

Pupil premium strategy statement – Willand School

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	406
Proportion (%) of pupil premium eligible pupils	72 pupils - 17.7%
Academic year/years that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027 December 2028
Statement authorised by	Naomi Tottle
Pupil premium lead	Caroline Godfrey
Governor / Trustee lead	Sarah Manley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
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>	£66,660

Part A: Pupil premium strategy plan

Statement of intent

At Willand School, our vision is to help all children become successful learners, confident individuals and responsible citizens. We have high aspirations and ensure that all our children, irrespective of their background or challenges they face, are supported to realise their potential in a safe and secure environment where all individuals are valued. We aim to address inequalities and raise attainment between pupil groups.

Following government recommendations and a structure advised by the EEF, Willand School has adopted a tiered approach to the planning and spending of the Pupil Premium, targeting spending across the following three areas: high quality teaching; targeted academic support; and wider strategies. We ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Pupil Premium will be used to improve quality first teaching. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individual needs of our children in receipt of the Pupil Premium, with the main aim being that this will reduce the gap which can often be found between the achievement of these pupils and their peers. The funding will be used for wider strategies to ensure that children can access learning because their social, emotional and mental health needs are being supported. The school will use the additional funding to address underlying inequalities between children eligible for Pupil Premium and others; We will ensure that the additional funding reaches the pupils who need it most and that it will make a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	Data from internal and statutory assessments indicates that phonics knowledge and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Phonics is a priority on the School Development Plan.

2	Data from internal and statutory assessments indicates that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Data from internal and statutory assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Writing is a priority on the School Development Plan.
4	Through working with pupils and families, we have identified that for many pupils that are disadvantaged, the ability to understand and manage their social, emotional and mental health is often a barrier to their learning.
5	Persistent absence is a concern Attendance records show that 21% of disadvantaged pupils are persistent absentees.

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
Improved phonics attainment and progress for disadvantaged pupils.	Reduce the gap within school and national averages in phonics screening check outcomes.
Improved reading attainment and progress for disadvantaged pupils.	Reduce the gap within school and national averages in reading outcomes.
Improved writing attainment and progress for disadvantaged pupils.	Reduce the gap within school and national averages in writing and EGPS outcomes.
Social, emotional well-being and mental health of disadvantaged pupils improved and less of a barrier to learning.	Pupil outcomes improve and progress and attainment gaps will close in core subjects. Level of support by the Pastoral Team will have reduced. Pupils and families feel supported to manage and understand their social, emotional and mental health needs.
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	Attendance figures show attendance has improved. Percentage of persistently absent pupils will reduce.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching across the curriculum. Regular CPD meetings to deepen subject knowledge and understanding of pedagogy. Develop a high-quality curriculum which is adaptive to pupils' needs. Embed OAIP (Ordinarily Available Inclusive Practice) in classrooms.	Quality First Teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. EEF Evidence brief: Using research evidence to support your spending decisions. September 2024 Developing a consistent pedagogical approach to all areas of the curriculum. EEF A School's Guide to Implementation guidance report. 2024 The Ordinarily Available Inclusive Education Framework sets out expectations of what high quality, inclusive practice should look like for all children and young people in all schools and settings. Ensuring teachers include strategies and scaffolding which are helpful to all, harmful to none, crucial for some. Devon OAIP Framework. 2024	1, 2, 3
Improve pupils' vocabulary. Improve oracy.	Particular focus on improving children's receptive and expressive vocabulary and the sequencing of this across the curriculum. EEF Vocabulary in Action. 2023 On average, children who are involved in communication and language approaches make seven months additional progress over the year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF Communication and language approaches. 2023	1, 2, 3
Ensure all pupils are confident readers. Ensure pupils in YR and KS1 receive daily phonics teaching and practice with trained staff.	Teaching pupils to read as well as possible produces advantages for the individual. Evidence shows that teaching phonics is the best way to teach children to read. DfE The reading framework. 2023 https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks-	1, 2

Access to the Read, Write, Inc portal to ensure progress is accelerated and to enable parents and carers to support pupils at home. Use Devon Schools Library Service to provide topic boxes and replenish reading for pleasure books. Make the library more accessible to pupils by using genres to organise books. Invest in high-quality diverse texts that reflect pupil backgrounds.	1/Literacy KS1 Guidance Report 2020.pdf?v=1763996573 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1763995628	
Improve outcomes in writing across the school. Embed use of modelling in teaching writing. Use high-quality model texts for writing instruction. Use purposeful written feedback and pupil conferencing in writing to improve pupils' understanding of how to improve their writing.	Developing a consistent pedagogical approach to the teaching of writing using modelling. CPD using evidence-based approaches to improve outcomes. Letterjoin handwriting scheme. https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The writing framework 092025.pdf EEF Improving Literacy in Key Stage 1 Guidance Report (second edition). 2021 EEF Improving Literacy in Key Stage 2 Guidance Report (second edition). 2021	1, 3
Embed principles of good practice set out in the DfE guidance on working together to improve school attendance.	The DfE guidance has been informed by the engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Working together to improve school attendance. August 2024	4, 5
Embed whole-school SEL curriculum – Zones of Regulation.	EEF research shows that when pupils' emotional, social and behavioural needs are supported, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from others' perspectives and communicate in appropriate	4, 5

Develop PSHE curriculum to respond to the needs of the pupils.	ways. These skills are linked to positive outcomes in later life. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1763995614	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities and resources to meet the specific needs of disadvantaged pupils with SEND.	Resources such as Insight, EduKey, Speech and Language Link and Tapestry to support and monitor the progress of disadvantaged children. EEF Using Digital Technology to Improve Learning	1, 2, 3, 4, 5
Fast Track Tutoring for phonics targeting disadvantaged pupils who require additional support.	Phonics approaches have a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF Phonics Toolkit	1, 2, 3
Supporting disadvantaged pupils through intervention programmes to raise attainment and address SEMH needs.	Gaps are identified through formative and summative assessment and targeted teaching and interventions put in place to enable pupils to catch up and keep up with their peers. Decision Spelling intervention. Draw and talk. ELSA. Attachment based mentoring. EEF Small Group Tuition Toolkit	1, 2, 3, 4, 5

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

Budgeted cost: £ 41194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Pupils' social, emotional and mental health needs are supported through a variety of programmes such as ELSA, Attachment Based Mentoring, Draw and Talk, Stormbreak and Zones of Regulation. Staff receive and update training for supporting pupils with their mental health. Interventions that seek to improve pupils' decision-making skills, interaction with others and self-management of emotions are put in place. EEF Improving Social and Emotional Learning in Primary Schools Guidance Report.	4, 5
Pupil Premium Lead	The appointed Pupil Premium Lead is part of the School Management Team. They are tasked with focusing on provision for Pupil Premium children across the school and supporting staff in ensuring barriers for disadvantaged pupils are removed.	1, 2, 3, 4, 5
Enrichment activities including music lessons and residential visits.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Children eligible for Pupil Premium+ can access 1:1 music tuition. EEF Arts participation Toolkit	4, 5
Partnership with Atom Home Learning	Online, adaptive learning available to all disadvantaged pupils.	2, 3, 5
Supporting Pupils wellbeing through parental support	Early help coordinator role extended to meet increased demand for additional family support,	4

Total budgeted cost: £66,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review 2024-25
Disadvantaged pupils maintain or exceed the national average for phonics.	Phonics screening check outcomes show that at least 75% of disadvantaged pupils meet the national average for all pupils for phonics.	60% of pupils in Year 1 passed the phonics screening check (National average 2024-25 80%). 33% of disadvantaged pupils in Y1 passed the phonics screening check (National average 2024-25 67%). 85% of pupils passed the phonics screening check by the end of Year 2 (National average 2024-25 89%). 0% of disadvantaged pupils passed the phonics screening check by the end of Y2.
Improved reading attainment among disadvantaged pupils.	Teachers are ambitious for disadvantaged children so that KS1 and KS2 reading outcomes in 2024/25 return to at least the national average for pupils who met the expected standard	78% of pupils in Year 6 achieved the expected standard in reading (National average 2024-25 75%) with 36% achieving the higher standard (National average 2024-25 33%). 50% of pupils in Year 6 who are disadvantaged achieved the expected standard, (National average 2024 63%) with 17% achieving the higher standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 return to at least the national average for expected and greater depth so the school returns to its pre-COVID strength in writing.	64% of pupils in Year 6 achieved the expected standard in writing (National average 2024-25 72%); 81% of pupils in Year 6 achieved the expected standard in EGPS (National average 2024-25 73%). 33% of pupils in Year 6 who are disadvantaged achieved the expected standard in writing (National average 59%). 50% of disadvantaged pupils in Year 6 were assessed as working just below the expected standard. 50% achieved the expected standard in EGPS.

The curriculum is matched to the specific needs of disadvantaged children with SEND.	Pupils make good progress from their starting points. Teachers endeavour to close any gaps in learning so pupils are able to catch up and keep up with their peers.	14% of pupils in Year 6 who are disadvantaged with SEND achieved the expected standard in reading, writing and maths. In Years 1-5, 73% of disadvantaged pupils with SEND made expected or above progress in reading, 77% made expected or above progress in writing and 73% made expected or above progress in maths.
Maintain and improve strategies currently in place for supporting social, emotional and mental health needs.	Maintain and extend the current offer for social, emotional and mental health support in school, including training attachment based mentors, ELSAs and using external agencies. Evidence from picture building shows that: Pupils and families feel supported to manage and understand their social, emotional and mental health needs; Pupils are more able to access their learning successfully.	More trained staff have been timetabled to facilitate Attachment Based Mentoring and Draw and Talk to support more pupils with SEMH needs. Behaviour policy and rewards used have been reviewed and behaviour incidents have reduced. Zones of Regulation is embedded across the school. Early Help Co-ordinator supports with TAF process and signposts families to further support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: The attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by at least 2%; The percentage of all pupils who are persistently absent being below 12.1% (NA 2020-21) and the figure among disadvantaged pupils being no more than 3% lower than their peers.	Attendance for disadvantaged pupils (2024-5) 92.0% (National data: 89.4%) Attendance for non-disadvantaged pupils (2024-5) 95.6% (National data: 93.1%) 19.7% of disadvantaged pupils were persistently absent 2024-25 (non-disadvantaged 8%).

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
Phonics	Read, Write Inc.
Maths	Mathletics Times Tables Rockstars
Data tracking and analysis	Insight
SEND provision mapping	EduKey provision map
Speech and Language	Speech Link Language Link
Handwriting	Letterjoin
OAIP	Widgit Online
Parental Engagement	Tapestry

Service pupil premium funding (optional)

<i>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</i>
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.