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 EYFS (YR) Primary (Y1 – Y6) Secondary (Y7 – Y11) Sixth Form (Y12 – Y14) *	**336 (actual) 271 (funded)** 12 214 83 27 *
Proportion (%) of pupil premium eligible pupils EYFS (YR) Primary (Y1 – Y6) Secondary (Y7 – Y11) Sixth Form (Y12 – Y14) *	**61.2% (↑ 3.2%)** 58.3% (↑ 33.3%) 60.7% (↑ 0.7%) 58% (↑ 4.7%) 0% * (No change)
Academic year pupil premium strategy plan covers	2024-27
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
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	**£237,750**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£0**
Total budget for this academic year	**£237,750**

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 and young people (CYP) have difficulties with readiness to learn because of sensory processing difficulties, including food issues. This limits their capacity to focus in lessons.
2	Many CYP have physical disabilities which affect their ability to effectively and independently access learning and the world around them.
3	A small group of CYP 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 CYP are obese and / or have need for a personal fitness plan to support their sensory needs, health and/or well-being.
5	Some CYP come from families who need support to feel confident and able to meet their CYP's complex needs. Family circumstances, economic disadvantage, housing issues, encountering hate crime, and lone parenting can impact on attendance and well-being.
6	Many CYP face health vulnerabilities which impact on school attendance, well-being and safety. This has a negative impact on families and outcomes for CYP.
7	CYP lack early play skills due to a number of factors, including socio-economic disadvantage poor initiation skills, physical disabilities which limit independent movement, and difficulties with communication skills associated with play.
8	Many CYP have limited access to their local community due to socio-economic disadvantage, 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
CYP 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, CYP's readiness to learn, focus and attention will develop. Adults will support, and CYP will learn, strategies to regulate their sensory systems which positively impact on regulation and access to learning.
CYP will be enabled to **develop targeted physical skills** from their starting point which enable them to access learning more effectively.	CYP 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 CYP to maximise their physical potential.
CYP 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.	CYP 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 so they are enabled to develop their skills in the most effective way.
CYP with **health concerns related to weight**, inactivity or sensory processing will have personal fitness programmes to address and reduce these	CYP 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 CYP's complex needs** and navigate areas of disadvantage for them and their CYP. Families are engaged with the school and attendance issues are minimised.	Targeted support for families enables them to meet the needs of their CYP, and access services that can provide additional support. This in turn impacts positively on CYP's wellbeing and attendance.
Families and school staff feel supported to meet CYP's complex health needs and broaden their CYP's opportunities, both within and out of school hours. There are systems to safeguard CYP and families who are vulnerable.	CYP'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.
CYP develop a broader repertoire of play skills that support their learning through the OPAL programme and provision of art therapy.	CYP are able to engage in outdoor play to can access and initiate play sequences and skills. They can use these to explore contexts and environments and develop social skills. Art therapy supports identified CYP to connect with and explore their emotions.
CYP will have access to a range of cultural activities related to the community and external visitors to school that enrich their learning	CYP 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: £90,000

Activity	Evidence that supports this approach	Challenge number(s)
Support CYP 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) CYP 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 CYP 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 CYP and Young people with complex motor disorder, Higgins et al 2021	3 4
Support CYP 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 CYP'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: £147,750

Activity	Evidence that supports this approach	Challenge number(s)
CYP 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
CYP 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
The fitness trainer and PE Lead to plan, implement and monitor personal training programmes for identified CYP 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 CYP 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 CYP 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

CYP 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	Social and emotional learning | EEF 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.	6 8

Total budgeted cost: £237,750

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 2025-26 academic year.

The number of CYP on the Move+ programme has continued to rise this year, in line with a growing school roll. This includes CYP 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 CYP on the Move Programme effectively. This year, the way the Try-cycle bikes are used has evolved to a hub and spoke model, so that more are available in classes so that CYP 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 CYP 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 CYP'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 CYP's data clearly documents the impact that the Try-cycle programme has.

Targeted physiotherapy provision, specialist input from class teams, equipment loans and early power chair access meant that CYP had access to programmes and specialist equipment which enable them to develop physical skills and/or maintain positive physical condition. The programmes, groups and individual provision led by the physiotherapy and MOVE teams included:

- *MOVE with school dog groups*
- *The Try-Cycle programme and associated research*
- *CPM (Continual Perpetual Motion) machine programmes*
- *AKKA Platform and Bugzy access which provide an early start and route into powered mobility*
- *Holiday loans of specialist equipment*

The Sensory Processing team worked directly with identified individuals and groups of CYP; provided training for staff, who were able to use this to support CYP in their class; organised equipment so CYP could access sensory processing provision and equipment in class and at home; and offered telephone consultations for families. The programmes, groups and individual provision led by the sensory processing team included:

- *Fun Food Group*
- *Sensory Chefs*
- *Tasty Tots Groups*
- *Shaving & Skincare Groups*
- *Sensory Diets*
- *Music & Movement Groups*
- *Emotional Regulation Group*
- *Sensory Circuits*

The Family Support Team was highly effective in targeting those families of CYP eligible for Pupil Premium while providing support for families across the school. The Family Support Team offered a wide range of support, some of which is more pertinent to families whose CYP are eligible for PP funding. This included:

- *DLA applications*
- *Housing applications*
- *Housing Medical/Disability assessment applications*
- *Welfare benefit checks*
- *Mandatory reconsiderations*
- *Referrals to housing/community OT*
- *Applications for Carers allowance*
- *MASH referrals*
- *Support with Short Breaks grants and Direct Payments applications*
- *Advertise in school for respite carer opportunities*
- *Family Fund grant applications*
- *Bursary applications*
- *Passport applications*
- *School Bus Transport applications/appeals and issues regarding transport*
- *School transitions/secondary/6th form/19 plus*
- *Attend and support multi-disciplinary team meetings and progress reviews*
- *Translating documents*
- *Arrange Interpreters for meetings*
- *Regular phone calls and face to face meetings with parents*
- *Referrals to outside agencies/services for support*

- *Support with setting up ParentPay logins (MCAS)*
- *Referrals to the Sensory team for Sensory integration strategies at home*
- *Share information about local ESOL & IT classes*
- *Facilitate weekly Coffee mornings, invite relevant guests to attend, who can share useful information and possibly offer useful services to our families*
- *Support with NHS Hospital Passport and transitions to adult health and social care services*
- *Plan, coordinate and facilitate the annual Information Fair*
- *Attend and support parents at meetings in school and LA*
- *Support with any document completing*
- *Referrals to Plumstead Community Law Centre*
- *Supporting letters and confirmation of diagnosis and attendance*
- *Referrals to SEN Dental Services*
- *Support and referrals to solicitors for applications for Deputyship and Legal Power of Attorney*
- *Gather information and share re adult mental health services and groups*
- *Referrals to HER Centre and other domestic abuse services and groups*
- *Recording and sharing safeguarding incidences on My Concern*
- *Blue Badge applications*
- *Applications to Greenwich Mobility Team for a Disabled Parking Bay*
- *Applications for car through Motability Scheme*
- *Applications for specialist car seat assessment and funding*
- *Freedom pass applications*
- *CEA (Cinema) cards*
- *Applications for home improvements and adaptions via the community OT team*
- *Applications for Disabled Facilities Grant (DFG)*
- *Source and facilitate free training and workshops for parents/carers to be delivered in school*
- *Support parents' training/workshops run by school, including Autism Awareness, Non-Violent Resistance (NVR) and Sensory Processing*
- *Referrals to the Paediatric Continence Service*
- *Referrals to Community OT team for Home Safety Assessment*
- *Support with complaints to the Social Care Ombudsman*
- *Applications for Access cards and UK's National Disability Card*
- *Referrals to Metro GAD (Greenwich Association of Disabled People) for disability hate crime support*
- *Support school community events*
- *Organise information fairs for school events, such as Parents' Evening*

Year on year, progress meetings and case studies provide tangible evidence of the impact of specialist and targeted provision funded by pupil premium on outcomes of disadvantaged CYP. 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 CYP'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 CYP 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 CYP 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 CYP, including the most vulnerable, and we propose to continue funding these in part through Pupil Premium.

Externally provided programmes

National Tutoring Programme funding has ceased.

SUMMARY INFORMATION:					
Current Pupil information – 2026-27					
Total number of CYP (YR – Y11)*:	**309**	Total number of CYP eligible for pupil premium*:	**189**	Total pupil premium Allocation 2026-27:	**£237,750**
Amount of pupil premium per PRIMARY child:	**£1,550**	Amount of pupil premium per SECONDARY child:	**£1,100**	Amount of pupil premium per LAC child:	**£2,690**

COHORT INFORMATION			
Characteristics	TOTAL	Eligible for Pupil Premium	Percentage PP Eligible
Total CYP (YR–Y13 / YR–Y11)†	336 / 309	189	61% (↑ 3%)
Primary (YR -Y6)	226	137	61% (↑ 3%)
Secondary (Y7 – Y11)	83	52	63% (↑ 5%)
Post 16 (Y12-Y14)*	27	0	0% (no change)
Boys (YR – Y11)†	206	128	62% (↑ 3%)
Girls (YR – Y11)†	103	58	56% (↓ 1%)
EHCP (YR – Y11)†	309	189	61%
Autism (YR – Y11)†	217	137	63% (no change)
Complex needs (YR – Y11) †	92	52	57% (↑ 6%)
EAL (YR – Y11)†	77	41	53% (↑ 2%)
LAC (YR – Y11)†	3	3	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 CYP.