

Pupil premium strategy statement

Willow Brook Primary School, Keyworth, Nottingham.

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	191
Proportion (%) of pupil premium eligible pupils	5%
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)	2 nd year of a three-year cycle
Date this statement was published	December 19 th 2025
Date on which it will be reviewed	December 19 th 2026
Statement authorised by	Louise Ballard
Pupil premium lead	Dan Devenney
Governor / Trustee lead	Colin Brearley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,150
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>	£21,150

Part A: Pupil premium strategy plan

Statement of intent

Staff at Willow Brook understand the importance of quality first teaching and the impact of employing outstanding strategies during lessons and intervention work. Research provides a strong evidence base to show that this is a key driver when it comes to closing the gap that exists between disadvantaged pupils and their peers. At the heart of our strategy is our intention to employ and equip experienced teachers and TA's to deliver high quality, personalised learning that is guaranteed to make a difference and secure the best outcomes for all.

Willow Brook understands that to achieve their potential a young person must have the same access to opportunities as their peers. Ensuring that they can attend residentials and excursions without financial barriers, and opt to take up creative opportunities (such as music tuition) are

Senior leaders will continue to oversee this strategy to ensure that work is tailored, effective and ambitious. They will monitor progress regularly and provide a forum where professional dialogue continues to drive the provision. The school will discuss this strategy as part of the staff meeting agenda every term so that the whole staff remain accountable. The PPG lead (Dan Devenney) will be responsible for liaising with the headteacher and class teachers to ensure that the working plans stay on track.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement – securing expected standard /addressing under-performance in maths <i>Current assessment data outlines that 90% of our PPG pupils are not achieving the expected standard in maths.</i>
2	Engagement in reading <i>Observations and frequent monitoring of reading at home shows a decline in participation, particularly amongst our disadvantaged pupils. NFER data has evidenced a negative impact on reading progress and the enthusiasm to engage.</i> <i>Evidence gathered by staff shows that only 23% of our PPG pupils read regularly at home. 90% are working below the expected standard in English subjects.</i>

3	<p>Enrichment and wellbeing</p> <p><i>Social and financial pressures have resulted in a decline in mental health wellbeing. With an increasing number of children referred to ELSA and Family Health services, ensuring that nurture and enrichment opportunities remain accessible, affordable and inspiring is essential.</i></p>
4	<p>Attendance and Engagement</p> <p><i>Data over recent years continues to highlight persistent absence is common in our PPG pupils.</i></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
<p>KS2: Improve focus and stamina in independent tasks, thus improving the quality of/attainment in writing.</p> <p>KS1: Regular 1:1 sessions to boost handwriting and phonics.</p>	<p>Work scrutiny shows an overall improved standard that reflects progress in individual targets.</p> <p>End of year assessments evidence pupil progress.</p>
<p>Improve attainment in maths – building identified arithmetic/times tables knowledge to underpin problem solving and reasoning.</p>	<p>Low stakes assessment shows confidence and greater accuracy. This leads to higher raw scores in formal NFER tests.</p>
<p>Improve attainment in reading through book support and home/school reading communication.</p>	<p>Reading records reflect engagement and improved reading habits.</p> <p>Pupil reading survey evidences an improved attitude and interaction/knowledge of books.</p> <p>End of year assessment data evidences progress and sees a rise in disadvantaged/underperforming pupils achieving expected standard in reading.</p> <p>Research: DFE reading framework: teaching the foundations of Literacy</p>
<p>Achieve and sustain greater sense of wellbeing and engagement through individualised programmes of support and 1:1 intervention.</p>	<p>Successful engagement in class learning and 1:1 intervention sessions builds relationships and adds self-esteem. This, in turn, leads to a lower number of recorded behaviour incidents. This has a positive impact on academic engagement.</p> <p>(Nottinghamshire Restorative Behaviour Toolkit: Understanding Behaviour in Schools Toolkit (3).pdf)</p>

To improve attendance and punctuality so that children build resilience and develop a positive attitude to school and learning.	Effective strategies should meet the needs of children. Offering funding for breakfast/after-school care to boost attendance and ensuring that families are discouraged from taking term time holidays. www.gov.uk/government/publications/school-attendance
To encourage and fund enrichment opportunities for disadvantaged students, including enrichment clubs, residentials, wraparound provision and breakfast to support working parents and vulnerable pupils.	Evidence and experience points to the strong connection between social and emotional skills and opportunities and improved academic outcomes. Ensuring that the school is inclusive and provides rich opportunities is at the heart of this target. EEF Social and Emotional Learning research

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.

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

Budgeted cost: In excess of £20,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 support for LAC to attend school for 4 hours each day.</i>	EEF improving behaviour in schools – six principles for establishing effective learning behaviour	1, 2
<i>1:1 support for LAC PPG child to support behaviour and inclusion in Yr 2</i>		1, 2
<i>Weekly tutoring from a qualified teacher to build English/maths basic skills with 1:1 sessions every week (x7)</i>	EEF research on small group intensive tuition research underpins our approach. Practice follows Ofsted's Removing the Barriers to Literacy.	1,2,3
<i>Additional in-class lesson support.</i>		1,2,3,4

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club care and before school small group activity funded by school to ease transition into the building and address issues around attachment and school refusal.</i>	Clear evidence from the increase in attendance, punctuality, family support and contact – all of which underpin a positive school day and improve home-school communication boosting engagement.	1, 4
<i>After school care funding offered to assist parents and carers with childcare. Provides homework and reading support as well as social interaction.</i>		1, 4
<i>Fund music tuition and enrichment activities - including school residentials and trips</i>	gov.uk/research 'To understand successful approaches to supporting the most academically able disadvantaged pupils'	4
<i>Contingency fund (used to provide ad hoc equipment/uniform)</i>	Request made by staff and parents during the year are becoming more necessary and frequent. Research shows that providing school essentials adds emotional and economic stress to families lse.ac.uk/politicsandpolicy/uniform	All

Total budgeted cost: £ 21,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- One LAC child in Local Authority care received 1:1 teaching for 4 hours a day, enabling him to attend mainstream education and build trusting relationships with adults. Whilst limited, the activities the child was able to access saw him building literacy and numeracy skills as well as engaging in hands-on science and technology. The teacher responsible for his support and care was willing and able to engage in training to further her understanding of a trauma-informed approach.
- Data: 60% of PPG pupils continue to work below expected standard in all areas. Raw scores in NFER maths tests show an increase in attainment for 50% of PPG pupils, with one looked-after child moving from P levels to WTS. One Year 3 pupil moved to expected standard in Reading and Maths. NFER data in Reading also evidences an upwards trend.
- School observations used to assess wider issues impacting disadvantaged pupils' performance:
Attendance: Only 2 PPG pupils were deemed to be persistently absent at the end of the academic year. This was significantly lower than the previous year.
Behaviour and wellbeing: Thanks to 1:1 monitoring and support in class, the behaviour and wellbeing of targeted pupils was significantly improved. (Evidenced through the class behaviour logs and incidents recorded on CPOMs. Sessions from our ELSA support TA continued to support one pupil and, together with teacher/TA support, has made a significant difference to lunchtimes and lessons.

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.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
1:1 Support in class to address specific ADHD behaviours – particularly in writing.
The impact of that spending on service pupil premium eligible pupils
Child achieved expected standard in writing at the end of Year 2.

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.