

# Pupil premium strategy statement 2025/2026

## Willow Grove Primary School

This statement details Willow Grove 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	67
Proportion (%) of pupil premium eligible pupils	53.8%
Academic years that our current pupil premium strategy plan covers.	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Miss L.Glover Headteacher
Pupil premium lead	Miss L.Glover
Governor / Trustee lead	Mrs J.Woods

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£70,940

# Part A: Pupil premium strategy plan

## Statement of intent

Willow Grove Primary School is a specialist Social Emotional Mental Health (SEMH) provider and provides outreach support to mainstream schools in the Wigan Borough. All pupils at Willow Grove have an identified Special Educational Need (SEN), most of our pupils' primary area of need is SEMH. Many of our pupils have experienced early trauma and adversity, and many have attachment difficulties. Willow Grove is committed to providing an educational environment within which our pupils can heal, thrive, learn and play. All staff work in line with trauma-informed practices, and they have an excellent knowledge of the strategies and resources that are available to meet the needs of pupils with SEMH and additional SEN. It is important to be aware that young people who have been exposed to trauma are more likely to have psychological and behavioural challenges, and there is evidence that greater trauma exposure is associated with more severe and diverse behaviour challenges (Lansford et al., 2012; Greeson et al., 2014).

Ultimate objectives for disadvantaged pupils:

- Ensure that disadvantaged pupils (including all pupils with EHCPs and the 36 Pupil Premium pupils) make sustained progress from their individual starting points so they can access curriculum entitlement, improve life chances and successfully transition to next phases.
- Rapidly reduce barriers to learning arising from SEMH, early trauma/adversity and attachment needs so pupils can engage with high-quality teaching.
- Narrow the attainment and engagement gaps between disadvantaged pupils and their peers in: communication (spoken language and vocabulary), reading and basic skills (reading, writing, number), and subject progress where weakest (science).
- Improve attendance and reduce persistent absenteeism so pupils receive consistent teaching and social experiences.
- Build pupil independence, resilience and social-emotional skills so pupils participate safely and positively in school and community life.

How this strategy works towards those objectives:

- We allocate Pupil Premium funding to a balanced programme of activity mapped to the DfE Menu of Approaches (Tier 1 High-quality teaching; Tier 2 Targeted academic support; Tier 3 Wider strategies). Activities are selected because they address our three priority barriers (communication; behaviour for learning;

academic progress) and because they are supported by high-quality evidence (principally Education Endowment Foundation (EEF) guidance and relevant systematic reviews and DfE evidence reviews).

- The strategy uses a graduated, evidence-informed approach: strengthen universal high-quality teaching and curriculum (Tier 1); deliver targeted small-group and 1:1 tuition and structured interventions (Tier 2); and implement trauma-informed, attendance and family engagement work plus enrichment (Tier 3).
- We prioritise actions that are additional to, and explicitly aligned with, daily classroom teaching and EHCP targets so interventions supplement rather than replace curriculum entitlement (EEF principle).
- We embed progress monitoring against ECHP outcomes and termly Pupil Progress reviews so resource deployment is responsive and evaluated for impact.

Key principles of the strategy plan:

- Needs-led and personalised: all activity is mapped to pupil-level assessment (including SALT, SEMH needs, ECHP outcomes).
- Evidence-informed: interventions draw on EEF guidance (one-to-one/small-group tuition, TAs delivering structured programmes, behaviour/SEL guidance), DfE SEN evidence reviews and trauma-informed practice (citations in Activity tables).
- Trauma-aware and relational: provision is trauma-informed and uses Positive Behaviour Support / relationship-based approaches to reduce restrictive responses.
- High-quality teaching first: invest in CPD, coaching and curriculum development so classroom practice meets our pupils' needs (Tier 1).
- Workforce development and sustainability: train TAs and teachers to deliver structured interventions; build internal capacity rather than reliance on temporary external solutions.
- Evaluation and accountability: clear success criteria, termly review and governor oversight; integrate with OFSTED framework expectations for disadvantaged pupils and SEND (see Framework note).

Framework note (OFSTED)

- This strategy is written to support improvement against the OFSTED inspection framework: it focuses on high-quality teaching, curriculum

intent/implementation/impact, progress towards EHCP outcomes, safeguarding/attendance and personal development.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills are below age-related expectations across the school (primary barrier). All pupils have EHCPs; many require SALT and targeted oral-language input to increase vocabulary, narrative skills and comprehension. Girls specifically show lower attainment in reading compared with boys.
2	Behaviour for learning (dysregulation, dysregulated responses to relational stress and trauma) reduces engagement and effective learning time. A high proportion have SEMH needs, attachment difficulties and early trauma which require trauma-informed, relationship-based behaviour support. Persistent Absentees: 19 pupils (high proportion) reduces access to teaching.
3	Academic progress is below age-related expectations across subjects and year groups; science is the weakest subject for progress. Not all pupils make good progress from starting points; basic skills attainment (reading, writing, number) is low.

Intended outcome	Success criteria
1. Improved communication, language and vocabulary across cohorts (addressing Challenge 1)	<ul style="list-style-type: none"> <li>- 80% of targeted Pupil Premium pupils show measurable gains on school language measures / SALT outcomes each year (termly baselining and progress reviews).</li> <li>- Girls' reading gap reduced: gap in reading attainment between girls and boys narrows by at least 50% within 12 months (measured by validated reading assessments).</li> <li>- Evidence of increased classroom participation and use of taught vocabulary in learning activities (teacher assessment and work sampling). Evidence base: targeted oral language programmes and small-group SALT-informed work (EEF / SEND guidance). <a href="#">EEF – Special Educational Needs in Mainstream Schools</a>.</li> </ul>

<p>2. Behaviour for learning improves and fewer lost learning minutes (addressing Challenge 2)</p>	<ul style="list-style-type: none"> <li>- Reduction in incidents requiring restrictive interventions or physical restraint (target: zero routine restraints; year-on-year reduction).</li> <li>- Reduction in number of pupils classed as persistently absent from 19 to <math>\leq 10</math> within 2 years.</li> <li>- Improved regulation: 75% of pupils on targeted SEMH interventions show improved regulation ratings on termly behaviour/SEMH scales.</li> <li>- Reduction in fixed-term exclusions and internal isolation incidents.</li> </ul> <p>Evidence base: EEF behaviour guidance; trauma-informed approaches and Positive Behaviour Support (Centre for Mental Health, EEF). <a href="#">EEF – Improving Behaviour in Schools</a> ; <a href="#">Centre for Mental Health – Trauma, challenging behaviour and restrictive interventions</a>.</p>
<p>3. Accelerated academic progress in core skills and improved subject progress including science (addressing Challenge 3)</p>	<ul style="list-style-type: none"> <li>- Targeted disadvantaged pupils achieve at least 6 months additional progress (relative to prior attainment expectations) per year through targeted tuition/interventions (EEF benchmark).</li> <li>- Increase in proportion of Pupil Premium pupils meeting expected progress in reading, writing and mathematics by 20% within 12 months.</li> <li>- Science: targeted curriculum and intervention reduce the “least progress” gap by 50% within 18 months (subject leader monitoring, assessment outcomes).</li> </ul> <p>Evidence base: EEF one-to-one and small-group tuition; TA-targeted interventions; structured programmes. <a href="#">EEF – One-to-one tuition</a> ; <a href="#">EEF – Small group tuition</a> ; <a href="#">EEF – Teaching assistant interventions</a>.</p>
<p>4. Increased attendance and family engagement (cross-cutting: supports Challenges 2 &amp; 3)</p>	<ul style="list-style-type: none"> <li>- Persistent absence reduces from 19 pupils to <math>\leq 10</math> within 12 months; overall PA rate for Pupil Premium pupils reduces by at least 40% within 18 months.</li> <li>- Improved parental engagement measured by attendance at review meetings, engagement scores and reduction in unexplained absence.</li> </ul> <p>Evidence base: EEF attendance rapid evidence assessment (parental engagement; responsive approaches) and evaluations of breakfast/meal provision where appropriate. <a href="#">EEF – Attendance Interventions (REA)</a>.</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: £9,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Whole-school CPD programme (trauma-informed practice + relational behaviour management + attachment-aware pedagogy) for all staff; termly coaching cycles and distributed leadership for curriculum &amp; SEND.</p>	<p>- Trauma-informed, relationship-based approaches reduce restrictive practice and improve pupil wellbeing; whole-school approaches are recommended by Centre for Mental Health and align with PBS principles <a href="#">Centre for Mental Health – Trauma briefing</a>. - EEF guidance emphasises the need to "know and understand your pupils", consistent systems and staff development for behaviour management <a href="#">EEF – Improving Behaviour in Schools</a>.</p>	<p>2</p>
<p>2. CPD + coaching on high-quality SEND teaching (explicit instruction, scaffolding, metacognition, vocabulary instruction, Rosenshine principles) and curriculum sequencing – termly subject leader training (focus: improving science progression and curriculum clarity).</p>	<p>- EEF guidance for supporting pupils with SEND emphasises scaffolding, explicit instruction and metacognitive strategies as effective classroom approaches <a href="#">EEF – Special Educational Needs in Mainstream Schools</a>. - EEF curriculum/implementation guidance and subject leader development improves consistency of delivery and therefore outcomes (EEF Implementation guidance). <a href="#">EEF – High-quality teaching for pupils with SEND (blog &amp; guidance)</a>.</p>	<p>1,</p>
<p>3. Continue to develop an evidence-based phonics/reading (Sounds Write) &amp; oracy pathway tailored for SEMH/SEND pupils; ensure reading books</p>	<p>- EEF emphasises reading as a priority for pupils with disrupted education; phonics + matched reading improves decoding/fluency for pupils who have gaps [EEF reading guidance &amp; SEND guidance]. <a href="#">EEF – Small group/structured literacy</a></p>	<p>1,3</p>

closely matched to phonics stage; implement daily structured small-group reading for targeted pupils.	<a href="#">approaches summarised in toolkit and SEND guidance.</a>	
4. Investment in curriculum resources & classroom technology to support access (visualisers, speech-to-text, touchscreens, assistive apps, sensory resources) and ensure sensory-friendly classroom environments.	- EEF SEND guidance and DfE SEN REA stress using technology and appropriately selected resources to support access, and scaffolding via visual supports and technology <a href="#">EEF – SEND guidance</a> ; <a href="#">DfE – SEN Support: A rapid evidence assessment</a> .	1, 3
5. Strengthen assessment for learning systems linked to EHCP outcomes — termly Assess/Plan/Do/Review (APDR) cycle training for teachers to ensure interventions are monitored and linked to EHCP targets.	- DfE SEN REA and EEF implementation guidance highlight the importance of ongoing assessment and graduated response to match interventions to pupil needs and monitor impact <a href="#">DfE SEN REA</a> ; [EEF – A School’s Guide to Implementation].	1, 3

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Structured small-group tuition (reading/literacy / targeted maths) delivered by trained TAs or tutors (30 min sessions, 3–5x weekly) linked explicitly to classroom curriculum; priority for Pupil Premium pupils.	- EEF: small-group tuition is effective; short, regular sessions additional to classroom teaching produce impact (+3 months for small-group; +5 months typical for 1:1 depending on delivery) <a href="#">EEF – Small group tuition</a> . - EEF Tutor Trust trial provides model for affordable high-quality small-group tuition and training. [EEF –	3

	Affordable tutoring evaluation summary].	
7. Teaching Assistant (TA) deployment: train TAs to deliver structured evidence-based interventions (language groups, reading fluency ), supervised by senior leader/SENCO; time allocation for pre/post lesson planning with teacher.	- EEF: TA interventions can be highly effective when TAs deliver structured, short-term interventions with training and clear links to classroom teaching (+4 months average for targeted TA-delivered interventions) <a href="#">EEF – Teaching Assistant Interventions</a> . - DfE SEN REA highlights effective TA deployment when integrated into teaching team. <a href="#">DfE SEN REA</a> .	1, 3
8. Targeted speech, language & communication interventions (structured oral language programmes, SALT liaison, small-group vocabulary & narrative programmes) using school-based delivery plus SALT specialist input.	- RCT evidence shows small-group oral language interventions delivered by trained educators can improve language outcomes (e.g., Fricke et al.) and EEF SEND guidance recommends targeted language work for at-risk pupils <a href="#">EEF – SEND guidance</a> .	1
9. Structured science curriculum catch-up: subject leader CPD, diagnostic assessment, small-group targeted science sessions and practical hands-on/experiential learning to plug knowledge-building blocks.	- Ensuring curriculum sequencing and subject leader capacity improves consistency of delivery; EEF recommends subject leader training and implementation checks to address gaps in curriculum delivery and knowledge sequencing (EEF implementation guidance / behaviour & SEND guidance). [EEF – Improving Behaviour in Schools & EEF SEND guidance].	3

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

Budgeted cost: £58,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>10. Whole-school trauma-informed approach and Positive Behaviour Support (PBS) programme: adopt PBS planning/review cycle, primary/secondary/reactive strategies, staff training and monitoring to reduce restrictive practice and build positive culture.</p>	<p>- Centre for Mental Health briefing: trauma-informed schools + PBS reduce restrictive interventions and support SEMH; recommends whole-school approaches and staff training <a href="#">Centre for Mental Health – Trauma briefing</a>. - EEF behaviour guidance endorses combining universal and targeted behaviour approaches and staff professional development <a href="#">EEF – Improving Behaviour in Schools</a>.</p>	2
<p>11. Targeted SEMH interventions (small-group CBT-informed self-regulation programmes, RAPID-style sessions, mindfulness where appropriate, self-monitoring/tactile-cue approaches) delivered by trained staff in The NEST; linked to EHCP socio-emotional outcomes.</p>	<p>- EEF: social and emotional learning (SEL) programmes deliver measurable gains in wellbeing and behaviour when explicitly taught and integrated (EEF SEL guidance) <a href="#">EEF – Improving Social and Emotional Learning in Primary Schools</a>. - Evidence for self-monitoring and CBT-based approaches improving attention and on-task behaviour (SEN literature / DfE SEN REA). <a href="#">DfE SEN REA</a>.</p>	2
<p>12. Attendance strategy: dedicated attendance officer/Family Liaison (targeted casework for persistent absentees), parental engagement campaigns (texts/letters/targeted plans), and funded transport/attendance support where needed; expand breakfast provision for vulnerable pupils.</p>	<p>- EEF rapid evidence assessment on attendance: evidence of promise for parental engagement and responsive, targeted interventions; meal provision (breakfast) has small positive effects in some studies; targeted casework/mentoring shows promise but evidence varies <a href="#">EEF – Attendance REA</a>. - Magic Breakfast evaluation (EEF) found positive impacts on KS1 outcomes and suggests breakfast provision can support attendance/ readiness for learning in some contexts. [EEF – Magic Breakfast evaluation referenced in Attendance REA].</p>	2, 4
<p>13. On-site morning social time &amp; nurture provision (breakfast + social routine) to support morning regulation and readiness for learning (already noted as helpful in OFSTED report).</p>	<p>- OFSTED report for Willow Grove highlights beneficial breakfast provision; EEF Attendance and SEL evidence support breakfast clubs as part of targeted approaches [EEF – Attendance REA]; local evaluation evidence such as Magic Breakfast (EEF) indicates potential benefits. <a href="#">EEF – Attendance REA</a>.</p>	2

<p>14. Parent/carer workshops and home-school partnership offers (language development, attachment awareness, managing routines, supporting homework) and family outreach (multi-agency where required).</p>	<p>- EEF Attendance REA and EEF parental engagement guidance indicate parental communication and targeted family support can improve attendance and engagement <a href="#">EEF – Attendance REA</a>; EEF SEND guidance highlights working with parents as critical in the graduated response <a href="#">EEF – SEND guidance</a>.</p>	<p>1, 2, 3</p>
<p>15. Enrichment &amp; community engagement (after-school clubs, sports, community projects) targeted at disadvantaged pupils to build social capital, motivation and community participation.</p>	<p>- EEF attendance REA and extracurricular evidence indicate small positive impacts on engagement and attendance for some pupils; SEL/behaviour guidance highlights benefits of broadened experiences for personal development [EEF – Attendance REA; EEF – Improving Social &amp; Emotional Learning].</p>	<p>2, 3</p>
<p>16. Sensory Room and The NEST fully operational: investment in sensory provision, purposeful spaces for regulation, buying specialist equipment and training staff in its therapeutic use.</p>	<p>- DfE SEN REA and sensory intervention reviews indicate moderate evidence for tailored, intensive sensory integration where individualised and goal-focused; school-based sensory provision supports regulation and access to learning (Schaaf et al., Watling &amp; Hauer). <a href="#">DfE SEN REA</a>; [Watling &amp; Hauer review].</p>	<p>2</p>
<p>17. Targeted counselling, mentoring &amp; transition support for Looked After Children / post-LAC to improve engagement, regulation and attendance.</p>	<p>- EEF attendance and mentoring evidence is mixed but mentoring targeted to individual needs can support engagement for some pupils; combine with responsive casework for best effect <a href="#">EEF – Attendance REA</a>.</p>	<p>2, 3</p>

**Total budgeted cost: £70,940 (we have topped up the strategy budget via school delegated fund).**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

The activities in previously published Pupil Premium Strategy statements have taken place. The statement for 2024/2025 was not produced/published by the previous leadership team.

## 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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Not applicable.

**The impact of that spending on service pupil premium eligible pupils**

Not applicable.

## Further information (optional)

### Implementation & monitoring (across all tiers)

- Governance and accountability: regular Pupil Premium strategy review to Governors with named lead (SENCO + Headteacher). Outcomes reported against success criteria in Section 3.
- Data & assessment: new termly trackers mapped to EHCP outcomes, SALT reports, reading assessments and science diagnostics; attendance monitored weekly with escalation pathway.
- Staff capacity: allocate Pupil Premium funding for TA training, CPD release time, and for targeted tuition provision (internal tutors or subsidised external tutors where required).
- Implementation support: follow EEF implementation principles (train staff, set clear fidelity checks, monitor uptake and outcomes) [EEF – A School's Guide to Implementation].
- Evaluation plan
- Termly RAG review against success criteria; evaluate interventions by cohort and by individual EHCP targets.
- Use a mixture of quantitative (assessments, attendance, incidents) and qualitative (pupil voice, parent feedback, staff reflection) measures.
- Assess, plan, do, review approach. Decommission or adapt approaches that show no measurable impact after an agreed trial period of one term (unless exceptional contextual reasons exist).

### References

*Greeson, J.K., Briggs, E.C., Layne, C.M., Belcher, H.M., Ostrowski, S.A., Kim, S., Lee, R.C., Vivrette, R.L., Pynoos, R.S. and Fairbank, J.A. (2014) Traumatic childhood experiences in the 21st century: Broadening and building on the ACE studies with data from the National Child Traumatic Stress Network. Journal of interpersonal violence, 29(3), pp.536-556.*

*Lansford, J.E., Dodge, K.A., Pettit, G.S., Bates, J.E., Crozier, J. and Kaplow, J. (2002) A 12-year prospective study of the long-term effects of early child physical maltreatment on psychological, behavioral, and academic problems in adolescence. Archives of paediatrics & adolescent medicine, 156(8), pp.824-830.*