

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Willow Bank Infant School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Nicki Taylor-Dickens Headteacher
Pupil premium lead	Tracy Clarke
Governor / Trustee lead	Claire Frohnweiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665 for PP £5,260 for LAC
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,925

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium, Catch-Up Premium, Recovery Premium and School-Led Tutoring Grants are allocations of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are, or have previously been, entitled to free school meals; those looked after by the Local Authority and adopted children. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participations of activities in the wider curriculum.

At Willow Bank Infant School, we are dedicated to developing the 'whole' child, both personally and academically in a safe, secure, happy and stimulating environment, so that they have a real love of learning, feel valued as an individual, grow in confidence and enjoy coming to school. We aim to offer enrichment opportunities for all pupils so that go beyond the core curriculum to broaden students' knowledge, skills, and cultural understanding.

We are committed to ensuring that the education all our pupils receive is consistently underpinned by our school aims and values to ensure that our children are happy and successful at school.

At Willow Bank Infant School, we are enthusiastic about delivering quality first teaching and personalised education. Our staff are dedicated to ensuring that the curriculum is exciting, dynamic and engaging, maximising the progress and potential of all pupils.

The school's values ensure that our provision is child-centred, creative and innovative, fostering curiosity and a love of learning. As a school, we look to the future and aim to prepare our children to be resilient, reflective learners able to adapt and thrive in an ever-changing world.

In order to successfully achieve this for all pupils, Willow Bank Infant School delivers a curriculum that has clear progression through knowledge, skills and understanding and ensures that the children are ready to learn.

We work hard to maintain our 'Willow Bank Family' school community aspect by building relationships with parents and carers and all working together to support and encourage all children.

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.

Challenges

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

Challenge number	Detail of challenge
Internal Barriers	
1	The emotional wellbeing of our PP and CLA (Children Looked After) – Many of our pupils have experienced adverse childhood experiences, experienced trauma, or their families may be impacted by the cost of living crisis. They and their families may need additional pastoral support.
2	Speech and Language development – Young children who join us may have speech difficulties and need support with their communication.
3	Foundational learning – Our assessment shows that some of our disadvantaged children leave the infants not having mastered the foundational skills in reading, writing, numeracy and their emotional development.
4	Our attendance data indicates that attendance amongst disadvantaged pupils is between 93.5%, against a national average of 95.3% and local authority average of 96.2% 37.5% of our disadvantaged pupils have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.
5	Attainment – (phonics reading) 50% of disadvantaged pupils are working below expectations.
External Barriers	
A	Significant proportion of children who have special needs in addition to their PPG status - requiring outside agency support
A	More families affected by the cost of living crisis.

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 handwriting and letter formation in disadvantaged pupils	Disadvantaged pupils leave year 2 able to form all of their letters correctly, with neat, well-presented handwriting and the stamina to write an extended piece. Assessment data shows clear attainment and progression from their baseline.
Improved foundational maths skills in disadvantaged pupils	Disadvantaged pupils leave year 2 able with a sound knowledge of core skills in maths, able to form all of their digits correctly and able to lay out their work in columns correctly, ready for the next stage of their educational

	journey. Assessment data shows clear attainment and progression from their baseline.
To make good progress in their personal, social and emotional development	Pupil voice and teacher observation shows that disadvantaged pupils have increased their self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ability so that they leave the infant school well-prepared for the next stage of their educational journey.
Improved communication skills in disadvantaged pupils by the end of KS1	Early identification of speech and language difficulties with timely intervention so that pupils can communicate clearly and effectively. HLTA and SENCO assess children's progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for Read, Write, Inc (RWI)</p> <p>CPD for foundational skills tracking</p> <p>Staff training in Wellcom</p> <p>Staff training in RWI handwriting</p> <p>Nurture Assistant training for HLTA</p> <p>Whole school training in adaptive teaching</p>	<p>EEF research shows that 'Phonics' can lead to an additional 5 months progress in a year.</p> <p>Ofsted published a report that examined how "high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being" with a focus on building strong foundational knowledge.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	<p>1, 2, 3, 5</p>
<p>Development of a foundational learning tracking grid so that all teachers can "assess, plan do and review" for all pupils who may be falling behind or not making enough progress with their foundational learning.</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. If teachers are aware of the gaps of their pupils in detail, they can focus on filling those gaps and adapting their teaching to ensure that no child is left behind.</p>	<p>3, 5</p>

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions	EEF research shows that 'Oral language interventions' can lead to an additional 6 months progress in a year.	2, 3
Purchased "Wellcomm" programme	EEF research shows that Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.	2, 3
Establishment of a "quiet lunch" club	Research shows a strong link between Adverse Childhood Experiences (ACEs) and impaired emotional regulation, as trauma disrupts brain development and stress responses, leading to difficulties managing emotions. The playground at lunchtime can be a stressful place for some children so a quiet space at lunchtime provides a space to regulate, calm and reflect.	1, 3

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

Budgeted cost: **£5,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of daily sensory circuits	Sensory integration therapy supports children in developing their emotional regulation. By having regular access to regulating activities, children are supported in developing firstly co-regulating and then self-regulating behaviours and coping strategies which enable them to access their learning and maintain a regulated emotional state.	1, 4
Supporting families financially through paying for after school clubs, school uniforms and school trips.	Research has found that disadvantaged pupils and families have been worst affected by the impact of the pandemic.	1, 4
Year group 'Teach ins' for parents informing them of our schools Phonics, English and Maths teaching and how to support at home.	EEF research shows that 'Parental engagement' can lead to an additional 4 months progress in a year.	3, 5
Nurture and wellbeing groups delivered by a trained nurture assistant.	Research shows that 'social and emotional learning' can lead to an additional 4 months progress in a year.	1

Total budgeted cost: £21,925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

End of Year Data for 2024-25

When reviewing the 2024–25 data, it is important to note that Willow Bank Infants had a small cohort of pupils eligible for the Pupil Premium. As a result, percentage outcomes may be disproportionately affected by the small sample size.

In foundation, staff identified that fine motor control, word reading, writing (following on from fine motor control), listening and emotional regulation are key areas to focus on to ensure all children made progress and this continues to be a focus this year. Staff have been trained in the different aspects of foundational skills and their teaching. If children can grasp the basics in these areas, then they are more ready to learn in others. Embedding the Read Write Inc phonics programme from the very start of Foundation has paid dividends and those pupils who are not making the expected progress have 1:1 phonics interventions and “pinny time” throughout the day from all staff across the year group.

At the end of foundation, 88% of pupils had achieved a good level of development (GLD), with 33% of disadvantaged pupils achieving the standard.

GLD - Attainment Overview for All Pupils - 2024-2025 Summer



GLD - Attainment Overview for Pupils who are disadvantaged - 2024-2025 Summer

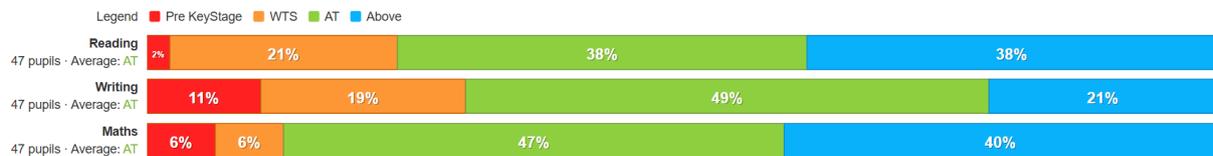


EYFS	Disadvantaged National	Disadvantaged Wokingham	Disadvantaged Willow Bank Infants
GLD	51.3%	53%	33%

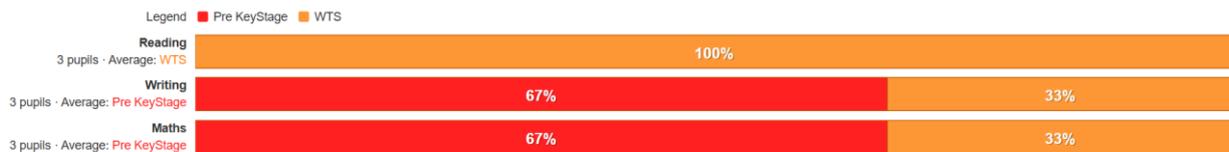
As a school we have reviewed which areas of our strategy need to be specifically targeted for this cohort, to enable disadvantaged pupils all the tools and opportunities to be successful in Year 1 and how to access the KS1 curriculum. For example; self-regulation and writing. New foundational learning grids have been created and staff regularly assess pupils against these, planning interventions and gap filling for those pupils who are not meeting their targets.

End of Key Stage 1

End of KS1 - Attainment Overview for Pupils (from 2024-2025) in Year 2 - 2024-2025 Summer - Main Assessment



End of KS1 - Attainment Overview for Pupils (from 2024-2025) in Year 2, who are disadvantaged - 2024-2025 Summer - Main Assessment



Phonics screening results

	Disadvantaged National	Disadvantaged Wokingham	Disadvantaged Willow Bank Infants
Phonics screening	67%	68%	66%
National and local data for the end of KS1 is no longer published as end of KS1 assessments became non-statutory from the 2023/24 academic year onwards.			

The very small number of disadvantaged children in the year group (some of whom are doubly disadvantaged) skews the results somewhat, but those children that did not pass the Year 1 Phonic Screening are receiving the RWI one to one tutoring programme. Children with gaps in their foundational knowledge are targeted – each child has a foundational learning grid to identify gaps and evidence progress. Teachers have received further training in adaptive teaching to help them identify barriers to learning and to adapt their practice to ensure that all vulnerable children make good progress against their starting point.

All disadvantaged children passed their phonics screening by the end of year 2, but reading remains an area of development.

Based on the end of year data for 2024-2025 and per our school development plan and strategy, foundational skills and writing is an area that is being developed to benefit all pupils across the whole school.

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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