader	Flying High English Hub
Little Wandle	DfE-validated SSP
Lexia	Lexia Learning
Herts Literacy Intervention	Herts for Learning
First Class @ Number	NCETM programme
Talk for Writing	Consultant support
OPAL play development	OPAL consultant
Sports mentoring	TB Sports

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Forest school provision provided by a teacher employed by the school.