

Pupil premium strategy statement – Whitchurch C of E Primary School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	14%
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	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Ware – Head Teacher
Pupil premium lead	Michelle Dunwell – Deputy Head Teacher
Governor / Trustee lead	Callum Clements

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,955
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>	£85,955

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. In line with our school values and ethos, we also want to ensure that all pupils learn well with curiosity and confidence. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 proved to have the greatest impact on closing the attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers, thereby ensuring high expectations for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will;

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point need is identified.
- Adopt 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	There is a significant gap between outcomes for disadvantaged and non-disadvantaged children in reading, writing and maths.
2	Writing outcomes are significantly lower than reading and maths.

3	A number of our children have a high level of SEMH needs, impacting on their ability to access the classroom and their learning.
4	Attendance for our disadvantaged children is lower than our non-disadvantaged children.
5	We have a higher than national average overlap between SEN and disadvantaged pupils.
6	Some of our disadvantaged pupils do not engage as well in classroom learning than non-disadvantaged pupils.

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
The gap will be narrowed for outcomes in reading, writing and maths between disadvantaged and non-disadvantaged children.	End of KS2 teacher assessment and internal outcomes in 2025/26 show that there is less than 10% difference between the attainment of disadvantaged and non-disadvantaged pupils in KS2 end of year outcomes.
Writing outcomes will be improved for all children, including disadvantaged children, who achieve less well in this area than in reading and maths.	There will be an increase in children achieving ARE in writing throughout the school. There will be less children at 'close to' achieving the expected level for a prolonged period of time.
Children with SEMH needs will develop self-regulation strategies to allow them to access their learning in the classroom successfully.	Children will use strategies that they have learnt through My Happy Mind, Thrive and ELSA sessions – this will be recorded through pupil voice and teacher observations. Children will show progress in development in their 'Thrive' assessments. Less recorded incidents of pupil dysregulation. Discussion and records show improved engagement in lessons.
Improved attendance for disadvantaged children, narrowing the gap between them and their non-disadvantaged peers.	Attendance % gap will be reduced between disadvantaged and non-disadvantaged pupils.
A range of adaptations will be evident within school to support the needs of	Learning walks and monitoring will show that a range of adaptations and strategies

learners with SEND, supporting them to make the best possible progress alongside their peers.	are being deployed to support learners with SEND.
Disadvantaged children engage with their learning and other school based opportunities as well as their non-disadvantaged peers.	<p>Discussion and records show improved engagement in lessons.</p> <p>Records show an increase in both offer and participation in enrichment activities among disadvantaged pupils:</p> <ul style="list-style-type: none"> - School clubs and activities - Sports events and competitions - Music lessons <p>Pupil/parent surveys show the positive impact of these activities.</p>

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: £7,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher professional development focuses on high-quality teaching. This will include both in school training as part of ongoing CPD sessions and attendance at external networks and training courses, including NPQ for SENCO.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High-quality teaching EEF</p> <p>The NPQ for SENCOs aims to enhance the leadership and professional guidance provided to colleagues and promote inclusive practices within schools.</p> <p>How will the Government's new NPQ SENCO qualification improve SEND provision? - Special Needs Jungle</p>	1,2,5

<p>Upskilling staff in delivery of a range of strategies to support individual needs through regular CPD.</p> <p>This will include re-visiting Rosenshine’s Principles of Instruction.</p>	<p>Focus of developing all to use the ‘five-a-day’ approach to improve outcomes for all, including children with SEND</p> <p>RS Network Implementing the EEF’s ‘Five-a-day’ Principle to Support...</p> <p>Rosenshine’s Principles of Instruction: https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>	<p>1,2,5,6</p>
<p>Staff work with HIAS English advisor to continue to develop and monitor the reading and writing curriculum to ensure it is engaging and impactful for all, with a particular focus on outcomes for disadvantaged children.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p> <p>All our children should be successful writers able to share their ideas confidently and articulately. Enabling children to write clearly and well is critical to success both at school and beyond. It is crucial to the government’s mission to ensure that children are not held back by their background but are supported to achieve and thrive in education and throughout life.</p> <p>The writing framework - GOV.UK</p>	<p>1,2,5,6</p>
<p>Support development of oral language of disadvantaged children by engaging in more conversation and asking more questions to disadvantaged pupils, in order to improve oral language.</p>	<p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>‘Oral language’ refers to speaking and listening. ‘Intervention’ means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting.</p> <p>Oral language interventions EEF</p>	<p>1,2,5,6</p>
<p>Regular Pupil Progress meetings always start with discussions around pupil premium children and any factors outside of school that may impact on learning and how we can help to mitigate these in school.</p>	<p>It is important that all staff believe that all pupils can make the necessary progress to attain well. That there is a collective responsibility for all pupils and families across the school community.</p> <p>Pupil Premium and SEND: learning without... Unity Research School</p>	<p>1,2,5,6</p>

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

Budgeted cost: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club provided throughout the week to support PP children.	The EEF notes that homework clubs can help overcome barriers faced by disadvantaged pupils, such as lack of quiet study space, limited access to resources, or minimal parental academic support. Homework EEF	1,5
Thrive approach shared with all staff in order to embed this more fully throughout the school day in all classes for individuals and whole class.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools EEF	3,5
Development of a 'ready to learn Thrive-based' space to support those who are finding it difficult to access their learning in the classroom.	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Research behind Thrive The Thrive Approach	3,5
Access to online learning intervention programmes for children who are 'falling behind'.	Recommendation 3 - Using Digital Technology to Improve Learning EEF Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval	1,2,5,6

	practice and self-quizzing can increase retention of key ideas and knowledge.	
Deployment of LSAs to support children through specific interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Teaching Assistant Interventions EEF	1,2,3,5,6

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

Budgeted cost: £35,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance officer to monitor attendance and contact parents regularly to discuss any barriers or support needed.	Attendance at school is vital for narrowing learning gaps and improving life chances. Why school attendance matters, and what we're doing to improve it – The Education Hub	4,6
School Family Link worker to support parents and families in need.	Working with Parents to Support Children's Learning EEF Recommendation 4 - Offer sustained and intensive support for parents to engage with school and their child's learning.	4,6
Continued development of OPAL play.	Play changes children's patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient. All OPAL schools report significant increases in children's joy and happiness in school. This is reported by the children themselves and the adults who care for them. Research & evidence - Outdoor Play and Learning	3,4,5,6
Funding used to support all	Cultural capital aims to expose disadvantaged children to cultural	4,6

<p>disadvantaged children to access school trips and other enrichment opportunities.</p>	<p>experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.</p> <p>Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had.</p> <p>Practice guide to Ofsted & Cultural Capital for Schools</p>	
<p>Use of Team Teach and Primary Behaviour Service strategies and approached.</p> <p>6 staff trained to be trained at Team Teach Level 2.</p>	<p>Behaviour interventions have been shown to have a positive impact on all pupils. This training supports both approaches.</p> <p>Behaviour interventions EEF</p>	<p>1,2,3,5,6</p>

Total budgeted cost: £85,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome for 2024-25

Attendance:

Overall school attendance was above national average at 95.4% (national 94.8%). Our persistent absence rate was also lower than national average at 5.7% (national 13.5%). In terms of absence for PP pupils, the data is as follows:

Year (number)	95% and above	95-90%	Below 90% (PA)
R (10)	4	5	1
1 (3)	2	-	1
2 (10)	3	5	2
3 (9)	7	1	1
4 (8)	5	2	1
5 (13)	7	5	1
6 (12)	9	2	1

There is a mixed picture for PP pupils, with some having excellent attendance and others being persistently absent. Individual approaches are put in place for pupils to support with attendance, including, Family Link Worker contact, multi-agency work, ELSA, Thrive and alternative provision. Our Attendance Officer is in regular contact with families where children are persistently absent to try to work together to improve attendance for these children.

Further work needs to be done with those children and families who don't have these additional needs and provisions in place, but who are below 95% in terms of attendance.

Outcomes:

In order to assess the effectiveness of this plan the end of key stage assessments have been used. (It is important to note that this year's KS2 outcomes were from children who were in KS1 when the Covid pandemic hit and were therefore impacted by lockdowns at this time in their education).

Reading:

86.2% of children passed the Y1 phonics screening. There is a small number of PP children in this cohort (3) and 1 of those children did not pass the phonics screen – this child also has an EHCP.

61% children achieved ARE+ at the end of Key Stage 1 (66% non-PP / 40% PP). 10 pupils were eligible pupil premium funding and 4 of these achieved ARE+, with 3 being 'close to'. 3 were below; 1 of these has an EHCP.

80.2% children achieved ARE+ at the end of Key Stage 2 (83% non-PP / 67% PP). 12 pupils had pupil premium funding and 8 of these achieved ARE+ (67%) with 3 being GDS. 2 PP pupils who were below ARE were on the SEN register.

Writing:

61% children achieved ARE+ at the end of Key Stage 1 (66% non-PP / 30% PP). 10 pupils had pupil premium funding and 3 of these achieved ARE+ with 3 being 'close to' and 4 'below' – 1 of which has an EHCP.

74% children achieved ARE+ at the end of Key Stage 2 (79% non-PP / 50% PP). 12 pupils had pupil premium funding and 6 of these achieved ARE+. 4 of the children who did not achieve ARE were also on the SEN register (1 with an EHCP).

Mathematics:

63% of Key Stage 1 children achieved ARE+ in maths (64% non-PP / 60% PP). 10 children had pupil premium funding and 6 of these achieved ARE+, with 2 being 'close to'. 2 children were 'below' – 1 with an EHCP.

83.7% children achieved ARE+ at the end of Key Stage 2 (83% non-PP / 84% PP). 12 pupils had pupil premium funding and 10 of these achieved ARE+, with 2 achieving GD. 2 PP pupils were below the standard (1 with an EHCP).

As this is the end of the previous 3-year strategy, it is clear that the focus on closing the gap in reading, writing and maths between PP and non-PP children remains.

Throughout 2024-25, all pupil premium children had a 'Passport' which identifies their areas of strength and development and sets specific targets for them. This continues to be embedded to ensure a greater focus to be placed on those in receipt of pupil premium to track progress more specifically in terms of both academic outcomes and social/emotional development.

Intended outcome 1 - All disadvantaged pupils in KS1 will improve their phonics knowledge and vocabulary.: Improved phonics outcomes for all at KS1 by end of 24-25, following a dip in 23-24. 1 PP children did not pass the screen in Y1 and 2 PP children did not pass by the end of Y2.

Intended outcome 2 - Improved reading and writing attainment among disadvantaged pupils.: KS2 outcomes - 67% of PP children achieved ARE+ in reading and 50% of PP children achieved ARE+ in writing.

Intended outcome 3 - Improved maths attainment for disadvantaged pupils by the end of KS2: KS2 outcomes – 84% of PP children achieved ARE+ in maths. This is 1% higher than non-PP children.

Intended outcome 4 - To build up a positive attitude and a responsibility for their learning: Although an increased number of children are completing home reading and home learning, this is still below 90%.

Intended outcome 5 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils: Whole school absence rate was 4.6% for 2024-25. For PP children this is 5.5% (lower than 2023-24 when it was 6.3%).

Persistent absence for whole school in 2024-25 was 5.7%. For PP children this was 12.3% (down from 15.3% in 2023-24).

Intended outcome 6 - To support children to develop self-regulation skills so that they are able to access the curriculum successfully.: A small number of pupils are needing support with self-regulation and are being provided with alternative spaces and interventions to support them to be successful in accessing learning.

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
Thrive	
RWI phonics	

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>
Our Service family children are relatively stable. We are, however, aware that a parent could be deployed for a long or shorter period of time and would offer ELSA support to those those who need it.
The impact of that spending on service pupil premium eligible pupils
Our Service family children feel supported in school and are generally achieving well.

Further information (optional)