Pupil Premium review of outcomes 2025-2026

Impact of pupil premium activity

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. In April 2026, Ofsted praised the provision for Disadvantaged children stating ‘Disadvantaged pupils' achievement is a particular strength, with outcomes in line with non-disadvantaged pupils nationally. Leaders' actions ensure that disadvantaged pupils have the essential knowledge they need to get off to a positive start in secondary school.’

Key stage 2 results- Year 6 cohort: 59 pupils (17 disadvantaged, 42 non-disadvantaged).

KS2 results 2026: expected standard (includes pupils working at greater depth)

Group	No. of pupils	Reading	Writing	GPS	Maths	RWM combined
Disadvantaged	17	76%	76%	76%	76%	76%
Non-disadvantaged	42	90%	81%	86%	90%	79%
All pupils	59	86%	80%	83%	86%	78%
National 2026 (all pupils)	–	75%	73%	74%	75%	63%
Willow gap (percentage points)	–	14%	5%	10%	14%	3%
National gap 2026 (percentage points)	–	18%	19%	19%	20%	22%

KS2 results 2026: greater depth

Group	No. of pupils	Reading	Writing	GPS	Maths	RWM combined
Disadvantaged	17	41%	18%	29%	24%	18%
Non-disadvantaged	42	45%	24%	60%	50%	19%
All pupils	59	44%	22%	51%	42%	19%
National 2026 (all pupils)	–	31%	13%	30%	27%	9%
Willow gap (percentage points)	–	4%	6%	31%	26%	1%
National gap 2026 (percentage points)	–	–	–	–	–	7%

Willow pupils achieved above the national average in every subject. In reading, writing and maths combined, 78% reached the expected standard (national 63%) and 19% achieved greater depth (national 9%).

Disadvantaged pupils did very well: 76% reached the expected standard in reading, writing and maths combined, compared with 49% of disadvantaged pupils nationally. The gap between disadvantaged and non-disadvantaged pupils at Willow is smaller than the national gap in every subject, and only 3 percentage points in reading, writing and maths combined (22 nationally).

Next year we will focus on reading and maths at the expected standard, and on greater depth in maths and GPS, where the gaps are widest. With 17 disadvantaged pupils, each pupil represents about 6 percent.

Year 4 multiplication tables check (MTC)

Year 4 cohort: 57 pupils took the check (14 disadvantaged, 43 non-disadvantaged).

MTC results 2026: all pupils (2025 national averages; 2026 national figures are published in November)

Marks	No. of pupils	Percentage	National 2025
25/25 (full marks)	42 / 57	**74%**	37%
24 and above	51 / 57	89%	–
23 and above	53 / 57	93%	–
22 and above	55 / 57	96%	–
Average score	–	24.5 out of 25	21.0 out of 25

MTC results 2026: disadvantaged and non-disadvantaged pupils

Group	No. of pupils	Scored 25/25	Percentage	National 2025 (all pupils)
Disadvantaged	14	11	**79%**	37%
Non-disadvantaged	43	31	**72%**	37%
All pupils	57	42	**74%**	37%

74% of pupils scored full marks, up from 52% in 2025 and double the 2025 national figure (37%). The average score was 24.5 out of 25 (national 21.0). Disadvantaged pupils did even better, with 79% scoring full marks.

Year 1 phonics screening check

Year 1 cohort: 60 pupils (6 disadvantaged, 54 non-disadvantaged).

Phonics screening check 2026: Year 1 (2025 national averages; 2026 national figures have not yet been published)

Group	No. of pupils	Met the expected standard	Percentage	National 2025
Disadvantaged	6	6	**100%**	67%
Non-disadvantaged	54	45	**83%**	84%
All pupils	60	51	**85%**	80%

85% of pupils met the expected standard (national 80%). All 6 disadvantaged pupils (100%) met the standard, compared with 67% of disadvantaged pupils nationally. The 9 pupils who did not meet the standard will retake the check in Year 2 with targeted support.

Reception: early years foundation stage profile (EYFSP)

Reception cohort: 57 children, of whom 5 are disadvantaged.

Good level of development (GLD) 2026 (2025 national figures; 2026 national figures have not yet been published)

Group	No. of children	Achieved GLD	Percentage	National 2025
Disadvantaged	5	4	**80%**	51.3%
All children	57	42	**74%**	68.3%

74% of children achieved a good level of development (national 68.3%). 4 of the 5 disadvantaged children (80%) did so, compared with 51.3% of children eligible for free school meals nationally.

Attendance outcomes for Disadvantaged children:

Attendance for disadvantaged pupils improved from **92.4% in 2025** to **95.2% in 2026**.

Their absence rate was significantly below the national absence rate. This success was a result of the work we have been doing with children and families to build relationships and break down barriers.

Personal Development opportunities for Disadvantaged children:

Over the course of the year, 100% of disadvantaged children attended an extra-curricular club. This was a 60% increase on the previous year. We will continue to prioritise this area, striving to further enhance enrichment opportunities for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Systematic synthetic phonics programme: Letters and Sounds	Lesley Clarke
Times Tables Rock Stars, Numbots	Maths Circle
Online spelling, punctuation and grammar resources	SPAG.com
Reading assessment and practice programmes	Renaissance Learning
Online maths resources	maths.co.uk
Spelling scheme	Spelling Shed
Revision and intervention resources	CGP