

Willowbrook Primary School Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Willowbrook Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	November 2021
Date on which it will be reviewed	April 2025
Statement authorised by	Clare Branton
Pupil premium lead	Clare Branton/Jolami Youngblood
Governor / Trustee lead	Kathryn Kalair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year financial year (2024-2025)	£75,090
Recovery premium funding allocation this academic year financial year (2024-2025)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (2024-2025)	£490
Total budget for this academic year financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,580

Part A: Pupil premium strategy plan

Statement of intent

At Willowbrook Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to achieve. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantage pupils from attaining well; engagement in reading, spelling, handwriting, vocabulary/language, well-being and attendance.

High-quality, first class 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 be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1 Reading	<p>Monitoring and discussions with teachers show that disadvantaged pupils are not engaged with reading. This is evident from EYFS up to KS2. This negatively impacts their development as readers as well as their writing including vocabulary and spelling. 50% of our disadvantage pupils are below expected standard in attainment in reading in comparison to 13% of our non-disadvantage pupils.</p> <p>Based on our monitoring of reading records, 73% of our disadvantaged pupils are either not bring into school their reading record; not recording any reading in their reading records; or recording once a week. This is in comparison to 49% of our non-disadvantaged pupils.</p>
2 Writing	<p>Assessments indicate that out of the three core subjects, writing is the biggest cause for concern for our disadvantaged pupils. 66.2% of disadvantaged pupils are below expected standard in attainment in comparison to 26.4% of non-disadvantage pupils and 29.6% of disadvantage pupils are well below for progress in comparison to non-disadvantage pupils at 9%. Gap analysis shows that handwriting and spelling are key objectives from the national curriculum that our disadvantage pupils are struggling to achieve.</p>
3 Language	<p>Monitoring, pupil perception surveys and assessments indicate that the vocabulary of our disadvantaged pupils require further development. From the sample of disadvantaged pupils that completed the BPVS assessment, 60% got a standardised score within the average range in comparison to 66% of our non-disadvantaged pupils. This shows a 6% gap.</p>
4 Pastoral	<p>Observations, discussions, and surveys indicate that a number of pupils have suffered from loss or trauma over the past 2-3 years. Pupil's emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.</p> <p><i>(The completion of the Health and Wellbeing Survey and data sourced from CPOMs, observations, discussions with pupils and families shows that 40% of our disadvantaged pupils have suffered from loss or trauma over the past 2-3 years).</i></p>
5 Attendance	<p>There is a 1.6% difference between the attendance of disadvantage and non-disadvantage pupils. A greater proportion are classed as persistent absentees. 12% of disadvantage pupils have been persistently absent compared to 7% of their peers.</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
Improved engagement with reading outside of school.	Monitoring will indicate an increased number of times pupils read at home. Tracking will show progression through the colour book bands. To close the gap between non-disadvantage pupils and our disadvantage pupils in reading attainment.
Pupils handwriting will be joined and legible.	Children will have earned a pen licence by the time they start in year 6. Monitoring, observations, and book scrutiny will evidence an improvement.
Pupils will reach end of year expectations for their spelling objectives.	Analysis of target tracker will show an increase in objectives achieved. A high proportion of disadvantage pupils will achieve 65% within their spelling part of the end of KS2 assessments. Spelling tracker will show progress through the spelling cards. Monitoring, observations, and book scrutiny will evidence an improvement.
Improved vocabulary amongst disadvantage pupils.	BPVS assessments will show a narrowing of the gap between our disadvantaged and non-disadvantaged pupils. When triangulated with other sources of evidence, including observations, book monitoring and ongoing formative assessment, there will be an indication of significantly improved knowledge of vocabulary among disadvantaged pupils. To close the gap between non-disadvantage pupils and our disadvantage pupils in reading attainment.
To ensure the well-being needs of all disadvantage pupils are met to ensure they are ready for learning.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in worrying.
To continue to ensure the attendance of disadvantage pupils is in line with those of peers, reducing the proportion classed as persistent absentees.	The attendance of disadvantage learners meets the school target 97%. To close the gap between whole school attendance and disadvantage pupils Reduce the proportion of disadvantage pupils classed as persistent absentees to ensure that we are in line with our non-disadvantage pupils.

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. **Items highlighted in green were achieved/ completed in the duration of this strategy.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost for 2024-2025: £64,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
(CPD) Staff training on dough disco and squiggle while you wiggle so that it can be implanted across the school as a starter for handwriting lessons.	<p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p> <p>Though the overall picture is positive, the evidence base is not well-developed and findings are inconsistent. It is not possible to provide a clear account of the reasons why some physical development approaches are effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p> <p>Gross and fine motor skills exercises used at the beginning of each lesson will help to loosen up the fingers and the body in readiness for handwriting. (Letter join – module 3).</p> <p><i>Achieved in previous years</i></p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p><i>Achieved in previous years</i></p>	1 3
Purchase of Little Wandle Phonics Scheme to secure stronger phonics teaching for all pupils. This in turn will improve children’s spelling	<p>Phonics is shown to have high impact for very low cost based on extensive evidence. Phonics approaches aim to quickly develop pupils’ word recognition and spelling through developing pupils’ ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to</p>	2

	<p>teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Achieved in previous years</i></p>	
<p>Training for the English lead run by the research schools network on improving literacy.</p>	<p>To excel in Literacy pupils need high quality teaching and extensive opportunities to practice reading and writing. The guidance takes into account the latest research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>Achieved in previous years and also ongoing CPD</i></p>	<p>1</p> <p>2</p> <p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>Achieved in review 2024-2025</i></p>	<p>4</p>
<p>To follow the letter join handwriting scheme of work.</p>	<p>Teaching pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>Achieved in review 2024-2025</i></p>	<p>2</p>
<p>To purchase read write ink – spelling scheme to support the teaching of spellings from Year 2.</p> <p>https://www.ruth-miskin.com/en/programmes/spelling/</p>	<p>Although there is limited high quality evidence about how to teach spelling, clear spelling should be actively taught rather than simply tested. Phonics provides the foundation for effective spelling but it is not the only skill needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>Achieved in previous years</i></p>	<p>2</p>
<p>To continue to implement the whole-school provision of 'Word of the Week,' which provides explicit teaching of a word.</p>	<p>'There is robust evidence that children with reading difficulties who were exposed to explicit vocabulary benefitted three times as much as those who were not. Not only that, all children benefitted from such vocabulary instruction' (p12 A. Quigley, Closing the Vocabulary Gap.)</p>	<p>3</p>

	<i>Achieved in previous years and also refined in 2024-2025</i>	
Subject leaders to create their subject knowledge planners which identify key vocabulary for their subject in each concept for each year group.	Attention to children developing their vocabulary should become a part of school and teacher planning in schools... Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. (p21 A. Quigley, Closing the Vocabulary Gap.) <i>Achieved 2024-2025</i>	3
(CPD) All staff to have the opportunity to read and discuss, 'Closing the vocabulary gap' by Alex Quigley. This can then inform future activities.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments.</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member.</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p> <p><i>Achieved in previous years but was not used in 2024-2025.</i></p>	2 3
8 week reading fluency project.	<p>Pupils demonstrate increased enjoyment – pupils read more and are more willing to explore a wider range of literature.</p> <p>increased engagement – pupils offer more extended contributions in group discussions about challenging texts.</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p>	1

	<i>Achieved in previous years</i>	
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Achieved in previous years</i></p>	2 3
The use of Word Wasp as a daily 1:1 targeted intervention for pupils with literacy difficulties.	<p>Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://www.wordwasp.com/</p> <p><i>Achieved in previous years and refresher training given in 2024-2025</i></p>	2
To use a handwriting recovery programme from letter join to support pupils who require extra handwriting support.	<p>Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p><i>Achieved in previous years.</i></p>	2
Re-introduce the 'Reciprocal Reading' intervention to support discussion of word meaning.	<p>This intervention is recommended by Alex Quigley in 'Closing the vocabulary Gap.'</p> <p>Reading comprehension strategies have very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence indicates that small group and 1:1 intervention can be a powerful tool for supporting pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1, 3

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

Budgeted cost: £28,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new books to support the Phonics Scheme of work.	<p>Phonics is shown to have high impact for very low cost based on extensive evidence. Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Achieved in previous years.</i></p>	<p>1 2</p>
Subscription to E-Learning Books and learning platform.	<p>Technology can be engaging and motivating for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p><i>Achieved in previous years.</i></p>	<p>1</p>
Trauma Perceptive Practice Training £25	<p>Essex County Council has committed to an approach named Trauma Perceptive Practice (TPP), to support schools to understand behaviour and support emotional wellbeing.</p> <p>Training for SMT and teaching staff 'Trainer' at the school to train the rest of the staff.</p> <p><i>Achieved in previous years. Behaviour policy worked on in 2024-2025 to reflect TPP. Now refresher training to be given to staff.</i></p>	<p>4</p>

<p>Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p><i>Achieved in previous years and ongoing.</i></p>	<p>4</p>
<p>Family drop-in once a ½ term</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Trauma Perceptive practice</p> <p>Improving School Attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Drivers of human development: How relationships and context shape learning and development – pp.6-36. Article here.. https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398650</p> <p><i>Now a part of termly diary dates. However, uptake from parents is small.</i></p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p><i>Achieved in previous years and ongoing.</i></p>	<p>5</p>
<p>Attendance monitoring and meetings when needed.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p><i>Achieved in previous years and ongoing.</i></p>	<p>5</p>
<p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

	<p>Improving School Attendance</p> <p><i>Achieved in previous years and ongoing.</i></p>	
Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p><i>Achieved in previous years and ongoing.</i></p>	5
Multi agencies working together to increase attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p><i>Achieved in previous years and ongoing.</i></p>	5
Contingency fund for acute issues.	<p>Based on our experiences 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. For example supporting parents in using the 'Before and After School Club' and swimming.</p> <p><i>Achieved in previous years and ongoing.</i></p>	All

Total budgeted cost: £ 64,048

£ 3,115

£ 8,417

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of 2024-2025

1. Improved engagement with reading outside of school.

Our end of KS2 results for 2023-2024 for reading showed that our DA pupils who reached ARE was 78% which was higher than our non-DA pupils at 70% although slightly lower than national which was 80% (National determine DA as children on FSM or in care).

Our end of KS2 results for 2024-2025 for reading showed that our DA pupils who reached ARE was 83.3% which was higher than our non-DA pupils at 72.2% which was higher than national of 63% (Dfe, 2025. National determine DA as children on FSM or in care).

At the end of the academic year 2024-2025, we increased the number of disadvantaged pupils who are working at age-related expectations in reading to 41.1% from 32.4%. 48.3% of our pupils who are non-disadvantaged are working at age-related expectations. We are still working on narrowing the gap between our disadvantaged and non-disadvantaged pupils in their reading attainment.

We introduced the reading vending machine as an incentive to increase the number of times colour-banded books are being read. Following on from parent feedback, next academic year, the Reading Lead will be introducing a certificate to celebrate those that consistently read 5 times or more every week.

Class reading at home checklists are consistently used in every class which staff fill in to monitor reading at home. Those children who have been identified as not reading at home become daily readers in school and parents are spoken to.

The English lead tracks progression in book bands and the lead has a discussion with all staff about tracking the bands and where the children are. For any children not where they should be, the lead and class teacher discuss next steps which is then monitored.

2. Pupils handwriting will be joined and legible.

30% of pupils had a pen licence when starting year 6 in September 2024. (This has increased to 43% for September 2025)

Staff training on the letter join scheme that the school subscribes to was given at the start of the academic year for all staff and also as part of the induction process in July for new staff starting. A handwriting page was created for the staff handbook to ensure all staff are consistent with their delivery and we have adopted a handwriting policy from the scheme including our own amendments. Letter formation prompts were created by the handwriting lead and shared with staff.

We have adopted the use of the handwriting recovery intervention for KS2 pupils.

In spring term, the writing lead gave a parent workshop as part of the half-termly coffee mornings/ afternoons. This was to share the scheme that we are using and the handwriting expectations.

Training for new staff is held each year on Dough Disco and staff agreed to use this as a warm-up before each handwriting lesson in order to strengthen and warm up pupils' fingers before writing. This is now used across the school

Handwriting monitoring was conducted in Spring 2025 and feedback was given to individual staff. Next steps have been identified by writing lead to continue to develop handwriting across the school.

3. Pupils will reach end of year expectations for their spelling objectives.

In the KS2 spelling **2023-2024** SATS test, 77% of the disadvantaged pupils in the year 6 cohort achieved 10+ which was slightly higher than our non-disadvantaged pupils at 75%.

In the KS2 grammar, punctuation and spelling test 2024-2025, 66.7% of the disadvantaged pupils in the year 6 cohort achieved a scaled score of 100+ which equated to our non-disadvantaged pupils at 66.7%.

The school use pupil premium funding to subscribe to 'Read, Write, Inc, Spelling' for year 2- year 6. Key Stage 2 staff administer the DST (Diagnostic Spelling Test) at the start of the academic year and at the end of the academic year to monitor progress.

For the academic year **2023- 2024**, we saw the following progress with children's spelling ages when tracked from the start of the year to the end:

Class	Year Group	% progress made
Cherry	Year 6	76%
Oak	Year 5	No data
Pine	Year 4	43%
Chestnut	Year 3	82%
Whitebeam	Year 2	61%

For the academic year **2024-2025**, we saw the following progress with children's spelling ages when tracked from the start of the year to the end:

Class	Year Group	% progress made
Oak	Year 6	63%
Pine	Year 5	60%
Chestnut	Year 4	No data
Whitebeam	Year 3	90%
Beech	Year 2	100%

This indicates that the new spelling scheme is having a positive impact on progress made with our pupils.

4. Improved vocabulary amongst disadvantage pupils.

Our end of KS2 results for 2023-2024 for reading showed that our DA pupils who reached ARE was 67% which was lower than our non-DA pupils at 75% and national which was 78% (National determine DA as children on FSM or in care).

Our end of KS2 results for 2024-2025 for reading showed that our DA pupils who reached ARE was 83.3% which was higher than our non-DA pupils at 72.2% which was higher than national of 63% (Dfe, 2025. National determine DA as children on FSM or in care). This was also an increase on the previous year.

At the end of the academic year 2024-2025, we increased the number of disadvantaged pupils who are working at age-related expectations to 42.6% from 32.4%. 48% of our pupils who are non-disadvantaged are working at age-related expectations. We are still working on narrowing the gap between our disadvantaged and non-disadvantaged pupils in their reading attainment.

5. To ensure the well-being needs of all disadvantage pupils are met to ensure they are ready for learning.

Our learning mentor supports 5 pupils through an emotional literacy intervention and also does regular check ins with pupils she has previously worked with.

In school we celebrate Children's Mental Health week in February. Each class also did a daily mile 'walk and talk' session. In 2024, Year 6 also attended a webinar on Kooth, an app that children can use to access wellbeing advise.

In July 2024 and September 2025, we had Life space workshops on mental wellbeing led by Coram Education who provide our PSHE scheme. Our learning mentor attended all of the workshops so that she knew what strategies were being shared with children.

Whole school parent survey (135 responses) conducted in Spring 2023 showed that 100% of pupils were happy and safe at school.

6. To continue to ensure the attendance of disadvantage pupils is in line with those of peers, reducing the proportion classed as persistent absentees.

39 disadvantaged pupils on role at end of academic year 24-25

Overall attendance percentage for the 39 pupils from the disadvantaged list is 90.41% compared to the non-disadvantaged at 96.13% a difference of 5.72%

22 of the 39 pupils were on the PA list (75.86%)

Of the 39 pupils – 2 pupils were at or above school attendance target of 97%
10 pupils were at or above the government attendance target of at least 95%
8 pupils had attendance between 90 – 95%
19 pupils had attendance below 90%

Attendance meetings have been held for all pupils on the PA list or support attendance meetings where child has medical condition.

In the local authority comparison, the school is ranked 153rd out of 440 schools. In the national comparisons, we are in the top 30-40% of schools for attendance.

Indicative current attendance averages taken from 2024 to 2025 show average primary school attendance across the country to be 94.8% in comparison to the school attendance of 94.9%. Average indicative PA figures for the same period are 14.1% nationally in comparison to school persistent absence of 12%. (DfE, compare your attendance)

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Life Space mental wellbeing workshops- led by Coram who provide our SCARF PSHE scheme of work.

Subscription to Times Table Rock Stars – To engage all pupils with learning their times tables in a fun and interactive way.

Music – The children have access to a wide range of music services which supports children mental well being as well as developing their skills.

We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we nominated a ‘Disadvantaged Champion,’ who attended training run by Essex County Council led by Marc Rowland. Our Champion then ran training for staff on the Disadvantaged Strategy and the book written by Marc Rowland, ‘Addressing Educational Disadvantage in schools and colleges. The Essex Way’ was passed between staff around the school. Our Champion also attended clinics run by the School Effectiveness Partner in order to meet with other local schools and share ideas.

We started with creating an action plan for our phase 1: Planning Phase. We triangulated evidence from multiple sources of data including assessments, monitoring, observations and perception surveys/ conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the Addressing educational disadvantage book; looked at reports from the EEF and the DfE; and attended training about the effective use of pupil premium, the

impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have woven our disadvantaged strategy throughout our school development plan and it is also part of all staff's performance management targets to ensure that our disadvantaged pupils are always at the forefront of our minds.

We will be using the EEF's implementation guidance to help us implement our strategy and will be evaluating the strategy at the end of each year using the resources provided from 'Addressing educational disadvantage in schools and colleges,' and then adjust our plan over time to secure better outcomes for all pupils.