



Devon Moors Federation

Federation Pupil Premium Strategy

Academic Years: 2026–2029

1. Federation Context and Purpose

The Devon Moors Federation is committed to ensuring that all disadvantaged pupils achieve well and are fully supported to overcome barriers created by socio-economic disadvantage, rural isolation, and limited access to wider services.

This federation-wide Pupil Premium (PP) strategy provides:

- A clear, shared moral purpose and direction.
- Consistency of entitlement and ambition for disadvantaged pupils
- Flexibility for individual schools to respond to local context and cohort need.

While funding allocations and exact actions differ by school, the principles, priorities, and accountability structures are common across all eight schools.

2. Federation Intent

Our intent is to:

- Diminish differences in attainment, progress, attendance, and wider outcomes between disadvantaged pupils and their peers.
- Ensure disadvantaged pupils experience high-quality teaching, strong pastoral support, and rich opportunities.
- Remove barriers related to attendance, early language, reading, SEMH needs, and enrichment.
- Use funding strategically, transparently, and based on evidence.

Pupil Premium funding is viewed as a tool to improve outcomes, not a label for pupils.



3. Federation-Wide Principles

Across all Devon Moors Federation schools:

1. High-quality teaching is the highest priority for PP spend.
 2. Needs are identified early and reviewed regularly.
 3. Attendance is everyone's responsibility.
 4. Pastoral and academic support are closely aligned.
 5. Spending decisions are informed by evidence (EEF)
 6. Impact is evaluated and used to refine practice.
-

4. Federation Needs Analysis – Common Barriers

While individual schools experience different levels of need, we have identified common barriers faced by disadvantaged pupils:

Academic Barriers

- Limited early language development
- Gaps in phonics, reading fluency, and comprehension.
- Restricted vocabulary and background knowledge
- Inconsistency in writing stamina and independence

Attendance and Engagement

- Persistent absence for a small but significant group of PP pupils
- Impact of transport, rural living, and family pressures

Social & Emotional Barriers

- Low self-confidence and resilience
- SEMH needs linked to anxiety, trauma, and low self-esteem.
- Limited access to external services due to rurality

Wider Barriers

- Reduced access to cultural and enrichment opportunities
- Financial barriers



- Parental confidence in supporting learning at home.
-

5. Federation Strategy Outline

The federation strategy is structured around four key strands, consistent in every school.

6. Strand 1: High-Quality Teaching (Primary Investment)

Federation Priority: The greatest proportion of PP funding is spent on improving teaching quality.

Federation Actions

- Shared focus on:
 - Adaptive teaching and scaffolding
 - Explicit instruction and retrieval practice
 - High-impact feedback
- Curriculum refinement to strengthen knowledge and vocabulary.
- Consistent use of assessment to identify gaps quickly.

Intended Impact

- Improved progress for disadvantaged pupils across all subjects
 - Strong classroom practice benefiting all pupils.
-

7. Strand 2: Targeted Academic Support

Used where high-quality teaching alone is not sufficient.

Federation-Approved Approaches

- Phonics and early reading interventions – Little Wandle catch up
- Reading fluency and comprehension using Little Wandle
- Early speech and language intervention using Speech Link and NELI
- Targeted mathematics interventions



Federation Expectations

- Interventions are:
 - Time-limited.
 - Led by trained staff.
 - Closely monitored for impact
- Entry and exit data collected consistently.

Intended Impact

- Accelerated progress in reading, writing, and mathematics.
 - To close attainment gaps over time
-

8. Strand 3: Attendance and Engagement

Attendance is identified as a key driver of outcomes across the federation.

Federation Actions

- Consistent attendance thresholds and actions taken by Head of Schools to monitor and support with attendance.
- Early identification of attendance concerns
- Support where needed.

Intended Impact

- Improved overall PP attendance.
 - Reduced persistent absence.
 - Increased engagement in learning
-

9. Strand 4: Wider Strategies and Removing Barriers

Federation Approaches

- SEMH support
- Practical support



- Strengthening home-school relationships and parental engagement

Intended Impact

- Improved wellbeing and readiness to learn.
 - Increased confidence and aspiration.
 - Equal access to wider life opportunities.
-

10. Budgeting and Resource Allocation

- Each school allocates its PP funding in line with Federation priorities.
 - The federation ensures equity of opportunity, not identical spend.
 - Value for money and impact are central considerations.
-

11. Monitoring, Evaluation, and Accountability

Federation Monitoring

- PP review meetings with school leaders
 - Federation tracking:
 - Attainment and progress
 - Attendance
 - Behaviour and SEMH indicators
 - Intervention impact evaluations
-

12. Governance and Reporting

- A named governor oversees Pupil Premium at Federation level.
 - Governors receive updates on impact and spend.
 - Each school publishes an annual statutory PP statement aligned to this strategy.
-



13. Review Cycle

This strategy is reviewed and refined in response to:

- Pupil outcomes and progress data (termly)
- Attendance and wellbeing information (termly)
- Staff and pupil feedback
- Emerging needs within the Federation

References:

<https://www.gov.uk/government/publications/pupil-premium>