

# Pupil premium strategy statement – Whitehill Primary School 2025- 2026

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	525
Proportion (%) of pupil premium eligible pupils	34.9 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Angela Carpenter
Pupil premium lead	Sarah Dunn
Governor / Trustee lead	Dr C Daw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,425
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£295,425</b>

# Part A: Pupil premium strategy plan

## Statement of intent



*Our aforementioned vision encapsulates our intentions as a school.*

*Whitehill Primary School is a community where we all work hand in hand with the families to ensure that our children have the very best of starts. We are proud of, celebrate, value and embrace the rich diversity within our school and beyond. We strive to assist every child so that they feel safe, have the confidence and resilience to make and learn from their mistakes and to overcome any difficulties. We want all of our students to discover the joy of friendships and the joy of learning, to develop into well rounded individuals who can thrive academically and socially and ultimately contribute positively to the world, succeed throughout life and fulfil their dreams without limits.*

*Overcoming barriers to learning is at the heart of our Pupil Premium strategy. As a school, we aspire for all children to make progress and recognise that some may be disadvantaged and would benefit from additional support.*

*We have identified the following barriers:*

- Attendance
- Oracy

*We recognise that a pupil premium attendance rate is currently 91.9 % whereas non-pupil premium sits at 94.2 %. It is our intention to close this gap so that they can better access the curriculum, maximise progress and attain their full potential.*

*We recognise that pupil premium attainment falls below that of non-pupil and one of the most significant contributory factors stems from underdeveloped oracy skills. It is our intention to improve oracy and in doing so close the attainment gap.*

*At Whitehill Primary School, our goal is for disadvantaged pupils to progress and attain in line with that of non-pupil premium pupils.*

*All teaching staff will receive training so that they are better equipped to support students with emotional and mental health difficulties along with Emotional School Based Avoidance and understand the importance of belonging and building strong relationships. As a consequence, pastoral care, student and family connections will be stronger and anxieties around school attendance will decrease. The EEF research into attendance identifies relationships as the key to improving attendance.*

*All teaching staff will be trained to plan and deliver lessons that are more accessible and engaging and as a result be more appealing, exciting and impactful to all, especially our pupil premium students. Through instruction on and the application of quality first teaching, formative assessment, metacognition, adaptive practice and dialogic teaching strategies barriers to learning will be removed and this in return will reduce the number of school avoiders. The EEF research identifies all of the aforementioned teaching strategies as being impactful on attainment for all.*

*We aim to work in conjunction with our parents to raise the expectations for our children and engagement in their child's learning. In doing this, we aim to have a positive impact upon the academic ability, mental health and well-being of our children.*

*As part of our oracy strategy, all teaching staff will receive training on dialogic strategies and be supported in class to use them to maximum effect. Oracy will be woven into the curriculum and also our behaviour policy, recognising that behaviour is a form of communication. Nuffield Early Language Interventions and Talk Boost will be used in the formative years. As a consequence, children, especially our pupil premium will develop the ability to vocalise their understanding and needs. EEF research has evidenced the impact that such strategies have on attainment, long-term education and life chances.*

*Everyone in the Whitehill Family should feel valued, included and equipped to thrive.*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance

2	Oracy Skills
---	--------------

## 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
Attendance	Gap between attendance for pupil premium children and non pupil premium children to be reduced and more in line with national.
Improved oracy skills through use of clear oracy objectives to close the gaps in attainment between PP and their peers	Data throughout the school shows that the attainment gap is narrowing between PP and Non PP.

## 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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training in interventions, adaptive teaching, formative assessment, metacognition and dialogic strategies to improve the accessibility of learning and engage all children in their learning</i>	Adaptive teaching will ensure that all children are able to access the curriculum and make progress this closing the gap between PP and non PP	1
<i>Training and implementation of Oracy strategy and ensuring that this is supported and impactful through monitoring</i>	Data indicates that poor language is a barrier to children's attainment and progress. CPD for teachers will raise awareness of this and staff will know how to plan and teach with a focus on language development.	2
<i>Training in Kagan, Talk Boost and NELU, Talk for</i>	Use of strategies such as Kagan and Talk for Writing creates greater novelty, increases motivation, and maintains attention. Kagan Structures also create greater engagement,	

<i>Writing and Reading and ensuring that these strategies are supported and impactful through monitoring</i>	lower anxiety, and promote natural language acquisition.	
<i>Increase capacity to offer release so that staff have the opportunity to observe good practice and pursue online training.</i>	Training enhances pedagogical skills, improves classroom management, promotes student engagement, and fosters adaptability. This professional development keeps teachers informed of the latest research and techniques, leading to better instruction, more supportive learning environments, and ultimately, improved student learning outcomes.	1 & 2

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

Budgeted cost: £ 75,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Interventions/small group support - use of NELI, Talk Boost programmes, social groups, literacy and language interventions, precision teaching</i>	Overall, studies of oral language interventions consistently show a positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.  All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	2
<i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will obtain</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1 & 2

<i>resources and fund ongoing teacher training throughout the academic year</i>	<u>Oral language interventions   Teaching and Learning Toolkit   EEF</u>	
---	--	--

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

Budgeted cost: £ 70,425

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Coffee mornings, parents catch ups, workshops and events to discuss issues they are facing</i>	Increased parental engagement and strong links built with families to provide support for parents and children alike.	1 & 2
<i>Stay and play sessions, open classrooms - parents learn alongside their children in class with them</i>	Parents will be given ideas of how to support their children at home from seeing what goes on in the classrooms and children will feel more supported and empowered at home.	1 & 2

**Total budgeted cost: £ 295,425**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 1. Attendance for both disadvantaged and non-disadvantaged pupils are closer aligned.

Comparative Attendance Data

Term	Whole School Attendance %	Percentage Increase / Decrease	Term	Pupil Premium Attendance %	Percentage Increase / Decrease	Term	SEND / EHCP Pupil Attendance	Percentage Increase / Decrease
Autumn 2023 - 2024	92.8 %	- 0.2 %	Autumn 2023 - 2024	89.5 %	- 0.4 %	Autumn 2023 - 2024	92.4 %	- 3.7 %
Autumn 2024 -2025	92.6 %		Autumn 2024 -2025	89.1 %		Autumn 2024 -2025	88.7 %	
Spring 2023 - 2024	90.5 %	+ 1.6 %	Spring 2023 - 2024	85.8 %	+ 2.1 %	Spring 2023 - 2024	91.1 %	- 5.5 %
Spring 2024 -2025	92.1 %		Spring 2024 -2025	87.9 %		Spring 2024 -2025	85.6 %	
Summer 2023 - 2024	91 %	+ 1.0 %	Summer 2023 - 2024	86.1 %	+ 3.0 %	Summer 2023 - 2024	91.2 %	- 2.5 %
Summer 2024 - 2025	92 %		Summer 2024 - 2025	89.1 %		Summer 2024 - 2025	88.7 %	
Overall 2023 -2024	91.4 %	+ 0.9 %	Overall 2023 -2024	87.2 %	+ 1.5 %	Overall 2023 -2024	91.6 %	- 4.0 %
Overall 2024 -2025	92.3 %		Overall 2024 -2025	88.7 %		Overall 2024 -2025	87.6 %	

Overall attendance has improved since last year and is moving closer to both Local and National Averages. The attendance of our Pupil Premium students has improved since last year and is moving closer to that of the whole school however, there is still room for improvement where overall and Pupil Premium attendance is concerned. Our SEND pupils' attendance remains a concern and needs to be a focus of further improvement work.

#### 2. All those pupils who through screening have been identified as having language difficulties at the end of year 2 , will make progress that is in line with their peers. Therefore, closing any attainment gap.

By comparing this academic year's progress rates for Years 3, 4, 5 and 6 with last and specifically comparing the progress of our children who have been identified with a speech, language or communication need to the wider cohort, it is evident that the progress rates have improved since last year. The progress rates of our children with speech, language or communication needs are improving; however, there are fewer of these children who make greater than expected progress when compared to the wider cohort. Attainment for our children with speech, language or communication needs remains a concern.

#### 3. To increase parental engagement at parents' evening and events where student learning is celebrated and shared to 80%.

For the academic year 2023-2024, on average 16 students' parents in each class turned up to parents' evening. For this current 2024-2025 academic year, on average 20 students' parents in each class turned up to parents' evening. This is an approximate increase of 14% with current engagement sitting at 67%. Class Assemblies, our STEAM fair, Art exhibitions, Sports' Days were well attended. Recent Maths Workshops were also well attended. Our SEND and Phonics workshops had less uptake. We will review the content and timings of these events to explore if this has been a barrier to attendance. There is still more work to do here.

**4. To ensure that all students have had access to swimming, gymnastics, Forest School, music tuition, excursions and a residential trip by the time that they leave in year 6.**

All years from Nursery to year 6 have had regular access to outdoor learning including Forest Schools, balance bikes, bikeability and outdoor art. Years 1, 2, 3, 4, 5 and 6 have had a term's worth of weekly Forest School. Forest School After School and Holiday Clubs have also run for the students. During their time at Whitehill, all of our Key Stage 2 students (Year 4 up) have had access to swimming and gymnastics lessons. Year 3 will have access next academic year. Year 5 and 6 students have benefitted from ukulele tuition. Next year, year 4 will have the benefit. Year 4 and up have had access to residential trips over the last two years. Every year group has had at least one excursion to support their learning this academic year and in addition, local activities and events have also taken place.

**5. To measure and actively improve the students' mental health by at least 15% across the school.**

We now have a mental health and well-being policy, key staff have had EBSA training and continue to offer a range of resources to support students with their mental health and well-being. We have also had more external support from the NHS and Kooth. The long-term absence of the mental health lead has meant that the measuring and baselining of mental health within the setting has not been actioned and as such, we presently are unable to quantify the impact of interventions.

**6. End of Key Stage 2 attainment is to match National Standards at the very minimum.**

Our current year 6 are the year group that historically were most impacted by the Covid 19 Pandemic and throughout their time at Whitehill, their attainment has maintained for reading and improved for Writing and Maths from significantly low starting points.

Please see the chart below:

All Year 6 Classes	% Securely at or Higher than the Expected Standard at the End of Key Stage 1 SATs	% Securely at or Higher than the Expected Standard in Term 4 (2025)	% Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs	Increase (+) of Decrease (-) of No Change (=) since Term 4 (2025)	Increase (+) of Decrease (-) of No Change (=) since End of Key Stage 1 SATs	National Average % Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs	Local Average % Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs
Reading	52.8 % (47 students)	45.6 % (41 students)	58.9 % (53 students)	+ 13.3 % (12 students)	+ 6.1 % (6 students)	75.1 %	74.4 %
Writing	0% (0 students)	26.7 % (24 students)	52.2 % (47 students)	+ 25.6 % (23 students)	52.2 % (47 students)	72.3 %	72.5 %
Grammar, Punctuation & Spelling			54.4 % (49 students)			72.6 %	68.6 %
Maths	35.9 % (32 students)	34.4 % (31 students)	55.6 % (50 students)	+ 21.2 % (19 students)	+ 19.7 % (18 students)	74.4 %	71.3 %



All Year 6 Classes	% Securely Higher than the Expected Standard at the End of Key Stage 2 SATs	National Average % Securely Higher than the Expected Standard at the End of Key Stage 2 SATs	Local Average % Securely Higher than the Expected Standard at the End of Key Stage 2 SATs
Reading	22.2 % (20 students)	33.4 %	34.7 %
Writing	8.9 % (8 students)	12.8 %	15.0 %
Grammar, Punctuation & Spelling	22.2 % (20 students)	29.6 %	24.8 %
Maths	21.1 % (19 students)	25.3 %	24.6 %

This aspirational target for Key Stage 2 sadly is not yet met. We have this year however exceeded National and Local Averages for the Key Stage 1 Phonics Screening Check and also the Reception Profile outcomes and we will look to get closer to National Standard in future years as the impact of some of the aforementioned new teaching strategies and approaches filter through the school.

