

Pupil Premium strategy statement – Willow Tree 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	473
Proportion (%) of pupil premium eligible pupils	46%
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)	Year 1 2024/2025 Year 2 2025/2026 Year 3 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board
Pupil Premium lead	K. Lyons
Governor	B. Myring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,985
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>	£285,985

Part A: Pupil Premium strategy plan

Statement of intent

At Willow Tree, 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality 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 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

Challenge number	Detail of challenge
1.	Assessments such as Wellcomm and the Reception baseline, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils . These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 42% of Pupil Premium pupils do not reach expected by the end of the Early Years' foundation stage.
2.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers . On entry to Nursery class in the last 2 years, 60 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 34% of other pupils. Of the 12 pupils who did not pass the phonics screen at the end of year 1 10 (83%) were pupil premium. This gap narrows but remains significant to the end of KS2.

3.	Internal and external assessments indicate that attainment in grammar, punctuation and spelling are significantly below that of non-disadvantaged pupils.
4.	Our assessments, observations and discussion with pupils and their families have identified social and emotional issues for many pupils notably due to a lack of enrichment opportunities. These challenges particularly affect our pupil premium children including their attainment as they lack experience.
5.	Our attendance data overall for the year 22023/24 is in the lowest 20% when compared to schools with a similar level of deprivation. There is a similar picture for persistent absentees. We wish to continue this positive trend and reduce numbers of disadvantage pupils who are pupil premium eligible.
6.	Pupil voice suggests that pupils have a narrow experience of life outside of the school – low cultural capital
7.	Pupils with Special Needs whose learning issues are compounded by some of the above

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															
1. Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Year 1 24/25</p> <table><tr><th>Wellcomm</th><th>Sept '24</th><th>July '25</th><th>July '26</th><th>July'27</th></tr><tr><td>Year N (All- 60)</td><td>17%</td><td>67%</td><td></td><td></td></tr><tr><td>Year N (All- 60) Disadvantaged</td><td>5%</td><td>57%</td><td></td><td></td></tr></table>	Wellcomm	Sept '24	July '25	July '26	July'27	Year N (All- 60)	17%	67%			Year N (All- 60) Disadvantaged	5%	57%		
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2. Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils meet the expected standard.</p> <p>Year 1 24/25</p> <table><tr><th>KS2 Reading test</th><th>Sept '24</th><th>July '25</th><th>July '26</th><th>July'27</th></tr><tr><td>All</td><td>28%</td><td>77%</td><td></td><td></td></tr><tr><td>Disadvantaged</td><td>30%</td><td>71%</td><td></td><td></td></tr></table>	KS2 Reading test	Sept '24	July '25	July '26	July'27	All	28%	77%			Disadvantaged	30%	71%		
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3. Improved writing attainment among disadvantaged pupils	<p>KS2 writing and grammar punctuation and spelling outcomes in 2026/27 show that more than 65% of disadvantaged pupils meet the expected standard.</p> <p>Year 1 24/25</p> <table><tr><th>KS2 G &Sp</th><th>Sept '24</th><th>July '25</th><th>July '26</th><th>July'27</th></tr><tr><td>All</td><td>38%</td><td>72%</td><td></td><td></td></tr></table>	KS2 G &Sp	Sept '24	July '25	July '26	July'27	All	38%	72%							
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4. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing by 2026/27 demonstrated by: Qualitative data from pupil voice, student and parent surveys and teacher observations Increase in participation in enrichment activities particularly among disadvantaged pupils.</p>															
5. To continue to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2026/27 demonstrated by: The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</p> <table><tr><td>Attendance</td><td>Sept 24</td><td>July '25</td><td>July '26</td><td>July'27</td></tr><tr><td>All</td><td>95.3%</td><td>95.6%</td><td></td><td></td></tr><tr><td>D pupils</td><td>94.4%</td><td>94.4%</td><td></td><td></td></tr></table>	Attendance	Sept 24	July '25	July '26	July'27	All	95.3%	95.6%			D pupils	94.4%	94.4%		
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6. Broaden children’s understanding of the best that has been written, thought and said, thus increasing cultural capital.	<p>Ensure disadvantaged pupils leave our school with outcomes at least in line with National outcomes in KS2 English and Maths., enabling them to be well – equipped for high school.</p> <table><tr><td>Combined</td><td>Sept 24</td><td>July '25</td><td>July '26</td><td>July'27</td></tr><tr><td>All</td><td>48%</td><td>62%</td><td></td><td></td></tr><tr><td>D pupils</td><td>39%</td><td>59%</td><td></td><td></td></tr></table>	Combined	Sept 24	July '25	July '26	July'27	All	48%	62%			D pupils	39%	59%		
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7. To achieve and sustain improved outcomes for pupils with Special Educational Needs.	<p>Pupils with SEND to achieve outcomes above their national counterparts in end of Key Stage 1 and 2 examinations. Those SEND pupils with very high needs to meet ambitious learning goals set out in Educational Health Care Plans (EHCP)</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new standardisation tests Training to ensure staff are administering and interpreting assessments correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf	1, 2, 3.
Embedding dialogic activities across the curriculum including Word Aware. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Oral language interventions EEF	1,2,7
Purchase of a handwriting scheme to support teachers in the development of early transcription skills. Continuing professional learning to enable staff to implement the handwriting scheme.	Evidence suggests that what children learn when they are young has a profound and lasting effect. Building fluency in foundational knowledge allows children to succeed and grow in confidence such as: How to hold a pencil correctly and form letters and numbers. Strong foundations in the first years of school - GOV.UK	1,2,3
Purchase of a writing and guided reading scheme to support teachers and ensure a consistent approach across school.	Evidence suggests that reading comprehension and writing composition strategies need to be explicitly taught through modelling and supported practice. Improving Literacy in Key Stage 2 EEF	1,2,3
Implement the Pathways to Reading and Pathways to Write scheme	The schemes have been developed to support the summary of recommendations from the EEF Improving Literacy in Key Stage 2 Improving Literacy in Key Stage 2 EEF	1,2,3
Enhancement of our English curriculum in	Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF	1,2,3

line with DfE and EEF guidance We will fund teacher release to enable staff to embed key elements of guidance in school and access the English hub resources and CPD, including Fluency in Reading training		
Additional staff in Nursery and reception to improve outcomes in spoken language, phonics, early reading and to inspire a love of reading by: Increasing the ratio of adults to children in nursery and reception to support language development. Additional speech and language therapy time.	Strong foundations in the first years of school - GOV.UK	1,2,3

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions to support language and development of reading.	The EEF's ‘Selecting interventions tool.pdf’ tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional fluency sessions following training in fluency from our collaboration with the English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics EEF	1,2

Additional speech and language sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have weak spoken language skills.	Oral language sessions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening or a combination of the two show positive impact on attainment. Oral language interventions EEF	1,2
SEND Lead to use specialist / diagnostic assessment tools to ascertain the exact nature of learning difficulties with individuals to produce programmes of work / or adaptations to address these issues.	Oral language interventions EEF Selecting interventions tool.pdf	1,2,5,6,7

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles good practice set out in the DfE's guidance on working together to improve school attendance. This will include the development of the pastoral team roles to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK	5
Review the school Personal Development offer and increase participation by disadvantaged pupils. Subsidise/make free school trips and extra – curricular clubs to improve cultural capital of disadvantaged. Enrichment opportunities, including extra-curricular can positively contribute to widening children's	Increase participation in extra – curricular enrichment opportunities of disadvantaged pupils. Enrichment activities can improve cultural capital and contribute to children's cultural, social, spiritual and moral education.	4,5

cultural, social, spiritual and moral education. Widening their frame of reference.		
Subsidise / offer free school trips and extra-curricular clubs to improve the cultural capital of the disadvantaged pupils.	Enrichment opportunities, including extra-curricular can positively contribute to widening children's cultural, social, spiritual and moral education. Widening their frame of reference.	4,5

Total budgeted cost: £ 285,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SATs outcomes July 2025

% of pupils reaching the expected standard

2025	Reading	Writing	Maths
School Disadvantaged	71%	62%	74%
Salford Disadvantaged	62%	58%	59%
National Disadvantaged	63%	59%	60%
School Non-Disadvantaged	77%	69%	85%
Salford Non-Disadvantaged	80%	77%	81%
National Non -Disadvantaged	81%	78%	80%

- Results show that disadvantaged pupils by the end of their education at Willow Tree perform well and are above disadvantaged students locally (Salford) and nationally in reading and writing and mathematics.

Attendance Data

School 95.3% of Absence 4.7%

Attendance data for the year 2024/5 shows that school absence is 0.6% greater than the median attendance of similar schools which is 94.7%

Persistent Absentees

School % of Persistent Absence 14.9%

Attendance data for the year 2024/25 shows that school's persistent absence is 2.3% greater than the national average.