

Pupil premium strategy statement – Willowbrook 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	210
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Clare Branton
Pupil premium lead	Clare Branton/Jolami Youngblood
Governor / Trustee lead	Joseph Feilder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£79,895

Part A: Pupil premium strategy plan - Statement of intent

At Willowbrook Primary School, all staff and governors share responsibility for the achievement and wellbeing of every pupil. We recognise that some pupils within our school community—including those not eligible for Pupil Premium funding—may require additional support or intervention at various points throughout their school journey.

*We are committed to ensuring that all disadvantaged pupils achieve high academic outcomes and develop independence, resilience and positive behaviours for learning. Our strategy is informed by **Education Endowment Foundation (EEF)** research and prioritises **high-quality teaching**, supported by targeted academic support and wider strategies to remove barriers to learning*

We value the abilities and achievements of all pupils and are committed to providing a high-quality learning environment in which every child can thrive. We acknowledge that each pupil is unique, with individual needs that may change over time. Our Pupil Premium funding is carefully planned and targeted to ensure pupils receive the support they need to achieve their full potential. We maximise the impact of the Pupil Premium Grant (PPG) through a long-term strategy aligned with our School Improvement Plan, enabling a balance of short-, medium- and long-term interventions that contribute to wider school improvement and enhanced readiness to learn.

Our analysis shows that disadvantaged pupils often:

- *Have **limited vocabulary and oral language skills**, impacting reading, writing and wider curriculum access*
- *Demonstrate a **reliance on adult affirmation**, particularly teacher feedback, rather than developing self-regulation and independence*
- *Experience **speech, language and communication needs (SLCN)** and **SEMH needs**, which further restrict progress*
- *Are affected by **punctuality***

*Informed by **EEF guidance**, we ensure:*

- *Teaching Assistants (LSAs/TAs) **add value rather than replace teachers***
- *LSAs are **fully trained, deployed strategically** and used for **structured, evidence-based interventions***
- *Vocabulary and metacognition are **explicitly taught and reinforced across the curriculum***
- *Pupil voice informs provision, particularly where pupils equate success with adult approval rather than self-evaluation*

High-quality, inclusive teaching lies at the heart of our approach, with particular emphasis on areas where disadvantaged pupils need the greatest support. Research

shows that excellent classroom practice has the greatest impact on narrowing attainment gaps, while also benefiting non-disadvantaged pupils. As such, our strategy is designed to ensure that attainment for all pupils is sustained and improved alongside progress for disadvantaged learners.

This strategy also supports wider school priorities for educational recovery, particularly through targeted interventions delivered by school staff for pupils whose learning has been most affected, including those who are not disadvantaged.

Our approach is responsive to both shared challenges and individual needs and is informed by robust diagnostic assessment rather than assumptions about disadvantage. The strategies adopted are complementary and designed to help all pupils succeed. To ensure effectiveness, we aim to:

- *Close the attainment gap between disadvantaged pupils and their peers*
- *ensure disadvantaged pupils are appropriately challenged in their learning*
- *intervene early when needs are identified*
- *adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high 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 Vocabulary	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.
2 Metacognition	Pupil voice, supported by lesson observations, highlights an over-reliance on teacher affirmation, limiting independent learning behaviours and the development of metacognitive skills.
3 LSAs	Teacher and LSA self-reflection using the EEF lesson observation tick list identified further development needed to support recommendation 1 & 2 ' LSAs should not be used as an informal teaching resource for low attaining pupils. '

	In line with the EEF guidance “ <i>Making Best Use of Teaching Assistants</i> ”, the key challenge is to ensure that the deployment of Learning Support Assistants (LSAs) consistently improves learning outcomes for disadvantaged pupils .
4 Attendance	<p>Attendance and punctuality data, alongside discussions with families and pastoral records, identify barriers to engagement, particularly for disadvantaged pupils.</p> <p>Attendance of our disadvantage pupils is 92.5%, lower than at least a quarter of similar schools. If we increased it to 93.3%, overall attendance would increase by 0.2%. Our overall persistent absence percentage would drop by 2.2 percentage points. They also has higher rates of absence (92%) compared with their peers (97%), and assessment data indicates that these factors are having a negative impact on disadvantaged pupils’ engagement and progress.</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
Improve expressive and receptive vocabulary for disadvantaged pupils across all year groups	<ul style="list-style-type: none"> • 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.
Increase pupils’ ability to self-evaluate, plan and monitor their learning using metacognitive strategies	<ul style="list-style-type: none"> • Pupils can articulate learning goals, strategies used and next steps during pupil interviews. • Classroom observations show pupils independently using metacognitive prompts (e.g. planning, checking, reflecting). • Learning journals, self-assessment tools, or success criteria are used accurately by disadvantaged pupils. Teacher assessments show improved independence and resilience in learning tasks.
Reduce reliance on adult affirmation, evidenced through pupil voice and learning behaviours	<ul style="list-style-type: none"> • Observations show disadvantaged pupils initiating tasks and persisting without seeking immediate adult reassurance. • Pupil voice indicates increased confidence in judging the quality of their own work. • Reduced frequency of reassurance-seeking behaviours recorded by staff.

	<ul style="list-style-type: none"> Increased peer collaboration and self-correction evident in lessons.
The contribution of LSAs is recognised, valued and strengthened through ongoing professional development and collaboration with teachers.	<ul style="list-style-type: none"> Intervention plans are clearly structured, consistently implemented and aligned with identified pupil needs. Disadvantaged pupils maintain strong access to high-quality teacher instruction. LSAs feel confident, valued and well-prepared for their role in the classroom. Monitoring and observations confirm fidelity to intervention programmes.
Improve attendance and punctuality for disadvantaged pupils	<ul style="list-style-type: none"> Attendance data shows a measurable increase in attendance for disadvantaged pupils compared to the previous year. Reduction in persistent absence among disadvantaged pupils. Punctuality records show fewer late arrivals. Targeted families engage with attendance support plans.

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.

Teaching (High-quality classroom practice)

Budgeted cost: £26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to implement the whole-school provision of 'Word of the Week,' which provides explicit teaching of a word.	'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.)	£8,500 (Challenges 1, 2)
To implement the word aware approach across the school.	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	(Challenge 1) £7,500
(CPD) All new staff to have the opportunity to read	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	(Challenge 1, 2)

and discuss, 'Closing the vocabulary gap' by Alex Quigley. This can then inform future activities.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Continued training for the English lead run by the research schools network on improving literacy.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	(Challenge 1)
Explicit teaching of metacognitive strategies (modelling thinking aloud, use of success criteria, self-evaluation and reflection time)	EEF Metacognition (+7 months). Addresses pupil voice findings showing reliance on teacher affirmation and limited independent learning skills. <i>'It is important for teachers to explicitly teach metacognitive skills within subject domains' (Rowland, 2021, p75)</i>	£6,200 (Challenges All)
CPD for teachers on adaptive teaching, scaffolding and reducing over-dependence on adult support	EEF Recommendation 1: High-quality teaching is the most effective lever. TAs will receive bitesize CPD sessions (30 minutes) at least every half term.	£4,200 (Challenge 3)

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

Budgeted cost: £ 22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity	Evidence & Rationale	Cost
Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments.	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Oral language interventions show strong impact for disadvantaged pupils, particularly those with SLCN and SEMH needs.	£9,200 (Challenges 1, 2, 3)

<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>Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Continue with the 'Reciprocal Reading' intervention to support discussion of word meaning.</p>	<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>	<p>£3,000 (Challenge 1)</p>
<p>CPD for LSAs for Talk Boost which is a catch-up programme for children who are behind with talking and understanding words to boost their language skills.</p>	<p>2 thirds of children make good progress after just 8-10 weeks of the programme.</p> <p>Talk boost KS1 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before).</p> <p>Talk boost KS2 nearly 60% of children reached expected levels in working with others and having conversations (compared to 20% before).</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>	<p>£10,000</p>

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

Budgeted cost: £31,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity	Evidence & Rationale	Cost
LSA CPD through National College subscription and internal coaching (focus on effective intervention delivery and classroom alignment)	<p>EEF Recommendation 4: Ensure TAs are fully prepared for their role; improves consistency and quality of support.</p> <p>Staff are making increased use of the CPD platform, strengthening key aspects of teaching and learning. There is a strong range of CPD focused on improving outcomes for disadvantaged pupils, including training on ACES and trauma-informed practice, and supporting children and families with stress and anxiety.</p> <p><i>Evidence from the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) indicates that high-quality CPD can have an impact on pupil outcomes comparable to that of a teacher with 10 years' experience.</i></p>	£3,500 (Challenges All)
Attendance and punctuality support, including targeted family engagement and pastoral interventions	Attendance is strongly correlated with attainment; early intervention reduces persistent absence	£6,000 (Challenge 4)
Parental engagement initiatives focused on vocabulary, communication and learning routines at home	<p>Parental engagement has moderate impact when linked to learning and language development.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	£4,195 (Challenges 1)
CPD (ELKLAN) training which provides practitioners with the skills and knowledge needed to better support the development of children's speech,	<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-</p>	£4,150 (Challenges 1)

language and communication.	schools/school-improvement-planning/2-targeted-academic-support	
Contingency fund for acute issues.	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.	£13,450 (All Challenges)

Total budgeted cost: £ 79,895

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see PP strategy 2024/5 Review [here](#).

Further information (optional)

Additional activity

As a result of our previous disadvantaged strategy (2021-2025), we are using some of our pupil premium on the following:

Resource	Challenge	Cost
Read write ink – spelling scheme	<p>Challenge 2- Writing</p> <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>	£168
Subscription to E-Learning Books.	<p>Challenge 1- Reading</p> <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.</p> <p>50% of our disadvantage pupils are below expected standard in attainment in</p>	£181.98

	<p>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>	
To follow the letter join handwriting scheme of work.	<p>Challenge 2- Writing</p> <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>	£135
Purchase of Little Wandle Phonics Scheme to secure stronger phonics teaching for all pupils. This is turn will improve children's spelling	<p>Challenge 2- Writing</p> <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</p>	£788

	our disadvantage pupils are struggling to achieve.	
Playdough for dough disco	<p>Challenge 2- Writing</p> <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>	£126.96

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.