

Pupil premium strategy statement – Willow Park School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	88
Proportion (%) of pupil premium eligible pupils	86%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	04.2026
Date on which it will be reviewed	09.2026
Statement authorised by	Mark Fairbrother
Pupil premium lead	Gemma Sale
Governor / Trustee lead	Kevin Corke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£ 81,460

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure that we remove barriers to learning for our disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

At Willow Park School we strive to create a nurturing environment built on positive and effective relationships which will instil in our students the belief that they are deserving of care, respect and love.

This will empower them to demonstrate acceptance of themselves so that they can show kindness, tolerance and understanding. Students will learn and grow so they can achieve their aspirations and make a positive contribution to society. This is based on values of respect, acceptance, tolerance, kindness, learning and achievement.

We have used our in-depth knowledge of our pupils, combined with analysis of their SEMH needs and their EHCP profiles to enable our pupils to achieve their full potential by ensuring that there is a focus on their social and emotional development is a focus, supporting them to achieve good academic progress. We believe every child is entitled to a broad and rich curriculum and we strive to achieve this through including additional experiences that give them life skills, preparation for adulthood and an interest and enthusiasm for learning.

We will use Pupil Premium funding to support our vision. We will consider the challenges faced by vulnerable pupils. The activities outlined in this statement are intended to support pupils' needs, regardless of whether they are disadvantaged or not. Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Improve engagement, confidence and attendance of PP pupils.
2	Improve communication and collaboration of pupils.

3	Address individual barriers to social interaction, learning and attendance (EP).
4	Develop relationships and resilience.
5	Develop social interaction and confidence.

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
Improve engagement, confidence and attendance of PP pupils.	Reduction in low-level disruption or off-task behaviour among PP pupils. Increase in participation in extracurricular activities (clubs, trips, enrichment). Student voice shows improved enjoyment and interest in learning. PP pupils' participation in lessons increases (e.g. observed contributions, questioning, group work)
Improve communication and collaboration of pupils.	Pupils listen attentively to others without interrupting Pupils speak clearly and express their ideas in a way others can understand Pupils ask relevant questions to clarify understanding Pupils respond appropriately to others' ideas (e.g. agreeing, building on, or respectfully challenging)
Address individual barriers to social interaction, learning and attendance (EP).	Use of regulating strategies Reduction in behaviour incidents Able to identify and communicate needs or feelings appropriately Improved attendance Fewer late or missed sessions in school
Develop relationships and resilience.	Positive, respectful relationships with pupils and staff Communicating feelings, needs, and ideas appropriately and clearly Managing conflict calmly

	Showing ability to regulate emotions in difficult situations Persisting with tasks even when they are challenging or unfamiliar
Develop social interaction and confidence.	Expressing thoughts, needs, or feelings clearly and appropriately Taking initiative Using appropriate eye contact, and body language in most interactions Showing willingness to join new or unfamiliar social situations

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide DJing and drumming as an alternative activity to regular lessons	Improvement of mental well-being, engagement and encouragement of increased attendance. To provide support in increasing attendance at school and accelerating the return to	1 4 5

Noise Academy £10,000 Music Hub £5,000	school of pupils. To improve emotional regulation.	
Purchase of new school minibus £22,000 contribution	Access to the wider community, local business and colleges and local areas of natural beauty will develop the Careers curriculum, Outdoor Education initiatives including Forest Schools development and have greater access for trips and visits for Life Skills.	1 5

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist provision £8,775.00 Applied Psychologies £6,000	Children need support with re-integration back into school due to disturbed education and lost relationships with staff. They will provide feedback to staff in strategies that may support students in the wider school setting. Additional support for the pastoral team. Further support and training for staff to deliver provision as outlined in Section F of EHCPs.	1 3 5
Unravel continued support for pupils at risk of exclusion and to improve anxiety and stress. Improve academic attainment for targeted pupils. For children with severe personal difficulties to	Children need more in-depth social and emotional support, delivered in a 1:1 basis for the greatest impact. This provides the ongoing contact and continued support that students require to support their mental health needs, even at points when they have not been able to access school.	1 2 4 5

improve their wellbeing, engagement and participation in school £16,150.00		
Team Teach training for all staff to enable staff to support pupils with emotional and behavioural dysregulation through a focus on relational practice, Unconditional Positive Regard and regulation strategies. £4,245.00	Children on roll in the school come with levels of trauma through ACEs which manifest themselves in different ways, such as difficulty in forming positive relationships, difficulty in communicating appropriately and calmly and difficulty in coping with a school environment that requires a curriculum to be delivered. Children need constant and regular support in finding strategies to manage their emotions.	1 2 4 5
We aim to use Pupil Premium funding to ensure that disadvantaged pupils with speech and language needs receive timely, targeted support to develop their communication skills. This will enable them to access learning more effectively, improve attainment, and participate fully in school life. £8,724	Provide access to specialist Speech and Language Therapy (SALT) services, including assessment, intervention programmes, and professional advice Deliver targeted small group and 1:1 interventions (e.g. language development, vocabulary enrichment, speech sound work) Train staff to support pupils with SLCN through high-quality classroom strategies (e.g. use of visuals, modelling language, structured talk opportunities) Purchase resources to support communication (e.g. visual timetables, language programmes, communication aids) Ensure early identification and intervention through screening and close monitoring	1 2

Total budgeted cost: £ 81,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Fresh Start

Improved phonics skills and reading confidence for targeted pupils

High - measurable literacy gains

Behavioural Psychologist

Reduced exclusion risk; improved emotional regulation and attendance

High - prevented exclusions and maintained placements

1:1 Music

Significantly improved engagement, attendance and wellbeing for targeted pupils

High - strong impact on hard-to-reach pupils

Counselling

Improved emotional wellbeing and ability to manage anxiety

Medium-High - positive feedback from pupils and families

Alternative Provision

Maintained engagement for pupils unable to access full-time school

Medium - necessary for specific cases

Music Provision

Increased participation and confidence in group settings

Medium-High - good engagement and skill development

At Willow Park School, Pupil Premium funding is used strategically to address the significant educational, emotional, and social barriers faced by disadvantaged pupils with social, emotional and mental health (SEMH) needs. Many pupils arrive at the school with disrupted educational experiences, low literacy levels, unmet communication needs, and complex emotional difficulties linked to trauma and

adversity. The allocation of Pupil Premium funding reflects the school's commitment to reducing these barriers and improving outcomes for the most vulnerable pupils.

Pupil Premium funding has been used to provide a 1:1 teaching assistant to deliver the Fresh Start phonics programme by Ruth Miskin. This targeted intervention supports disadvantaged pupils who have significant gaps in reading and phonics knowledge. The personalised approach enables pupils to develop confidence, improve decoding and fluency, and experience success in learning. As a result, pupils are better able to access the wider curriculum, and frustration-related behaviours linked to literacy difficulties have reduced.

Willow Park School has also used Pupil Premium funding to secure specialist emotional and behavioural psychology support through Unravel. This provision enables the school to address the underlying causes of challenging behaviour by developing individualised strategies grounded in an understanding of trauma and emotional regulation. This has contributed to improvements in pupils' behaviour, emotional wellbeing, and ability to remain engaged in learning (please also see Unravel Impact Report 2024-25).

A counsellor was funded to provide targeted mental health support for disadvantaged pupils at Willow Park School. This provision has been successfully used to support our pupils for a number of years, however, this was only in place this academic year until December 2024 as the counsellor moved to another role. This provision offered pupils a safe and supportive space to explore their emotions, manage anxiety, and develop coping strategies. As a result, pupils demonstrated improved emotional resilience and a greater readiness to engage positively with school life and learning.

Pupil Premium funding has also enabled Speech and Language Therapy provision, with a focus on developing the consistent use of visual communication strategies across the school environment. This approach supports pupils with underlying speech, language and communication needs by increasing clarity, predictability, and understanding of routines and expectations. The enhanced use of visuals has reduced anxiety, improved pupils' independence, and contributed to a calmer and more structured learning environment at Willow Park School.

To support engagement and personal development, Pupil Premium funding has been used to provide access to music lessons through Sheffield Music Hub, alongside 1:1 DJ sessions delivered by Noise Academy. These creative opportunities offer disadvantaged pupils alternative ways to succeed and express themselves, particularly for those who struggle with traditional academic learning. Participation has increased motivation, engagement, and confidence, while helping pupils develop focus, self-discipline, and positive self-identity.

Willow Park School has also used Pupil Premium funding to access alternative provision for pupils who are struggling to manage full-time education within the school

setting and to support their aspirations. This flexible approach ensures continuity of education for highly vulnerable pupils and reduces the risk of exclusion. Alternative provision supports pupils to remain engaged in learning while working towards transition to appropriate post-16 pathways.

In addition, Pupil Premium funding has enabled access to Educational Psychologist support. This has strengthened the school's capacity to identify pupils' needs accurately and evaluate the impact of provision. Educational Psychology input has supported both individual pupils and the wider development of practice across Willow Park School.

Overall, the strategic use of Pupil Premium funding at Willow Park School has reduced barriers to learning for disadvantaged pupils, improved literacy outcomes, strengthened emotional regulation, and enhanced pupils' wellbeing. Pupils are better supported to engage with education, sustain attendance, and develop the skills they need for improved long-term outcomes. This approach has contributed to a more inclusive, therapeutic, and aspirational learning environment for all pupils.

Overall Assessment

What Worked Well

- **Music interventions** proved highly effective in engaging hard-to-reach pupils and improving attendance
- **Specialist support** (EP, Unravel, counselling) successfully addressed individual barriers and prevented exclusions
- **Staff training** in Team Teach and relational practice improved consistency of approach
- **SALT provision** addressed communication needs and supported curriculum access

What Needs Further Development

- **Attendance** remains below target for some pupils despite interventions
- **Consistency** of communication and social skills across different contexts
- **Transition support** to maintain gains during periods of change
- **Embedding strategies** from specialist support into everyday practice
- **Sustaining engagement** in core curriculum subjects alongside enrichment activities

Strategy Effectiveness

We are **making good progress** towards our intended outcomes, with measurable improvements in engagement, relationships, and use of regulation strategies. The combination of therapeutic support, enrichment activities, and staff training has created a more nurturing environment where disadvantaged pupils can begin to overcome barriers to learning.

However, the complexity of our pupils' needs means progress is often incremental and can be fragile. Continued investment in specialist support, therapeutic interventions, and enrichment opportunities remains essential.

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
1:1 intervention under 'Fresh Start' for phonics.	Ruth Miskin
Behavioural psychologist	Unravel
1:1 Music	Noise Academy
Counsellor	Angela Barrow
Alternative provision	Progressions Team
Music provision	Sheffield Music Hub
SALT	Sheffield Speech and Language Therapy Service

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.