

# Pupil premium strategy statement 2025 - 2026– Willoughby Road Primary Academy

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	251
Proportion (%) of pupil premium eligible pupils	42% (105 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 to 2026/27 3-year plan Ongoing monitoring and reviewed annually
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Donna Brown
Pupil premium lead	Abby Blades-Baker
Governor / Trustee lead	Nicola Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,770.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£178,770.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Willoughby Road we are ambitious for all pupils and expect every child, irrespective of their background or the challenges they face, to make strong progress, achieve the highest possible attainment across the curriculum and develop as confident, well-rounded individuals.

We maintain a sharp focus on removing barriers and providing targeted support to enable our disadvantaged pupils to achieve these high standards. This includes continued good progress for high attaining pupils.

The activities we have outlined in this statement are also intended to support the needs of all pupils regardless of whether they are disadvantaged or not. Therefore, we expect our non-disadvantaged pupils' attainment to be sustained and improved alongside their disadvantaged peers.

High quality teaching for every child is at the heart of our plan as this has proven to have the greatest impact on closing the disadvantage attainment gap nationally. This is complimented by targeted intervention which is swiftly implemented at the point that pupil additional need is identified.

We have also developed a range of whole school initiatives and opportunities to support and enhance the personal development and wellbeing of all pupils so ensuring every child has the best possible chance of succeeding.

The review of our plan is an ongoing process involving all stakeholders and is based upon robust diagnostic assessment, not assumptions about the impact of disadvantage. The outcomes for disadvantaged pupils are the responsibility of all staff and as a team we hold the highest expectations of these pupils in line with their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments, observations, and discussions with staff and pupils indicate that some disadvantaged pupils have greater difficulties with learning to read fluently and confidently compared to their

	peers. Higher than average percentage of Pupil Premium 17.4% higher than National.
2	Internal and external assessments indicate that maths attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal and external moderation/assessments indicate that writing attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our discussions with pupils and families have identified a gap in personal development opportunities for all pupils, particularly our most disadvantaged pupils. Delta Stars approach being embedded within school to enhance this.
5	<p>Although attendance is increasing for disadvantaged pupils overall, attendance data shows that attendance for some disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Although persistent absence is decreasing overall, a higher number of disadvantaged pupils are 'persistently absent' compared to their non-disadvantaged 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 reading attainment for disadvantaged pupils.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils is reduced in 2024/25 and 2025/26 in Y1, Y2 and Y6 reading outcomes.</p> <p>Phonics Screening results show an upward trend for PP children.</p> <p>By 2026/27 Y1 and Y2 phonics outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p> <p>By 2026/27 Y6 reading outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in maths outcomes is reduced in 2024/25 and 2025/26.</p> <p>Internal assessments show that disadvantaged pupils are making increased progress in maths in line with non-disadvantaged pupils in 2024/25.</p>

	By 2026/27 Y6 maths outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in writing outcomes is reduced in 2024/25 and 2025/26.</p> <p>Internal assessments show that disadvantaged pupils are making increased progress in writing in line with non-disadvantaged pupils in 2024/25.</p> <p>By 2026/27 Y6 writing outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils.</p>
Further increase opportunities for personal development for all pupils.	From 2024/25 all pupils access a wider range of pupil leadership opportunities and extra curricular clubs across the academic year.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year 2026/2027** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure all pupils learn to decode and encode as quickly as possible through Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of 1	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Ongoing CPD provided for ELS Phonics programme.</p> <ul style="list-style-type: none"> <li>Additional purchase of ELS fully decodable texts.</li> </ul>	1

<p>high quality delivery of the ELS Systematic Synthetic Phonics programme. Continue to secure stronger and consistent phonics whole class teaching and intervention for all pupils.</p>	<ul style="list-style-type: none"> <li>• Training for all staff in effective delivery of ELS programme inc. adaptations for SEND pupils.</li> <li>• Purchase of additional ELS resources – flashcards, tiles, magnetic letters etc.</li> </ul> <p>Purchase of additional high interest supportive texts for least fluent readers in KS2.</p> <p>Purchased ELS Progress an additional resource to support accelerated progress for children who did not pass their Phonics Screening.</p>	
<p>Continue to ensure all pupils receive high quality teaching in reading through the consistent delivery and implementation of the trust strategy across school.</p>	<p>The EEF guidance is based on a range of the best available evidence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Purchase of new reading strategy texts.</li> <li>• Purchase of ‘Top 30 reads’ for all year groups.</li> <li>• Training for all staff in effective delivery of reading strategy.</li> <li>• Purchase of resources and furniture to develop ‘love of reading and ‘reading nook’ opportunities across school.</li> </ul> <p>Purchase additional high-quality fiction and non-fiction texts based on pupils’ interests for classroom, library and reading areas.</p> <p>Encouraging further engagement at home to promote love of reading and greater parental support – stay and read sessions.</p> <p>Book Fairs organised to promote reading at home.</p>	1

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver additional pre-phonics, (Launchpad), and ELS phonics interventions targeted at disadvantaged pupils who require further phonics support to keep up with peers age related expectations. Delivered by fully trained support staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Ensure children who need additional practice in developing transcription skills, including handwriting, in order to stay on track with age related expectations receive swift intervention.	The DfE and EEF guidance is based on a range of the best available evidence: <a href="#">Strong foundations in the first years of school - GOV.UK (www.gov.uk)</a>	3

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

Budgeted cost: £38,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop a programme of extra curricular clubs across school so that all children have the opportunity to participate in a wider	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):	4

<p>range of activities across the year.</p> <p>Implement a wider range of pupil leadership opportunities for pupils across year groups to develop a range of personal, social and emotional skills.</p>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<p>Improve attendance for all pupils through the continued implementation of the Attendance Strategy inc. a robust pupil tracking system, ensuring supportive measures are implemented swiftly to prevent and address poor attendance. Also increased support for parents/carers.</p> <p>Ongoing training and support for the Attendance Team to enable effective implementation of the revised strategy.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">working together to improve school attendance.</a></p>	<p>5</p>

**Total budgeted cost: £178,770**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during 2023/4 drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our own non-disadvantaged pupils. Although we are closing the gap, currently our disadvantaged pupils do not achieve as well as non-disadvantaged pupils in Reading, Writing and Maths. We have also analysed attendance data for all groups including levels of persistent absence which shows that some disadvantaged pupils do not attend school as regularly as their non-disadvantaged peers.

We have also drawn on internal data and information such as observations and stakeholder feedback to assess wider issues impacting disadvantaged pupils' performance including behaviour and wellbeing.

As a result of this analysis we have reviewed our strategy plan and made changes to how we intend to use our Pupil Premium budget and additional funding this academic year.

We have identified phonics, reading, maths, writing, attendance, SEMH and aspects of pupil's personal development as priorities in our pupil premium plan. These aspects are also identified as key areas in our Academy Improvement Plan so will benefit all our pupils whilst we maintain a sharp focus on closing the attainment gap and improving the wellbeing of our disadvantaged pupils.