

Willows High School

Pupil Development Grant Strategy Statement

Willows High School will use the 2025/26 PDG grant to aid the school priorities which are written in line with its motto Belong, Believe, Achieve:

Belong

- Improve attendance to above the national average
- Support the health and wellbeing of all individuals within the school
- Ensure the development of the new build is the best for future Willows learners

Believe

- Improve the quality of teaching and learning
- Ensure all pupils are reading at their chronological age or above

Achieve

- Ensure that self-evaluation processes are precise and focus on impact and that all leaders use these processes effectively to plan for and secure improvement
- Provide Year 11 with a personalised curriculum to maximise individual outcomes

The school will also aim to narrow attainment gaps across the school and provide wellbeing support for the most vulnerable learners in school. In addition, we will use the additional funding to target enrichment activities for FSM learners.

The school will utilise the PDG funding to employ additional staff to raise attendance and support the most vulnerable learners in our provisions. Access to music tuition, enrichment sessions and sporting activities will be supported by the PDG grant.

School Overview

Detail	Data
School name	Willows High School
Number of pupils in school	783
Proportion (%) of PDG eligible pupils	52%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Christopher Norman
PDG Lead	Christopher Norman
Governor Lead	James Ellis

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£492,380

Planned Expenditure

Detail	Amount
Staffing Costs	£473,549
Resources and Training	£69,625
Total budget for this academic year	£543,174

Activity in this academic year

This details how we intend to spend our PDG this academic year to address the challenges listed above.

Improve the attendance of pupils and reduce exclusions (£158,249)

- Ensuring parents are engaged early and regularly with pupils that cause concern. Enhance rewards systems for attendance to include 'attendance streaks'. Continue to improve tracking and reporting of attendance. Maintain consistency and accuracy of analysis. Continue to ensure that persistent absence figures remain as low as possible and use attendance data to target support.
- Ensure effective communication to all Year 5&6 pupils and their parents. Hold regular meetings, with staff who speak a range of languages (Arabic, Somali, Czech, French, Italian and Welsh) to assist with Primary to Secondary transition. A weekly rota of parental tours carried out by SLT. Four 2hr sessions over 2 days accommodating all pupils on roll at every feeder primary school. A complete set of data for each pupil attending Willows High School. Meetings to take place with each of the classes in the primary schools to explain school rules/routines/uniform requirements and to answer any questions.
- Develop links to all providers and improve communication / knowledge of projected outcomes. Evaluate outcomes from current EOTAS providers. Develop 5-day programmes for all pupils. Develop links with local businesses and tertiary providers to improve the aspiration of pupils.
- Introduce family and friends' wellbeing activities. Pupil survey to be carried out on a weekly basis and analysed and results shared with staff. Work with departments to create an inclusive atmosphere around school. Development of pupil leadership team to gain more effective pupil voice. Development of Grand Community Council to survey cluster pupils.
- PAWB Nurturing Base developed to ensure that all pupils can access mainstream education and be successful.

- Provision of free breakfast to pupils every morning and free fruit during every breaktime.
- Provision of free music tuition to all pupils who request it.
- Provision of enrichment sessions to widen the experiences of pupils outside the curriculum.

Continue to improve the quality of Teaching and Learning (£77,275)

- To enhance our pedagogic practice focusing on the key teaching principles of:
 - Powerful Questioning
 - Precise Explanation
 - Deliberate Practice
 - Subject Mastery
 - Effective Feedback
 - Purposeful Collaboration

Progress will be closely monitored by the 'Teaching and Learning' Lead in accordance with the 'Teaching and Learning' calendar and will be supported by the school's CPD calendar and coaching programme.
- To ensure that pupils' exercise books demonstrate progress in learning. Feedback and assessment need to be of a consistent high quality across the school. Teachers should precisely analyse the outcomes of their assessments and external assessments and use this to inform future lessons. This information should be scrutinised routinely to assess the progress of individuals and groups. Progress will be closely monitored by the 'Teaching and Learning' Lead with support and challenge provided.
- To implement effective 'live marking,' in all lessons, in accordance with the above to maximise the quality and impact of teacher feedback for all learners.
- To raise standards in literacy, particularly reading ages so that all pupils are reading at their chronological age or above by the end of Key Stage 3.

Continue to develop the good character of pupils to provide an environment conducive to effective learning (£211,890)

- Develop a comprehensive and coherent action plan driving the improvement of character and behaviour by providing actions weekly. Develop a comprehensive list of routines with checklists to ensure clarity and consistency across the whole school. Encourage staff to become involved in projects that improve the wellbeing and character of pupils

Provide Year 11 with a personalised curriculum to maximise individual outcomes (£26,135)

- Enhance curriculum offering by introducing and expanding vocational qualifications and ensuring vocational pathways are available from Year 10 onwards, with the appropriate staff and time resources for the bottom third of the cohort.
- Improve pupil engagement and achievement by using vocational learning to increase motivation and relevance for pupils, especially those at risk of disengagement and track and monitor progress using vocational-specific assessment tools.