

Pupil premium strategy statement Whitehills Primary School overview 2025 - 2028

Detail	Data
School name	Whitehills Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	12.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	FGB
Pupil premium lead	Natalie James
Governor / Trustee lead	David Ward-Stokes (Chair & link PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,075

Part A: Pupil premium strategy plan

Statement of intent

At our school, we aim to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that may prevent our disadvantaged pupils from attaining well, for example, oral language and vocabulary and low aspirations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage so that the correct support and opportunities can be provided. This ensures the children achieve success and the motivational drive that comes with that success. This success may be measured in terms of academic progress and achievement or in terms of social skills, confidence and motivation.

Our expectation is that all pupils, irrespective of background or the challenges they face become strong readers. This will enable them to read to learn, develop a thirst for learning, broaden their horizons and make positive contributions to the wider community.

We monitor the progress of all children closely to ensure that any gaps in progress and achievement between different groups of pupils are addressed through approaches that complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work that they are set by 'scaffolding up' and not 'differentiating down'
- Act early to intervene at the point need is identified using graduated approach to support further funding through effective use of Edukey to evaluate impact.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Subject leaders, alongside the senior leadership team aspire for our pupil premium children to attain and will track progress and outcomes of these children over the year 2025-2026.

Challenges

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

Challenge number	Detail of challenge
1	<i>Identifying and supporting Social Emotional & Mental Health (SEMH) needs</i> Our assessments, discussions and observations have identified social, emotional and self-confidence difficulties for some of our disadvantaged pupils. Aspirations amongst some of our disadvantaged pupils is low. Our school is a Therapeutic Thinking school and regular staff training ensures all staff use a therapeutic approach to meet the range of needs within SEMH. Within our school, more children are identified as needing additional support with social and emotional needs, currently receiving small group or 1:1 intervention. We have commissioned assistant educational psychologist to work with some identified children additional to our service level agreement with the psychology team. We have now a trained ELSA who will work with identified children every afternoon in either small groups or 1:1. Staff have been trained in support children with EBSA (Emotionally based school avoidance) to support better attendance and we now have Tracy Connors (FSW) as our attendance officer. All staff are trained in using the Boxall Profile which allows us to have an effective analysis of the children's needs and our next steps in how to support them. The successful addition of another FSW supports the complex needs of our children and families as we have a 40% increase of families needing EHAs. This has pushed is over our PP budget this year by £11,708 for the last academic year. Supervision for staff is offered through 1:1 support and through Educational Mutual
2	<i>Outcomes in reading and writing to improve</i> PP children are now performing well in Maths but improvements in reading and writing are required in order for the children to close the gap on their peers. Phonics interventions through Essential Letters and Sounds are deployed for those children who are not on track to meet expectations in early reading. Regular monitoring of these children (termly) through the phonics tracker allows us quickly to identify those children who may need additional support and these are focus intervention groups each term. Development of our writing curriculum and quality first teaching will also improve outcomes with adaptive teaching. Additional support will be given to identified children. Opportunities to write for a purpose is planned into our writing curriculum to encourage engagement and wherever possible trips, events and enhancements are used as a stimulus.
3	<i>Language acquisition</i> Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge

	of the world and vocabulary acquisition is limited. Through a language rich curriculum and with a strong focus on language acquisition in Early Years we are giving more opportunity for our children to have such exposure and close the vocabulary gap with their peers. We have had success using NCETM and the Maths Hub in developing mathematical language in EYFS and Year 1 and this is being cascaded through the school and will continue this next academic year. Oracy progression is now part of our curriculum provision and this should ensure we have a shared expectation of speaking and listening to support language acquisition. Our oracy progression of skills has been shared with staff.
4	<i>Attendance & Punctuality</i> Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality. Whole school attendance is good. There is an attendance gap between disadvantaged children and non-disadvantaged children. However, this gap has been reducing through the work of our FSW.

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.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £32,819 (inclusive of staff deployment FSW)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Use of systematic approach to reading to develop the reading brain (Jane Considine) Training for new staff September 2025 Essential Letters and Sounds Phonics intervention groups training for all staff and resources Progress tracked via Edukey and ph9onics tracker.	DFE reading framework There is a strong evidence base that oral language interventions are inexpensive to implement with high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
Writing Development of writing curriculum Staff training to ensure opportunities for dictation, short burst writing and practice of skills to develop pace and stamina in writing September 2025 Use of Literacy Shed + to support planning	DFE writing framework	2,3 SDP

Vocabulary: Develop and widen vocabulary: Staff CPD explicitly teaching vocabulary: spoken (tier 1), vocab usually found in text (tier 2), subject specific vocab (tier 3). Use of assessment to identify gaps in learning in EYFS all children screened	The curriculum has been modified to ensure children have exposure to rich language at tier 2 and 3. EYFS and Year 1 have received training in Drawing Club to support early language acquisition with an expectation that children learn 6 new words per week and these are taught in context. Sentences stems are used across the curriculum to support development of language and through explicit modelling of teachers and Teaching Assistants to think out loud. Use of Word Talk https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3 SDP
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Targeted academic support

Budgeted cost: £34,533 inclusive of part staff costs, ELSA, assistant FSW, coach/mentor/ Forest School practitioner

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary: Ensuring disadvantaged pupils who are also EAL have an opportunity to make rapid progress. Time to Talk sessions Dual coding in the environment staff use of AI to support this.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.canigoandplaynow.com/drawing-club.html	2,3
Essential Letters and Sounds: Small phonics intervention groups in Years 3 & 4 for children who need a different approach or have joined school at non-standard transition points with poor phonics knowledge when Essential Letters and Sounds has not worked.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Additional TA support in Years 4 and 5 where a number of pupils high number of SEMH needs	There is evidence that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4

SEMH: Forest School Intervention for (Years 3,4,5, 6) to support greater enjoyment in learning and social interactions Timetabled Forest school sessions for EYFS, Y1 and Y2 classes ELSA group work and individual each afternoon Therapeutic practice deployed by all staff (refresher training September 25 and our behaviour curriculum followed.) Mentor support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (eg: improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://forestschoollassociation.org/what-is-forest-school/ https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1 ,2 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Offer: A £100 credit will be given to all PP children to support with access to extra-curricular clubs, residentials and trips. Pre-loved uniform exchange also established.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Pre-loved uniform available to purchase at a low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,4,5
Trips & enhancements, music and clubs offer Provision of targeted trips and enhancements to improve cultural capital experiences, identified through survey based on National Trust '50 things to do before you're 11 ¾'. These trips to be monitored and evaluated to ensure quality and pupil engagement.	Information from school survey highlighted key experiences that most children had not experienced. https://www.nationaltrust.org.uk/50-things-to-do https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,3,4
SEMH: Sensory Room & the Hive (nurture room) targeted support for children struggling with wellbeing or SEND need. Use of Boxall profiles across the school to set targets Mental Health lead in role after completing course.	Meeting the needs of all children with calm areas has enabled them to re-engage and return to access their learning more quickly. Sensory circuits every morning at 8:30 to support children regulate (3 trained members of staff) enabling the children to be ready to learn. Use of Boxall profiling to support children in focused area of need. Use of the WNC SEND Ranges document to support staff in resourcing and planning to meet needs. Further staff training on identifying the early stages of poor mental health and how to refer to the pastoral team so that intervention is allocated.	1,4

Attendance: ‘Meet and Greet’ targeted at individual children struggling to come to school, to support prevention of school refusal. Sensory circuits offered for some children	Assistant Educational Psychologists sourced to support Emotionally Based School Avoidance. Autumn 25 Staff training on EBSA completed July 25 and will be supporting children every afternoon.	1,4
Attendance: Meetings completed by FSW for non-attendance, also supports identification of other family needs where other support can be put in place.	Meetings have identified children/families with wider needs and further support has been offered (breakfast club/food parcels/uniform). Evidence shows attendance has improved following home visits. SASO involvement termly.	1,4
Attendance: Early intervention in EYFS via letter, meetings and offering support to encourage strong patterns of attendance from the start of school.	Although not statutory, research shows that attendance patterns early on are reflected throughout their time at school. Supportive meetings with parents, to identify patterns and share ideas for improvement has led to better attendance. Further training for attendance officer and HT (October 2025)	1,4

Total budgeted cost: £89,075

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

2025 2026
Challenge 1: Identifying and supporting Social Emotional & Mental Health (SEMH) needs within school
Challenge 2: Outcomes in reading and writing to improve
Challenge 3: Language acquisition
Challenge 4: Attendance & Punctuality

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
Time to Talk	Shrouder
Drawing and Talking	
Cool Connections	

Further information (optional)

In planning our new pupil premium strategy we evaluated why some of the activities undertaken in previous year had not had the degree of impact that we had expected.

We attended local authority training and share good practice among our network of schools (School to School project S2S).

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. As a result, we have widened our links with charitable organisations to further support our families this year.

The pandemic has also given us deeper insights and understanding of family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents and guardians as a result. We have provided technology and sought donated hardware in addition to the Government equipment to ensure all our Pupil Premium families benefited if needed.

In addition to the Pupil Premium activities identified above we have put in place stronger expectations around areas of effective feedback, particularly in terms of targeted verbal feedback, given the impact this has shown to have on pupil progress.

(The Education Endowment Foundation (EEF) toolkit:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback>)

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three year approach. Monitoring and evaluating our provisions using 'Edukey' will help us to make adjustments and improvements in a timely manner, to secure better outcomes for our pupils over time.

In addition to above, we are mindful that the energy/cost of living crisis could exacerbate financial difficulties for all our families, including those in receipt of Pupil Premium. Therefore, we will be proactive in working with parents to identify other avenues of support when needed.