

## Pupil premium strategy statement Whitleigh Community Primary School

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	311
Proportion (%) of pupil premium eligible pupils	42%
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> )	2025–2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	MARK DYSON
Pupil premium lead	MARK DYSON
Governor / Trustee lead	CATHY JANE

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£198,465

# Part A: Pupil premium strategy plan

## Statement of intent

Closing the attainment gap between disadvantaged pupils and their peers remains one of the greatest challenges in our education system. At Whitleigh Community Primary School, we are committed to addressing disadvantage through inclusive teaching and learning practices that have the power to transform lives. Recognising that this is an ongoing process, not a one-time event, we have developed a set of key principles rooted in evidence and national best practice to tackle educational disadvantage effectively.

High aspirations, immersive experiences, and a strong emphasis on oracy underpin our approach to education. Our carefully designed curriculum builds progressively over time, ensuring that pupils not only gain knowledge but also retain it. Over the years, we have worked extensively to create a curriculum that is coherently sequenced and structured, enabling all pupils to thrive.

From the very beginning in the Early Years Foundation Stage (EYFS), we lay solid foundations for learning. We emphasise early reading, communication, and mathematics, ensuring that these critical areas of learning prepare children for the next stage of their education.

Our staff are deeply committed to nurturing each child's individuality and fostering strong relationships across the school community. With the highest aspirations for every pupil, we focus on meeting their academic, social, and emotional needs, regardless of their starting points.

The curriculum is designed to equip all pupils with the knowledge and skills to become successful, independent, and motivated learners. It empowers them to contribute positively to their local, national, and global communities while encouraging collaboration, reflection, and adaptability.

To inspire and engage pupils, we deliver meaningful, exciting lessons enhanced by regular educational visits and contributions from experts and community members. These experiences bring learning to life, making connections across subjects and reinforcing key skills. Through consistent links to Literacy, we provide regular opportunities for writing and vocabulary development, ensuring that reading and writing skills are continually strengthened throughout the school day.

Our Pupil Premium Strategy is grounded in national evidence-based practices aimed at addressing disadvantage and raising pupil attainment. By improving life chances, choices, and opportunities, we seek to close the gap and enable every child to flourish. In making decisions about Pupil Premium funding, we carefully consider the school's unique context and challenges, tailoring strategies to the specific needs of our pupils rather than relying on generic approaches.

We recognise that disadvantaged children may face common barriers to learning, such as weak communication and language skills, limited parental engagement, social and emotional challenges, or attendance issues. Wider family or community factors may also impact a child's ability to thrive. To address these complexities, we involve all teaching staff in analysing data and identifying pupil needs, ensuring a comprehensive understanding of the strengths and challenges across the school.

Through our collective efforts, we aim to:

- Remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- Promote equity of access, opening doors for disadvantaged pupils to excel across the curriculum and benefit from all school experiences by enabling all pupils to engage fully with all areas of the curriculum, including participation in wider school opportunities.
- Prioritise children's health and wellbeing, providing the support needed to access learning at an appropriate level.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.

At Whitleigh Community Primary School we will:

- Have a designated Senior Leader to contribute to termly impact reviews and the sharing of best practices.
- Appoint a named Governor responsible for overseeing Disadvantaged pupils and related initiatives.
- Develop a costed Pupil Premium Strategy aligned with the three areas of need identified through EEF research. This strategy will follow a consistent framework, be published on the school website, and undergo termly reviews by senior leaders and Governors.
- Actively participate in Disadvantaged peer reviews and ensure an external review is conducted every three years to evaluate effectiveness.
- Allocate funding to support disadvantaged pupils in accessing extracurricular opportunities, ensuring they are fully represented in all aspects of school life.
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

This plan will be available on the website and reviewed by Senior Leaders and Governors.

## Challenges

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

Challenge number	Detail of challenge
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1	Low early starting points in communication, language and PSED – many children enter reception working in the 22-36 month band and have limited vocabulary and oracy; this reduces access to early literacy (EYFS → Year 6 progression).
2	Low attainment across reading, writing and maths (including low KS1 phonics outcomes) for disadvantaged pupils and across the cohort.
3	High prevalence of SEND (27% of pupils) requiring differentiated curriculum access and evidence-based SEND interventions.
4	Social, Emotional and Mental Health (SEMH) needs and poor resilience among pupils; pastoral and family pressures (deprivation, delays in external support) impacting learning readiness.
5	Low social capital / limited life experiences and aspiration in the community limiting vocabulary, background knowledge and motivation.
6	Attendance gap: disadvantaged attendance 91.9% vs non-disadvantaged 94.8% (attendance is reducing access to teaching and interventions).

## 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
1. Stronger early communication & language outcomes (EYFS)	GLD increases from 50% to 65% by year-end (school target). - Reception children identified for targeted support make 3–6 months additional progress on language measures during the year. Language screening shows reduction in proportion working below age-related communication thresholds.
2. Improved phonics and early reading	KS1 phonics pass rate rises to at least 80% (or by 15 percentage points if current baseline is lower). The gap between disadvantaged and non-disadvantaged phonics outcomes reduces by at least 50%. Decodable reading books at matched phonics phases for all pupils; classroom and intervention data show improved decoding fluency.
3. Narrowed attainment gap in reading, writing and maths	The percentage of disadvantaged pupils meeting age-related expectations increases by at least 10 percentage points in reading, writing and maths combined. - Disadvantaged pupils' progress measures approach those of non-disadvantaged peers.
4. Effective, evidence-aligned SEND provision	Individual Education Plans (IEPs) demonstrate measurable SMART targets and termly progress. SEND pupils make progress in line with or better than similar pupils nationally with SEND (tracking of small-step progress).
5. Improved SEMH, behaviour and resilience	Reduced incidents requiring major pastoral escalation; improved pupil self-report on resilience/wellbeing. - Participation in SEMH interventions shows measurable improvements in attendance and engagement for targeted pupils.

6. Increased attendance and reduced persistent absence for disadvantaged pupils	Disadvantaged attendance rises from 91.9% to at least 94% over the year. Gap between disadvantaged and non-disadvantaged attendance reduces to $\leq 1$ percentage point. Reduction in percentage of disadvantaged pupils who are persistently absent (i.e., <90% attendance) by at least 30%.
7. Increased social capital and aspirations	All year groups receive planned enrichment and aspiration encounters (in-school visitors, workplace links, trips using shared campus facilities). Pupil voice shows increased knowledge of wider opportunities and uses richer vocabulary to describe experiences.

## 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: £100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Implement a whole-school systematic synthetic phonics (SSP) programme with high-quality resources, daily timetabled sessions, matched decodable reading books and half-termly fidelity checks; all staff to receive focused phonics CPD and coaching.	EEF guidance on Phonics – systematic synthetic phonics is strongly evidenced and shows average impact on reading of +5 months; implementation features include staff training and matched decodable texts ([Phonics EEF]( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> )).	2
2. Invest in EYFS communication & language whole-class approaches and targeted support using chatterbugs speech and language intervention (where appropriate) for Reception children who screen below threshold	<a href="https://chatter-bug.com/about-us/">https://chatter-bug.com/about-us/</a>	1, 2
3. Curriculum sequencing and teacher PD: implement an evidence-based programme of professional development and	EEF Early Literacy / Early Years guidance emphasises PD and curriculum alignment as key to literacy improvement; EEF materials on Early Literacy and guidance on effective PD suggest training increases impact ([Early	1, 2, 3

instructional coaching focused on pedagogy for reading comprehension, vocabulary instruction, and adaptive teaching (including how to support low starting points and SEND adjustments).	Literacy EEF]( <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</a> ); see PD references within).	
4. Oracy and vocabulary progression across the curriculum: timetable structured talk, dialogic/shared reading routines and explicit vocabulary lessons in all year groups; use school's Rights-Respecting and values language to embed mood and meta-language for learning.	EEF evidence on communication & language and the Early Literacy summaries demonstrate interactive reading, dialogic questioning and explicit vocabulary teaching improve comprehension and language outcomes ([Communication and language approaches EEF]( <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a> ); [Early Literacy EEF] <a href="#">EEF   Early Literacy</a>	1, 2, 5
5. Develop teacher subject leadership capacity (phonics leader, reading leader, EYFS lead, SEND lead) with directed time for monitoring, coaching and CPD design; provide training on high-impact small-group delivery and diagnostic assessment.	EEF guidance highlights that high-quality teaching and consistent curriculum sequencing, supported by subject leads and aligned CPD, increases the impact of interventions and classroom practice ([Early Literacy EEF]( <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</a> ); EEF guidance on effective implementation).	2, 3

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

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured small-group tuition (1:3 where possible) aligned to in-class curriculum (reading comprehension, phonics catch-up, targeted maths) delivered by trained staff/TAs and high-quality tutoring partners; prioritise disadvantaged pupils and those with low prior attainment.	EEF: Small group tuition has an average impact of +4 months; effective when targeted and aligned to classroom teaching and when staff delivering are trained ([Small group tuition EEF]( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> )).	2, 4

<p>2. One-to-one or very small group phonics/reading interventions for pupils who are significantly behind (including daily short precision teaching; decodable book practice and rapid catch-up).</p>	<p>EEF phonics and small group evidence: one-to-one tuition and small group phonics interventions show strong effects; phonics approaches improve word reading accuracy and fluency (+5 months) and one-to-one often larger effects for those with greatest need ([Phonics EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>); [Small group tuition EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>)).</p>	<p>2</p>
<p>3. Targeted SEND interventions and TA deployment: structured interventions for SEND pupils (RWI 1:1 tutoring, speech &amp; language programmes, social communication interventions) with training and supervision by SEND lead; IEPs with small-step measurement.</p>	<p>EEF Early Years and SEND-relevant guidance note that speech &amp; language and tailored small-group/one-to-one approaches can be effective; targeted intervention plus skilled TA training increases impact (see Early Literacy and Communication &amp; Language evidence) ([Communication and language approaches EEF](<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>); [Early Literacy EEF](<a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy</a>)).</p>	<p>1, 3</p>
<p>4.. Holiday and pre/post-teaching booster sessions for vulnerable cohorts (targeted Easter/Summer booster tuition) to address gaps and reduce curriculum loss.</p>	<p>EEF tutoring and small-group evidence indicate concentrated, frequent tuition and targeted catch-up outside or inside term time can accelerate progress when well-designed and aligned ([Small group tuition EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>); tutoring programme evidence).</p>	<p>2, 6</p>

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

Budgeted cost: £53465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Attendance package: personalised parental communication (nudge letters/texts showing days missed), early targeted meetings to identify barriers, use of key workers</p>	<p>EEF Rapid Evidence Review on Attendance: parental communication and targeted, responsive approaches show promise; careful, personalised communications and early, supportive family engagement can improve attendance ([Attendance interventions rapid evidence assessment</p>	<p>6</p>

<p>and responsive casework, and termly attendance incentives for identified cohorts.</p>	<p>EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>); EEF article on tailored approaches ([Taking a tailored approach to improving attendance EEF](<a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a>)).</p>	
<p>2. SEMH and resilience programme (ELSA): adopt evidence-informed school-wide Social and Emotional Learning approaches; targeted small-group SEMH interventions and individual counselling where needed; staff training in ELSA restorative practice and trauma-informed approaches.</p>	<p>EEF guidance: Improving Social and Emotional Learning in Primary Schools shows SEL can produce average learning gains of +4 months and is particularly helpful for disadvantaged pupils; targeted SEMH can also have attendance benefits per some trials ([Improving Social and Emotional Learning in Primary Schools EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>)).</p>	4
<p>3. Breakfast club / targeted meal provision for disadvantaged pupils (use MUGA/field for outdoor movement &amp; breakfast provision): targeted places for pupils with attendance/behaviour barriers, and monitoring of impact on punctuality and readiness.</p>	<p>EEF attendance evidence: meal provision shows mixed but some promising results for disadvantaged pupils; targeted breakfast provision in the classroom has shown some positive impacts in selected studies ([Attendance interventions rapid evidence assessment EEF](<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>)).</p>	6, 4
<p>4. Enrichment, aspiration and social capital programme using school's campus partners (secondary and special school links, guest speakers, sports/arts clubs using MUGA and field, trips and curriculum experience days). Prioritise disadvantaged and SEND pupils and subsidise costs.</p>	<p>EEF and school improvement literature highlight extracurricular/enrichment activities can support engagement and social capital and may be associated with better attendance and motivation (EEF attendance review and guidance point to extracurricular activities as one of the broad approaches with variable evidence; enrichment is recommended as part of a holistic approach). See EEF attendance evidence summary ([Evidence brief on improving attendance EEF](<a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a>)).</p>	5, 6
<p>5. Family outreach and parental support: run targeted family workshops (reading at home, phonics evenings, attendance information sessions), provide home learning</p>	<p>EEF attendance and parental engagement evidence: parental communication and targeted engagement can be promising; family support increases parental efficacy and supports attendance and learning at home ([Taking a tailored approach to improving attendance</p>	1, 5, 6

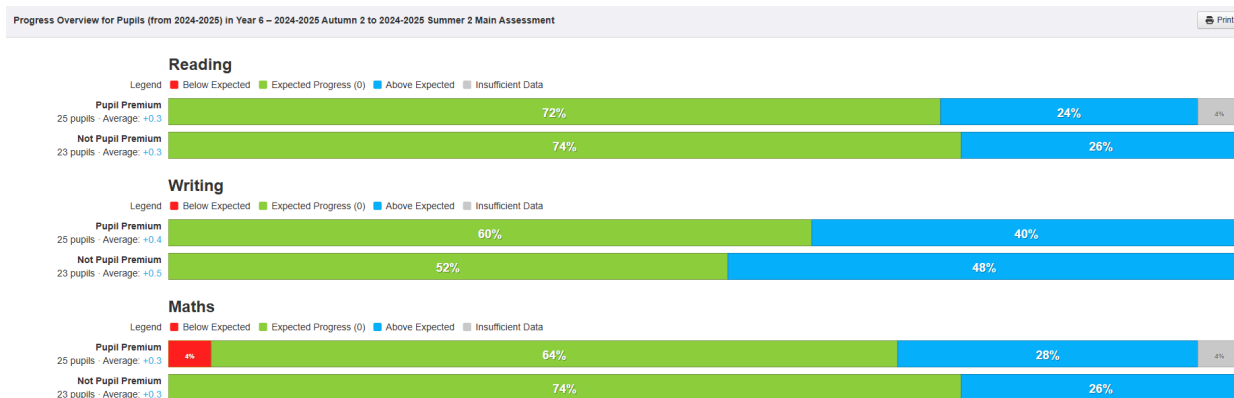
<p>packs and signpost families to local support (food/financial/wellbeing services). Use personalised communications and home visits where needed.</p>	<p>EEF](<a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a>)). Also EEF Early Literacy encourages parental engagement in shared reading.</p>	
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**Total budgeted cost: £198465**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Whereas pupil premium children's attainment in year 6 in 2025 was not in-line with non-PP children, the progress pupil premium children made was significant throughout the year.*



*For the year 1 phonics check, 60% of PP children passed compared to 68% of Non-PP children.*

*Progress for the whole school from the end of 2023~2024 to the end of 2024~2025 shows that in reading, a higher percent of PP children made more progress than the percentage of non-PP children however, there was a higher percentage of PP children also making less than expected progress compared to their non-PP peers.*

*Writing was more pleasing with a higher percentage of PP children making progress than their non-PP peers as well as fewer percentage of children making below expected progress.*

*In maths - not as many PP children made above expected progress compared to their non-PP peers but the below expected progress was the same.*

*The above data has been impacted by attendance which continues to be a focus and a drive for the school in the academic year 2025~2026. Last year's attendance shows a significant difference between PP and non-PP children.*

Summary of 185 Pupils ((from 2024-2025) in Years 2-6)

Attendance percentage

Pupil Premium	92.4%
Not Pupil Premium	94.9%
National	95.1%
Local Authority	95.1%

15-18 days missed

Pupil Premium	2
Not Pupil Premium	0

19+ days missed

Pupil Premium	7
Not Pupil Premium	1

Absences

- 6.5% overall absence
  - 5.1% authorised
  - 1.3% unauthorised
- 17.8% persistent absence
- 0 pupils unauthorised absent for 10+ days

Absence Patterns

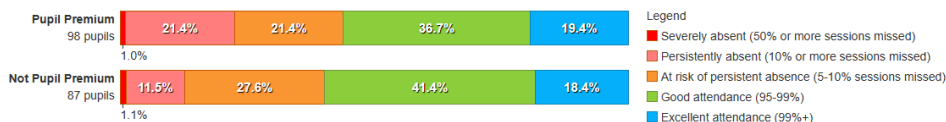
- 15 pupils have been repeatedly late or absent on the same day
- 33 pupils have been absent before or after a school holiday
- 25 pupils have recently worsened from previous good attendance
- 6 pupils have recently improved from previous poor attendance

DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 5 pupils currently meet the threshold
- 16 pupils previously met the threshold between 01/09/2025 and 29/12/2025

Attendance Ranges



*Through effective CPD, teachers have a better pedagogical awareness of children’s learning and subsequently this has meant that the effectiveness of teaching all pupils, including those who are disadvantaged, has been improved. Furthermore, through effective CPD which has been provided to all our staff, children who have been suffering from the effects of SEMH have been quickly identified and interventions and support has been put in place. All staff have received Trauma informed training and this has supported the collective understanding that staff have for how best to support children who suffer from the effects of trauma.*

*Regular and robust implementation, monitoring and coaching of staff in the delivery of Read, Write, Inc (RWI), has meant that progress is being made albeit more needs to be done in terms of having more accelerated progress. Through the purchasing of RWI resources such as books and home book bags, we have been able to effectively match the reading levels of children to the correct colour RWI books and this has meant that some disadvantaged children have made accelerated progress in KS1 (as highlighted in phonics screening check). From Autumn Term 1, PP children in year 1 made 10 marks progress on average compared to 13 marks progress for Non-PP children.*

*The school has worked tirelessly with its parents to improve relationships with the parents and the local community and the work undertaken by both the Pastoral Support Worker as well as the SENDCO has had an enormously positive impact on this. Through discussions with parents and an ‘open door’ policy, our most vulnerable families and children have been provided with both academic and pastoral support. This has also meant that persistent absence and lateness has been reduced.*

*Where children have fallen behind in their learning, we have been successful in quickly identifying those who may need additional help and then putting small group or 1-1 interventions in place.*

## 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
Jigsaw	Jigsaw PSHE Ltd
Real PE	Create Development
	Fronting the Challenge Projects
Accelerated Reader	Renaissance Learning
Step Lab	Calderdale Excellence Partnership
Language Angels	Nubridge Publishing
Spelling Shed	EdShed
Maths. Co.uk	Edu Key provision map
StepLab	StepLab

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*