

Pupil premium strategy statement – Willersey C of E Primary School 2026 -2029

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	44
Proportion (%) of pupil premium eligible pupils	36%
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)	2026 - 2029
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Mark Jackson
Pupil premium lead	Mark Jackson
Governor / Trustee lead	Ann Embury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,219
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>	£34,019

Part A: Pupil premium strategy plan

Statement of intent

- At Willersey C of E Primary School, we are committed to ensuring that all pupils, irrespective of their background or challenges, achieve their full potential. Our pupil premium strategy aims to reduce barriers to learning and ensure disadvantaged pupils achieve outcomes in line with their peers nationally.
- We recognise that disadvantaged pupils may face a range of challenges, including lower starting points, reduced access to enrichment opportunities, lower attendance, and social and emotional needs.
- Our strategy focusses on high quality teaching, targeted academic support, strategies to improve attendance, wellbeing and engagement

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Foundational Knowledge in English – writing, spelling, handwriting.
2	Gaps in Foundational Knowledge in Maths – 4 rules of number, times-tables recall and using Maths in context
3	Increased social, emotional and Mental Health needs
4	Ensuring access to extra-curricular activities to enrich the curriculum for every child
5	Confidence in speaking using a wide range of vocabulary

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
Children will write with accuracy – both handwriting, sentence structure and spelling.	• Increased number of children achieving age-related expectations • Children's handwriting will show consistency and legibility across work in various work books

	• Sentences will show precision and accuracy – they will make sense • Children will use key spelling words accurately (in line with their stage of learning/year-group expectations)
Children increase confidence in Maths – both written and times-tables	• Increased number of children meeting age-related expectations in assessments • Children can use the four rules of number in line with age-related expectations and also apply this with increasing confidence to problem solving • Increased number of children achieving the national average score in the Multiplication Tables tests
Children will have access to mental health support	• Children can talk about issues regarding themselves and relations with others • Children have a good knowledge of the key aspects of good mental health, including the key requirements of the RSE curriculum – friendships, anti-bullying, resilience.
Children will show developed confidence in speaking, using the appropriate vocabulary with precision	• Children will be able to contribute to discussions and learning through a structured response where appropriate • Children will have better confidence to contribute to oracy learning • Children will be able to speak in front of various audiences

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: £ 6000

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

Professional development for Teaching Assistants	The Education Endowment Foundation (EEF) evidence in 'Teaching Assistants Guidance Report' highlights several areas that are essential for Teaching Assistants to be knowledgeable in in order to deliver high-quality interventions and support: • Training to enable Teaching Assistants to develop independence in children. • TAs trained to use frameworks that prompt and clue learners, rather than do the work for them • Training that takes place jointly with teachers is most effective. In our small school, this is essential and the usual practice – most training is completed together (e.g., Foundational Knowledge, Dyscalculia) • Training TAs to deliver interventions: Research shows that targeted, structured interventions are most effective and TAs must be confident to deliver these	1,2,3,5
Professional development for Class Teachers	The Education Endowment Foundation (EEF) says that high quality teacher training and professional development is a highly effective, evidence-backed tool for improving pupil attainment. This needs to focus on implementation quality: • High impact on attainment • Core mechanisms for success – Build knowledge, motivate teachers, develop techniques, embed practice • Training needs to be effective by: having protected time, sustained effort and supportive school leadership	1,2,3,5

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

Budgeted cost: £ 13,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for classroom learning and interventions	Most learning will take place in the classroom with high-quality whole-class teaching. With mixed-age classes, the school has a higher adult-child ratio and sees this as important. Interventions are appropriate for some children at particular points, based on assessments. Where interventions are appropriate, The Educational Endowment Foundation (EEF) highlights key factors for effective interventions. <i>‘Interventions can be one important aspect of a school’s provision for pupils...complementing (but not replacing) high quality teaching.’</i> The school is also aware that Teaching Assistant interventions have <i>‘moderate impact for moderate cost based on moderate evidence.’</i> • Use small group and one-to-one interventions with care • Select high-quality, structured interventions • Adjust the intensity of support • Target interventions closely to need • Implement the intervention well	1,2,3,5
Development of new SENDco to oversee the strategic support for children across the school and to liaise with the Head Teacher and staff regarding the implementation of the most effective strategies	The Education Endowment Foundation (EEF) advises that the SENDco and Pupil Premium lead must collaborate closely. Funding should be aligned to support disadvantaged pupils with SEND. The new SENDCo will need time for development following initial training. The SENDco will require time out the classroom to oversee aspects of the provision. The advice is that the SENDco and the Pupil Premium Lead should: • Collaborate on diagnostic assessment – understand the need. Both leaders should work together to identify the precise	1,2,3,4,5

	needs of disadvantaged learners. Often, SEND and disadvantage overlap, and a plan, do, review iterative process is required to map both academic and non-academic barriers • Avoid assumptions – not all disadvantaged pupils have SEND and vice-versa. Diagnoses should be based on robust evidence, including reading ages, behavioural data and well-being assessments • Implement the three-tiered approach. The EEF recommends utilizing Pupil Premium and SEND resources across three core pillars – High quality teaching (professional development for teachers to implement scaffolding, explicit instruction and flexible grouping) Targeted academic support (provide high quality, structured 1:1 and small group interventions. The SENDco and the Pupil Premium lead should ensure that these interventions are evidence-based. Wider strategies (overcome non-academic barriers by funding programmes that boost attendance, enhance social and emotional support, or provide pastoral care). • Effective deployment of Teaching Assistants: Enabling Teaching Assistants to supplement the teacher's teaching. SENDCo and Pupil Premium lead should ensure that TAs receive high quality training and structured time to collaborate with teachers • Strategic Alignment: through the integrated planning of Pupil Premium plan being part of the School Development Plan. • Shared Responsibility: there should be a broader implementation.	
--	--	--

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff knowledge and training and school systems around issues of attendance	The Education Endowment Foundation (EEF) says that this approach must be proactive and holistic: • Diagnose the root causes and the specific barriers (e.g., anxiety, undiagnosed special educational needs, or financial/logistical/family challenges) • Build an inclusive culture: foster a sense of community and belonging so that students feel safe and connected • Collaborate with parents: communicate effectively and avoid stigmatizing or blaming parents. Frame parents as equal partners in the educational process • Targeted interventions: implement responsive, individualised interventions for persistent absentees (such as behavioural or social-emotional support) when universal provision is not enough	1,2,3,4,5
Staff training to develop wellbeing, social and emotional support. Development of RSE curriculum (SCARF) to support children in these areas Provision of focussed interventions – e.g., talking and drawing, play therapy and counselling	The Educational Endowment Foundation (EEF) highlights the following for Social and Emotional Support: • Develop self-regulation so that children can monitor their emotions, thoughts and behaviours in different situations • Develop social and emotional skills focussing on building self-awareness, social awareness, relationship skills and responsible decision making • Universal provision: prioritizing these skills helps to create a more supportive environment, reducing the anxiety or emotional dysregulation that can lead to poor attendance or behaviour	1,2,3,4,5

To provide extra-curricular and enrichment activities that are open and accessible to all children	Educational Endowment Foundation (EEF) research shows that an average of 2 months additional progress can be made. There is also benefit in improving skills of teamwork, attendance and wellbeing. • Academic gains – e.g., reading and maths • Soft and non-cognitive skills – social responsibility, aspirations, self-confidence • Disadvantaged pupils – bridging the gap for socio-economically disadvantaged pupils who may have had less access to opportunities • Targeted interventions – enrichment is most effective when the non-cognitive skills are directly linked to subjects and further, actionable goals	1,2,3,4,5
Develop children's confidence in speaking (oracy) using a structured, whole-school approach	Educational Endowment Foundation (EEF) research shows that high quality oral language interventions yield an average of 6 months additional academic progress over the course of a school year. It ranks as one of the most cost-effective strategies for raising pupil attainment with the strongest positive impacts found in reading comprehension and early years literacy. • High impact and low cost • Bridges the disadvantage gap • Oral language serves as a crucial foundation, encouraging pupils to verbally rehearse ideas before writing helps them to organise their thoughts without being slowed down by handwriting or spelling mechanics • Holistic benefits from structured classroom talk enhances non-cognitive outcomes, including self-regulation, lesson attention, peer communication and overall pupil confidence. Effective implementation includes: • Curriculum integration – not a bolt-on or isolated scheme. Talk will be embedded in everyday subject lessons	

	• Substance over engagement: High-quality oracy requires intentional vocabulary development, structured peer-to-peer discussion and purposeful teacher-pupil interaction	
--	--	--

Total budgeted cost: £ 25,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- The data from 2026 Key Stage 2 SATs shows a mixed result. The co-hort was very small (4 pupils sitting the tests). EHCPs accounted for 40% of the cohort, and mobility was also at 40%. Maths was a particular area of difficulty. Analysis shows that foundational knowledge will continue to be an essential focus moving forwards around particular aspects of Mathematics.
- 33% of Year 6 Key Stage 2 disadvantaged pupils met the expected standard in writing, 0% in Maths and 33% in reading.
- 100% of Year 1 disadvantaged children achieved the phonics screening check
- 100% of Year 2 disadvantaged children achieved the phonics screening check by the end of Year 2
- 100% of disadvantaged children in Year 2 achieved an expected level of teacher assessment in Reading, Writing and Maths.
- Times Tables remains a target for disadvantaged pupils for the academic year 2026/2027
- Improvements in sentence work and spelling over the year has resulted in a greater grasp of accuracy in writing and this will continue with focus during the next academic year where less quantity but higher quality of writing will be a particular focus. The school will ensure that the introduction of new writing resources during the 2025/2026 academic year continue to be developed.
- Some specific attendance and mental health aspects have impacted some outcomes during this academic year, underlining the importance of carefully chosen external support for counselling and appropriate mental health support to enable attendance to be as high as possible.
- To build on the improvements in writing, the focus on structured oracy is timely. Some children find speaking to an audience to be very challenging and to increase participation both in lessons and for out-of-school events, this will be essential.

Externally provided programmes

Programme	Provider
Drawing and Talking	<i>For the Child</i>
Alternative provision	<i>Searchlight</i>
Play Therapy	<i>For the Child</i>