

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 Dene School
Number of pupils in school	301 (actual) 272 (funded)
EYFS (YR)	9
Primary (Y1 – Y6)	189
Secondary (Y7 – Y11)	74
Sixth Form (Y12 – Y14) *	29 *
Proportion (%) of pupil premium eligible pupils	58% (↑ 3%)
EYFS (YR)	25% (↓ 18%)
Primary (Y1 – Y6)	60% (↑ 4%)
Secondary (Y7 – Y11)	58% (↑ 12%)
Sixth Form (Y12 – Y14) *	0% * (No change)
Academic year pupil premium strategy plan covers	2024-27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rachel Harrison
Pupil premium lead	Claire Barnes
Governor / Trustee lead	Michelle Bernard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£222,260

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Number	Detail of challenge
1	Many children have difficulties with readiness to learn because of sensory processing difficulties, including food issues. This limits their capacity to focus in lessons.
2	Many children have physical disabilities which affect their ability to effectively and independently access learning.
3	A small group of children have highly complex needs which affect their ability to develop the early physical skill of head control. This fundamentally impacts on their ability to interact effectively with the world around them.
4	Several children are obese and / or have need for a personal fitness plan to support their sensory needs, health and/or well-being.
5	Some children come from families who need support to feel confident and able to meet their children's complex needs. Family circumstances can impact on attendance and well-being.
6	Many children face health vulnerabilities which impact on school attendance, well-being and safety. This has a negative impact on families.
7	Children lack early play skills due to a number of factors, including poor initiation skills, physical disabilities which limit independent movement, and lack of access to communication skills associated with play with adults and peers.
8	Many children have limited access to their local community due to health and/or behavioural needs. This means that they lack opportunities to explore their environment and engage in wider cultural capital.

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
Children will be well regulated and ready to learn , resulting in improved engagement in lessons, impacting on outcomes over time.	Through regular access to sensory processing input and interventions, children's readiness to learn, focus and attention will develop. Adults will support, and children will learn, strategies to regulate their sensory systems which positively impact on their behaviour and access to learning.
Children will be enabled to develop targeted physical skills from their starting point which enable them to access learning more effectively.	Children for whom this is relevant will have an initial assessment by the school and health specialists. From this, a personalised programme will be written, delivered and regularly evaluated. The programme will highlight areas to work on in both class and home to enable children to maximise their physical potential.
Children with highly complex needs will be enabled to develop the early physical skill of head control to impact on their ability to interact effectively with the world around them.	Children who are working at levels of physical development before those covered by the Move programme will have personalised programmes (HeadFirst) to support their head control which will include targeted interventions and specialised assessments in order that they are enabled to develop their skills in the most effective way.
Children with health concerns related to weight , inactivity or sensory processing will have personal fitness programmes to address and reduce these	Children who are obese or at risk of becoming obese will have personalised fitness programmes which have been planned the MOVE Team or PE Lead, and that class teams feel confident to deliver these in a sustainable way.
All families feel supported and able to meet their children's complex needs . Families are engaged with the school and attendance issues are minimised.	Targeted support for families enables them to meet the needs of their children, and access services that can provide additional support. This in turn impacts positively on children's wellbeing and attendance.
Families and school staff feel supported to meet children's complex health needs , both within and out of school hours. There are systems to safeguard children and families who are vulnerable.	Children's health needs are well met in and out of school and staff and families have key points of contact to manage these on an ongoing basis and in case of a crisis.
Children develop a broader repertoire of play skills that support their learning.	Children are able to independently access and initiate play sequences and skills. They can use these to explore contexts and environments and develop social skills. Art therapy supports identified children to connect with and explore their emotions.
Children will have access to a range of cultural activities related to the community and external visitors to school that enrich their learning	Children experience a range of high-quality experiences and events related to curriculum areas both from the local community and from professionals in the specialist disciplines which enables them to generalise understanding and provides opportunities to develop practical skills.

Activity in this academic year

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s)
Support children to develop 'next step' physical skills through the continued expansion of the Move team capacity at Oakmere Road and a focus on Headfirst and Breakout.	Move+ Research (in-house) Children who are at stages of physical development before or after those covered the Move Programme benefit from a targeted and structured approach to development of physical skills including head control and independent mobility when walking	2 3
Increase access to Try-Cycle provision for children that benefit from opportunities to independently cycle	Medi-Motion Research (in-house) 'Try-cycle' – a novel inter-professional programme promoting activity and independent cycling for Children and Young people with complex motor disorder, Higgins et al 2021	3 4
Support children to develop play skills and learning through access to a play therapist, a play-based approach to outdoor learning and focus on play in the curriculum	Play Based Learning EEF Play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. On average, studies of play suggest that play-based learning approaches improve learning outcomes by approximately 4 additional months.	7
Enrich children's learning with hand-on experiences through Power Days each half term, which involve visits into the school and in the local area	Arts participation EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months). It is important to remember that arts engagement is valuable in and of itself.	8
Provide access to specialist Creative Arts performances and participation in Creative Arts Programmes which provide opportunities to connect with the wider community through arts	Arts participation EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months). It is important to remember that arts engagement is valuable in and of itself.	8

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

Budgeted cost: £142,260

Activity	Evidence that supports this approach	Challenge number(s)
Children with identified sensory processing issues or dysregulation access provision coordinated through the Sensory Processing Team, which support and address these.	Behaviour interventions EEF Behaviour interventions have an impact through increasing the time that pupils have for learning. The average impact of behaviour interventions is four additional months' progress over the course of a year.	1
Children with a very limited diet or poor nutritional intake due to sensory integration difficulties are supported through individual or group input to address these, led by the Sensory Processing Team	Self-regulation EEF The potential impact of self-regulation approaches is high (+7 months additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	1
Use the MOVE Team and PE Lead to plan, implement and monitor personal training programmes for identified children who are, or are at risk of becoming, obese and those that benefit from additional access to physical exercise.	Physical activity EEF There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.	4
Ensure children have high quality pastoral care and health advice and where needed, families are supported to access external services and benefits	Parental engagement EEF Parental engagement has a positive impact on average of 4 months' additional progress. Strategies include programmes that focus directly on parents themselves, providing training in parenting skills; and more intensive programmes for disadvantaged families or families in crisis, through schools appointing a family liaison worker.	5 6
Develop systems, collaborative working and training opportunities for parents so that engagement increases and to support and safeguard the well-being of Willow Dene children and families.	Parental engagement EEF Parental engagement has a positive impact on average of 4 months' additional progress. Parents' aspirations appear to be important for pupil outcomes.	5 6

<p>Children have access to appropriate high-quality therapeutic interventions where there are concerns about their mental health and wellbeing there are concerns about their mental health and wellbeing</p>	<p>Social and emotional learning EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>7</p>
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Total budgeted cost: £222,260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Targeted physiotherapy provision, specialist input from class teams, equipment loans and tutoring meant that children had access to programmes and specialist equipment which enable them to develop physical skills and/or maintain positive physical condition.

The Sensory Processing team worked directly with identified individuals and groups of children; provided training for staff, who were able to use this to support children in their class; organised equipment so children could access sensory processing provision and equipment in class and at home; and offered telephone consultations for families. They ran groups for targeted children including Fun Food Group and the Alert Programme.

The Family Support Team was highly effective in targeting those families of children eligible for Pupil Premium while providing support for families across the school. The Family Support Team offered support with housing and homelessness, access to benefits, respite, immigration status, medical issues and appointments and other issues families faced. Some of these are more pertinent to families whose children are eligible for PP funding.

The number of children on the Move+ programme has continued to rise this year, in line with a growing school roll. This includes children on the Move programme, its precursor HeadFirst, and extension programme, Breakout. In addition, there were several Move graduates who continued to be supported by the MOVE team. The Move Gyms at both sites, that have seen significant investment from Pupil Premium over past years, targets children on the Move Programme effectively. This year, the way the Try-cycle bikes are used has evolved, so that more are available in classes so that children can access them more easily and frequently and it also formed part of the tutoring offer to extend the benefits of cycling. The Try-cycle bikes provide children with the opportunity to build muscle strength; build on stamina and exercise tolerance; loosen muscles to work against stiffness; take part in regular fun exercise; take deep breaths and raise heart rate. Workouts on the bikes contribute to children's Move Programmes by supporting them to develop the skills needed

to achieve their goals, such as head control, trunk control, bringing their bodies and arms midline. Use of the Try-cycle bikes is dependent on a physiotherapy assessment and support from a member of the Move Team. Individual children's data clearly documents the impact that the Try-cycle programme has.

In summary, we can be assured by continued analysis of the hard and soft data that the reach of the initiatives part-funded by Pupil Premium ensures whatever children's primary learning needs, they are enhanced by the measures we have put in place. We are confident that the extended provision we part fund through Pupil Premium has a positive and sustained impact for our children and their families. Many case studies provide in depth evidence of the impact of Pupil Premium funded provision.

Pupil Premium provides an important funding stream to offer provision that has a wide and diverse impact for disadvantaged children across the school. The evidence suggests that the services offered by all of these part-funded roles to be crucial in achieving needs-led best outcomes for our children, including the most vulnerable, and we propose to continue funding these in part through Pupil Premium.

Externally provided programmes

National Tutoring Programme funding ceased for the 2024-25 academic year.

SUMMARY INFORMATION:

Current Pupil information – 2025-26					
Total number of children (YR – Y11)*:	272	Total number of children eligible for pupil premium*:	158	Total pupil premium Allocation 2024-25:	£222,260
Amount of pupil premium per PRIMARY child:	£1,455	Amount of pupil premium per SECONDARY child:	£1,035	Amount of pupil premium per LAC child:	£2,530

COHORT INFORMATION

Characteristics	TOTAL	Eligible for Pupil Premium	Percentage PP Eligible
Total children (YR–Y13 / YR–Y11)†	301 / 272	158	58% (↑ 3%)
Primary (YR -Y6)	198	115	58% (↑ 3%)
Secondary (Y7 – Y11)	74	43	58% (↑ 12%)
Post 16 (Y12-Y14)*	29	0	0% (No change)
Boys (YR – Y11)†	179	105	59% (↑ 5%)
Girls (YR – Y11)†	93	53	57% (↑ 6%)
EHCP (YR – Y11)†	272	158	53%
Autism (YR – Y11)†	176	110	63% (↑ 6%)
Complex needs (YR – Y11)†	95	48	51% (↑ 6%)
EAL (YR – Y11)†	74	38	51% (↑ 6%)
LAC (YR – Y11)†	4	4	100.0% (No change)

†This figure does not include children who attend Toucan.

* Young people in post-16 education are not eligible for Pupil Premium funding. Young people in Willow Dene's sixth form have been omitted from most of the demographic data. They are included in the total number of children.