

Pupil premium strategy statement – Willen Primary 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	277
Proportion (%) of pupil premium eligible pupils	15%
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 2026-2027 2027-2028
Date this statement was published	10/9/25
Date on which it will be reviewed	September 2026
Statement authorised by	Carrie Matthews, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Dr Raymond Moodley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89700
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£89700

Part A: Pupil premium strategy plan

Statement of intent

Willen Primary School is a 'Place where everyone flourishes'.

All members of the school team, including staff and Governors are committed to meeting the individual academic, social, pastoral and emerging needs of every child. Our ultimate aim is for each and every member of our community to develop a love of learning and acquire skills and abilities commensurate with fulfilling their potential both now and as an adult.

Our guiding principles are:

- To narrow with the ultimate aim to eradicate the 'gap' between disadvantaged and non-disadvantaged pupils
- For all pupils to make or exceed nationally expected progress measures
- To nurture the 'whole child'; supporting children's mental and physical health and social and emotional wellbeing
- To provide a curriculum that inspires and motivates
- To provide enrichment opportunities and real life experiences which extend children's 'cultural capital'

We aim to achieve this through:

- Recruiting (and retaining) the best staff at every level; ensuring that their practice is innovative and impactful and that their pedagogy is stretched, challenged and up to date
- Careful curriculum design and monitoring
- Meaningful use of assessment to track and monitor pupil outcomes and progress; intervening when required in a timely manner
- Forging positive relationships at every level; acknowledging the vital role that parents/ and carers play in a child's educational journey and taking the time to really know them

Having an appreciation that a 'one size fits all approach' is seldom appropriate and being willing to adapt, change and personalise our provision and to continue to evolve in order to meet the diverse needs of our community

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children do not achieve (outcomes) in line with non-disadvantaged children in Reading, Writing and Maths. The 'difference' between the outcomes of each group varies across different year groups and in different subject disciplines
2	A large proportion of our eligible pupils have additional and sometime multiple SEND needs (37%), which often making progress slower and national measures unrealistic
3	Post-pandemic, a large proportion of our children have returned to school with increasing mental and emotional health concerns; children are less resilient, are less able to be able to regulate their emotions and rely heavily on adult support and intervention. This is particularly noticeable within the PP group
4	Attendance amongst the eligible pupils group is not as consistent as non-eligible pupils across all year groups (- 2%)
5	There is not 'equity' in regards to the varied 'life experiences' or 'cultural capital' of our children. This in turn, can limit a child's vocabulary, restrict their imagination and lead to a lack of motivation for learning

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
To close the attainment gap between disadvantaged and non-disadvantaged children at Phonics Screening in Year 1 and Year 2	<p>Published data for Phonics screening in both Year 1 and Year 2 will show a decrease in the difference between PP and Non-PP children compared to 2025 figures</p> <p>Evidence of carefully planned and timely phonics interventions for identified children</p> <p>Evidence of staff competency in the teaching of phonics (through CPD, observations, monitoring etc.)</p>
To close any attainment and/or progress gap across all year groups between disadvantaged and non-disadvantaged children across the core subjects of Reading, Writing and Maths	<p>'Good' progress as a minimum for all PP children</p> <p>Internal and published data (where appropriate) to demonstrate a year on year narrowing of the attainment gap (based on 2022 data as a starting point).</p> <p>Evidence of timely and high quality focussed interventions for PP children when and where needed</p>

	Monitoring of Reading standards will show that all PP children are equipped with age-appropriate reading skills
To provide personalised learning experiences for PP children with SEND to ensure that fundamental literacy and numeracy skills are prioritised, carefully planned and expertly delivered	<p>Achievement plans show core subject foci as standard practise</p> <p>Evidence of regular monitoring and use of assessment to track progress</p> <p>'Good' progress for all SEND+PP pupils as standard</p> <p>Evidence of regular staff training to equip them with the skills to make learning accessible for this group</p>
To play a role in the 'broadening' of the life experience or 'cultural capital' of our most disadvantaged pupils in order to enhance their future aspirations and life chances and to instil a lifelong passion for learning	<p>Evidence of opportunities within and beyond the classroom that contribute positively to enhancing cultural capital</p> <p>Positive feedback from children and parents around enrichment experiences</p> <p>'Good' progress as a minimum for all PP children</p> <p>Good or improving attendance at and engagement with school across all disadvantaged children/families</p>
To provide first class pastoral care for all children, ensuring that their wellbeing, physical and mental health are prioritised in order to nurture all children towards resilience, positivity, gratitude and kindness.	<p>Reduced 'level 1' and 'level 2' behaviour incidents amongst PP groups</p> <p>Evidence of impact of Opal (outdoor plan and learning) on learning and social behaviours</p> <p>Evidence of staffing capacity and expertise within staff with pastoral focus</p> <p>Observations/feedback from parents/guests/visitors</p> <p>Evidence of impact of Zones of regulation training/focus</p>
To ensure 'good' and/or improving attendance across all disadvantaged children through regular monitoring, support and education for families	<p>Attendance data shows attendance that is improving or good for all PP children</p> <p>Reduction in persistent absenteeism amongst PP cohort</p>

	<p>Evidence of regular communication with families</p> <p>Evidence of interventions via attendance officer and learning mentor to support families</p> <p>Positive feedback from families/case studies</p>
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Total budgeted cost: £ 89700

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:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

Early Years:

2025 Cohort GLD= 87%

2025 PP (1 child) GLD = 100%

Year 1 Phonics:

2025 Cohort = 85%

2025 PP (2 children) = 50%

MTC (Year 4):

Mean Average, 2025 cohort= 20.65

Mean Average, PP 2025 cohort= 19.5

Year 6 SATS:

2025 Cohort Combined RWM = 73%

2025 PP Cohort (13 children) = 69%

With a small 'gap' between the groups in MTC and Y6 outcomes, we are confident that our strategy is working and we are on track.

In phonics, the PP group (2 children) is statistically challenging. The one child that did not pass has SEND needs as well as PPG eligibility.

Attendance:

2025 Cohort average = 94.5%

2025 PPG Average = 90.8%

Please note that one PPG child is EBSA/Section 19 and this has dramatically impacted overall attendance % for PP group.

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
Opal	Opal
Ride High	Ride High

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Nil
The impact of that spending on service pupil premium eligible pupils
N/A

