

Whitwell Primary School

Pupil Premium Strategy Statement: 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitwell Primary School
Number of pupils in school	247 including Nursery
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 and 2025-26
Date this statement was published	September 2025 2024/25 Reviewed Dec 2025
Date on which it will be reviewed	July 2026 (Monitoring and evaluation will take place termly throughout)
Statement authorised by	Mrs S Tomlinson
Pupil Premium Lead	Mr T Stirling
Governor Lead	Mrs L Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including EYPP	£156,963
Recovery premium funding allocation this academic year – removed from September 2024	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total available	£156,963

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Whitwell Primary School we believe that all children should be supported to be the BEST they can be in all areas and aspects of life both in and out of school. This is underpinned by our school motto: Believe, Endeavour, Succeed Together.

Therefore, we will target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future, making good progress and achieving well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We consider the challenges faced by vulnerable and disadvantaged pupils and organise specific measures in order to address these.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed national expectations.
- To support our children's wellbeing to enable them to lead happy and fulfilling lives.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Maintain a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment is not in line with national, including at Greater Depth, for PP children in Reading and Writing and Maths. Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.
2	Reading – poor oral language skills in EYFS and KS1, insecure comprehension skills for PP children at Y2 and above; and prediction and summary skills for high attaining children in KS2.
3	Emotional issues, including low self-esteem, instability and ACEs(Adverse Childhood Experiences), for a proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
4	Attendance rates and punctuality for disadvantaged pupils.
5	Participation in wider opportunities at school as for some families there are limited opportunities outside of school due to financial constraint.

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
Raised attainment in Reading, Writing and Maths of all PP pupils.	Targeted pupils make good progress from their starting points, and so the attainment gap between PP pupils and all pupils narrows in Y1 to Y6.
Targeted support accelerates children's progress from their starting points.	Pupils eligible for PP funding make good and better progress from their starting points. Interventions and strategies are targeted effectively to meet individuals' needs and support is directed well; impact is monitored termly by senior leaders.
Pupil premium children will gain new strategies to deal with issues around their own mental health and well-being. Their self-esteem will have improved.	Pupil will arrive in school with a positive mindset and incidents of pupils arriving in school in a negative way will continue to decrease. Conversations in intervention and pastoral groups will reveal less anxiety around out of school situations. Children's emotional well-being is improving. Raise awareness of Trauma Informed Practice for all staff to support emotional well-being.
Improved attendance rates for PP eligible pupils.	Overall attendance rate improves for PP eligible pupils closer to 96% (National Average). Continue to reduce the number of persistent absentees among pupils eligible for PP to 10% or below.
Inclusivity and confidence to be raised by giving children the same opportunities as non-PP children.	At least the same percentage of PP children take part in activities on offer as non-PP children. That cost is not a barrier to participation.
Commitment to become an Attachment and Relationship Aware School (ARAS)	School will have an improved teaching and learning environment for children in care, those who have experienced loss and all vulnerable learners.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 95,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To sustain TA support in class during English, Maths, Phonics and Guided Reading. This enables every class to have a TA in the mornings, which means there is sufficient time to ensure quality first teaching alongside offering pastoral and learning intervention support. Children receive greater quality interaction and feedback from the adult working with particular groups, which is then monitored by teaching staff.</p> <p>Focus on hearing Pupil Premium children read to increase their comprehension skills. This will be achieved through additional quality TA support. Regular reading leads to improved fluency. Those children identified with a barrier to learning that relates to a low level of support at home will be a particular focus.</p>	<p>We want to offer high quality teaching and support to all children to drive up results.</p> <p>In the Sutton Trust Toolkit it shows that Feedback given by TA or Teacher can be very effective. It provides high impact for very little extra cost.</p>	1,2
<p>Teaching staff to be fully aware of the barriers to learning for the PP children in their classrooms. For teaching staff to be accountable for their accelerated progress through their planning and interventions and increased monitoring of vulnerable groups to identify gaps and establish what further can be done to diminish the difference.</p> <p>DHT to monitor and manage provision through additional Pupil Progress review meetings for PP children.</p>	<p>An online data tracker for the assessment and tracking of all pupils is embedded. Further discussions between DHT and staff establish what is in place to narrow the gap. The 2014 Ofsted Report Pupil Premium Update – ‘Analysis of Pupil Progress’ states that it is even more effective when findings are shared with teachers.</p>	1,2,3,4,5
<p>An additional teacher to reduce class sizes in KS2 and to avoid mixed-age classes wherever possible.</p> <p>This will enable five classes at Key Stage 2 with parallel teaching in Y5.</p> <p>The classes with highest proportion of PP children will receive additional HLTA or SEN support.</p>	<p>The EEF says, “Reducing class size appears to result in around three months' additional progress for pupils, on average. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.”</p>	1,2,3,4,5
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Continue to develop middle leadership skills to drive subject specific school improvement through ongoing training and coaching – E.g. ARAS, SMILERS, Bereavement, Forest School training, phonics champion.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2 – inc Accelerated Reader, White Rose, Testbase, TT Rockstars.</p>	<p>On-going, high-quality CPD is essential to implementing the EEF’s principles and to provide a broad and engaging curriculum that focuses on vocabulary acquisition and skill development.</p>	1,2,3,4

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

Budgeted cost: £52,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention with trained TA – School-based tutoring.</p> <p>Additional small group intervention with highly qualified staff – including Inference Intervention, Maths Intervention, Accelerated Reading, RWI, ECAT, ECAM, Speech & Language, Physical Literacy and Drawing Club – including any resources needed.</p> <p>Use of EYFS Pupil Premium for early intervention following baseline.</p> <p>Focussed full-time support for disadvantaged children with SEND in a particular year group in school. This need brings significant challenges that require additional support/staff and specific intervention.</p> <p>‘Booster’ sessions with class teachers after school or morning ‘National Tutoring Programme’ style TA interventions, with registered staff for identified children.</p>	<p>The National College for School Leadership published a report summarising good practice on closing the attainment gap under the 2014 Primary National Curriculum, it highlights the importance of outstanding practice and targeted support as key drivers for improving progress.</p>	<p>1, 2</p>
<p>Forest Schools Programme and Outdoor Learning programme and/or Nurture Group (three afternoons per week) focussing on behaviours for learning and social and emotional learning.</p> <p>Pastoral Manager - To lead on a range of programs to support the development of self-esteem and confidence of the young people in school.</p> <p>Improved socialisation skills that will improve rate of progress within class.</p> <p>Emotional and social development. Examples of these include Nurture activities, Forest Schools, Anxiety Gremlins, drama activities and working towards the John Muir Award. Also working with individuals and supporting parents.</p>	<p>Evidence from EEF, suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effects are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>3,4</p>
<p>Reading – continue the AR program and continue to train staff by cascading updated knowledge. Organise further staff training as available to further develop practise.</p> <p>Update staff knowledge and skills in the teaching of phonics, linked to the RWI Portal.</p> <p>Purchase additional books and resources to support phonics and AR to motivate children, giving a wider range of reading genres, particularly with a non-fiction focus.</p>	<p>The National College for School Leadership (National College) have published a report summarising good practice on closing the attainment gap under the 2014 Primary National Curriculum, it highlights the importance of outstanding practice and targeted support as key drivers for improving progress.</p>	<p>1,2</p>

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

Budgeted cost: £14,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase attendance in school, particularly of the Pupil Premium low attenders. Active protocols in place to alert non-attendance asap. Text, phone calls and follow ups are in place; systems to ensure children are able to overcome barriers that prevent them from attending school. Attendance letters are sent informing parents of poor attendance. Strategies are in place to deal with continual poor attendance, attendance panel meetings, home visits from Pastoral and SLT. (Outside agencies if necessary). Weekly class attendance is announced in whole school assembly with rewards given and class attendance data is published in newsletters/on the website.</p> <p>Certificates are awarded and letters are sent for improved attendance to above 96% or where there has been a significant improvement.</p>	<p>Following the review of attendance for 2023-24, it remains that attendance for PP children still continues to be below that for other pupils, although has increased above FFT National. 92.84% for all pupils (N=94.5), compared to 91.89% for PP children in 2023-24. (FFTN=88.9). Consistent poor attendance has a huge impact on the progress of all children. Engagement with parents is key to improving attendance as highlighted by the Sutton Trust.</p>	4
<p>All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, ensuring these valuable enrichment activities are accessible for all our pupils. All PP children will have access to subsidised Breakfast Club places and additional support while in attendance.</p>	<p>Some pupils from lower income families may not have the opportunity to experience the range of activities that are offered through school trips. This disadvantages them from those pupils who are able to, which can affect their confidence and enjoyment of school. The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.</p>	4, 5
<p>Educational Psychologist</p> <p>To purchase additional hours from this service as necessary to identify gaps in learning and other reasons why certain PP children don't achieve/or to give additional support if appropriate to the most able.</p>	<p>We want to offer high quality teaching and support to all children to drive up results.</p> <p>In the Sutton Trust Toolkit it shows that Feedback given by TA or Teacher can be very effective. It provides high impact for very little extra cost.</p>	1, 2, 3

Total budgeted cost: £162,718. The shortfall will come directly from the school budget.

Part B: Review of outcomes in the previous academic year – 2024-25 and 2023-24.

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcome 1 - Raised attainment in Reading, Writing and Maths of all PP pupils

KS1	All Pupils %	PP %	National All Pupils % <i>(Emerging % not validated)</i>
Y1 Phonics	80	73	80
Y2 Reading	70	58	71
Y2 Writing	63	58	64
Y2 Maths	77	75	73

KS1 data analysis shows that standards improved again in 2025 for our disadvantaged pupils in maths and in writing. Y2 Reading remains an area of focus, with children remaining in phonics groups and having additional support to read with an adult for fluency.

KS2	All Pupils %	PP %	National All Pupils % <i>(Emerging % not validated)</i>
Y6 Reading	56	50	75
Y6 Writing	70	58	72
Y6 Maths	56	50	74
Y6 RWM	37	33	62.2

In 2025, the school were very disappointed with the Y6 data. A number of children achieved a scaled score of 99, meaning they were just under the mark threshold for reading or maths. This contributed hugely to the combined RWM data. This was a small cohort of 27 children meaning each child was worth a larger %. The percentage outcomes for the Pupil Premium children are not dissimilar to the non-pupil premium children as 44% of the cohort were in receipt of the PP.

KS2 data analysis for 2024 shows that the disadvantaged children achieved better than in 2023 by 9% in reading, by 19% in writing and remaining in line for maths and for combined RWM. We were pleased to see the impact in reading and writing as these have been key areas for school development. For reading the gap to National Disadvantaged was -10.7% however, this has increased by 22% since 2022/23; for Writing it is +4.4%, this has increased by 32% since 2022/23 ; for maths it is -1.4%, this has increased by 4% since 2022/23. For RWM combined 42% of disadvantaged pupils achieved the expected standard, this is +11.3% compared to 2022 data. This data shows a continual improvement in outcomes since 2019.

Outcome 2 - Targeted support accelerates children's progress from their starting points.

SALT interventions have been provided by trained staff in FS2 and across school. Evidence shows the children are all making good progress, many have completed the program and new children have commenced it.

RWI phonic interventions in Y1 and Y2 meant that children have achieved in line with National, despite their low starting points, resulting in 73 % of disadvantaged children achieving expected standards in Y1 (compared to 67% Nationally) and 50% of those children who resat the Phonics Screening Check in Y2 achieved the standard, compared to 64% Nationally. The disadvantaged cohort's Phonics Expected Standard has increased

by 21.4% from 28.6% in 2022/23, to 50.0% in 2023/24. To 73% in 2024/25. This shows targeted support is used effectively.

Targeted reading stem sessions are used to impact on the reading progress of children as they are moving into KS2. This has been developed following question level analysis. The children have more confidence in class and are more able to tackle unseen texts in shared and guided reading.

Use of the National Tutoring Program style interventions before school has included intervention for the teaching of reading and maths this year and this has been taught to individuals in Y2, Y4 and Y6. Y6 pupils also received an additional afternoon of intervention work, taught by a Higher Level Teaching Assistant.

Outcome 3 - Pupil premium children will gain new strategies to deal with issues around their own mental health and well-being. Their self-esteem will have improved.

Staff go outside to welcome all children in the morning. Children who find the start of the school day difficult have 'meet and greets' with trusted/familiar adults to ease any feeling of anxiety.

The school began the SMILERS program and put the needs of the staff and children's mental health to the forefront. Older children are mini-leaders, prefects and sports leaders on KS1 and KS2 playgrounds. Staff have received training for how to play with the children. New sheds and play equipment have been invested in.

Forest School provision continues to enhance the curriculum offer for children in KS2 in need of support. The Pastoral Lead has a great understanding of the needs of various children and works hard to support families. Many activities have been offered through the year including outdoor learning, social skills groups, anxiety and anger gremlins programs, structured play during lunchtimes, working alongside individuals in the classroom in sessions and attending residential visits.

Forest School groups extended to a transitional group of Y2/3 in the summer term to prepare the children for the next part of their school journey, getting to know some children and the routines in KS2 before September.

Outcomes are measured against Assessment Profiles that have been designed specifically for our Forest School Provision. These are linked to key areas of personal and social development. They compare initial data to the end of the term. Graphs are printed for each individual to show their progress. Children are included in social activities, have engaged in new friendships and have shown themselves better able to tolerate others and different situations.

We were able to offer Forest School to all Reception children for a full term in 2024/25, which was successful for the youngest children in so many areas of the Good Level of Development. This continues.

Staff are trained to deliver a Nurture Program when needed. This was well received in 2023/24 by children who were invited and during the last month of the school year the children were re-integrated back into full classroom activities alongside the Pastoral Staff. This was effective.

Incidents of Pupil Premium children spending time out of the classroom is decreasing and they are more engaged and focussed within lessons.

Outcome 4 - Improved attendance rates for PP eligible pupils.

Attendance for 2024-25 academic year for all pupils was 93.91% which was below National of 94.8%. However, this has improved since 2022-23 and it is increasing to be even closer to National than 2023-24. For PP children it was 93.05%. The school received a certificate in Spring Term from FFT to commend high levels of PP attendance.

The gap to National for attendance for PP children in 2024-25 was a strength +0.1%. (Perspective)

PP children remain the highest group for persistent absence. However, this has decreased by 0.9% from 2023-24.

Attendance for 2023-24 academic year for all pupils was 93% which was below National of 94.5%. For PP children it was 91.89%, FFT National was 88.9%.

Attendance for 2022-23 academic year was 92% which was above National of 91%. This is an increase on the attendance in 2021-22 for disadvantaged children was 90.2% which was also in line with the FFT Primary National Average Attendance of 90.5%.

All attendance is monitored frequently, including that of the disadvantaged children. Procedures are in place to reward attendance, including weekly attendance awards, half-termly certificates and 100% attendance prizes. There are a number of children who are classed as persistent absentees - taking into account holidays and long-term illness, with a significant proportion of these being disadvantaged children. Work continues with these families to improve their attendance and this will continue to be a particular focus for Whitwell Primary School. All term-time holidays are unauthorised following policy, unless in extreme circumstances and the school follow Local Authority guidance on reporting absences for illness and unauthorised absence.

Outcome 5 – Inclusivity and confidence to be raised by giving children the same opportunities as non-PP children.

18 PP children out of 40 children attended the Y4/5 residential to Whitehall in Spring Term 2025. This is 45% of the trip, the trip included 50% of the Y4/5 PP children who each received a payment subsidy.

26 out of 27 Y6 children attended the Isle of Wight Residential in June 2025. 38% of these children were PP children. 83% of the possible PP children attended this trip with subsidised places.

These figures show a high engagement with residential visits and children wanting to take part and have opportunities for learning outside of the school day, including social skills and self-care.

All children take part in sporting events. The PE leader targets a mix of PP and non-PP children to represent school, PP children are particularly involved in events during the school day so that there are no barriers to participation. These have included Boccia for inclusivity, Sportshall Athletics and a variety of events such as cross-country, football tournaments and swimming.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
TTRockstars	Maths Circle Limited
Accelerated Reader	Renaissance Learning
Read Write Inc	Ruth Miskin.com