

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Whitgreave Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	60.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Redfern Head Teacher
Pupil premium lead	Nichola Parker Deputy Head Teacher
Governor / Trustee lead	Jayne Pownall Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£384,810

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitgreave Primary School, we aim to ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their backgrounds or the challenges that they face, to enable them to make excellent progress and achieve high attainment in all subject areas, closing the gap between themselves and their peers at school and at national level.

At Whitgreave Primary School, we aim to overcome any barriers and develop essential knowledge and skills so that all our pupils can succeed, beginning with early reading, vocabulary and oracy development. In addition to this, we aim to provide our pupils with high-quality first teaching, which 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. 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.

We will consider the specific, individual needs that a pupil may face due to their particular circumstance (including those with a social worker, children in the care of the Local Authority or those who are previously looked after regardless of whether they qualify for pupil premium funding) as well as more general barriers to academic attainment and progress and wider development that exist for vulnerable pupils.

Our objectives are:

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- For an enriching, high-quality curriculum to be in place and accessible to all pupils.
- To develop language and oracy skills to support pupil progress.
- In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.
- Targeted interventions are delivered for pupils identified as needing additional support to access the curriculum successfully.
- To ensure that strategies to improve attendance are rooted in research evident to support persistence lateness and absence.
- In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with their peers.
- All pupils are able to access trips, visits, residential and wider opportunities that exist throughout the school, positively impacting their cultural capital.
- Support given to families via the Pastoral Team, Early Help Assessment, Child in Need Plan, Child Protection Plan, Looked After Children.

## Challenges

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

Challenge number	Detail of challenge
1	In Early Years, there is a gap between disadvantaged children and all pupils achieving GLD.
2	Throughout school, but particularly in EYFS and KS1, pupils who are disadvantaged have poorer decoding skills, oracy skills and vocabulary gaps and therefore less fluency in reading than their peers.
3	Throughout school, but particularly in KS1, pupils who are disadvantaged have a weakness in spelling.
4	In KS2, disadvantaged pupils are less likely than their peers to achieve GD.
5	In Year 4, although pupils are above the National in the Multiplication check, there is still a gap between disadvantaged pupils and their peers.
6	Attendance and punctuality. The school community and families require support to develop and improve attendance and punctuality, currently disadvantaged pupils attendance is lower than that of their peers.
7	Disadvantaged pupils have fewer experiences outside school, thus impacting their cultural capital.

## 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
In Early Years, all disadvantaged children to make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD. Disadvantaged children have strong and secure foundations for learning. Barriers to learning for disadvantaged children and families are tackled. Children are ready to learn.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is apparent through a range of monitoring and assessment evidence. Increase in number of disadvantaged pupils at GLD at the end of EYFS compared to their baseline.
Throughout school, but particularly in EYFS and KS1, pupils who are disadvantaged have improved decoding skills, oracy skills and vocabulary gaps and therefore increased fluency in reading to be more in line with their peers.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils. KS1 reading outcomes show that disadvantaged pupils are in line with their peers and meet the expected standard in

	<p>reading and that there is an increase in the number of disadvantaged pupils meeting the required standard in the phonics screening check.</p> <p>Improved raw score and scaled scores as evidenced through the NTS tests.</p> <p>Gap between non-disadvantaged and disadvantaged children at GDS has decreased.</p>
Throughout school, but particularly in KS1, pupils who are disadvantaged have a more secure understanding of spelling.	<p>A new scheme for the delivery of spelling will be introduced across the school, children will receive additional support and intervention to accelerate their progress.</p> <p>Resources – Resources will be purchased to support the additional intervention provided to children.</p> <p>Staff training – Staff will receive training to deliver the intervention and targeted support.</p> <p>Spelling improved as evident through writing outcomes. Increase in spelling scores as show through NTS tests and end of KS2 tests.</p>
In KS2, the gap between disadvantaged pupils and their peers to achieve GDS is reduced.	<p>KS2 outcomes show disadvantaged pupils achieve in line with their peers at GDS.</p> <p>Improved raw score and scaled scores as evidenced through the NTS tests.</p>
In Year 4, the percentage of disadvantaged children are achieving full marks in the Multiplication Check is at least in line with their peers, and an improved average point score by the end of the three years.	<p>Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning.</p> <p>The number of children achieving full marks is at least in line with peers, and an improved average point score.</p>
The attendance of disadvantaged pupils is more in line with their peers.	<p>PP Attendance meets whole school target of 96%.</p> <p>SLT ensure a clear plan is in place for PP low attenders.</p> <p>Staff aware of barriers and have plans in place to support.</p>
To allow the opportunity for disadvantaged pupils to partake in after school and curriculum enrichment activities (trips, residential etc.), positively impacting their cultural capital.	<p>An increase in the number of disadvantaged pupils accessing extra-curricular activities, including pupils having additional responsibilities in school. All children attending school visits/trips.</p>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £171,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teachers to receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching. All ECTS/RQTs to receive coaching and mentoring in English/Maths for each year of their ECT as minimum.	Evidence informs us that quality first teaching is the most effective way to improve pupil outcomes and can narrow the disadvantage gap. Our coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. EEF Effective Professional Development.	1, 2, 3, 4,5
Additional teachers in Y6 to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	2, 3, 4
Additional teacher in Y5 to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	2, 3, 4
Additional HLTA in Reception to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	1, 2, 3
All teachers/support staff to have access to high	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.	1, 2, 3, 4, 5

quality CPD provided both internally and externally.	EEF Effective Professional Development.	
Ensure all relevant staff receive on-going training and support to deliver Read Write Inc. (RWI) and reading comprehension effectively so that teaching is never less than good and continue to diminish the differences.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantage backgrounds.	1, 2, 3, 4
Ensure the use of effective modelling by activating prior knowledge and connections of key concepts, knowledge and skills to support pupil progress.	Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1, 2, 3, 4, 5
Voice 21 – Oracy champions to enhance oracy from Nursery to Reception. This will be delivered by two trained champions, which will be overseen by the English Lead.	<a href="#">Ten Years of Impact – Voice 21</a>	1, 2, 3, 4, 5
New spelling scheme introduced across school and targeted at disadvantaged pupils who require further spelling support. This will be delivered by additional members of staff and our English Lead will also be released to monitor quality and impact.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development.  Improved spelling is also correlated with faster reading speeds, supporting reading fluency and comprehension. Dfe Writing Framework	2, 3, 4
Continue to use the language	There is a strong evidence base that suggests oral language interventions, including dialogic activities such	1, 2

diagnostic/intervention strategy WellCom and give time to EYFS Lead practitioner to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Technology and other resources focussed on supporting high quality teaching and learning.	...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools_Research_report_July_2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/syste m/uploads/attachment_data/file/722313/Use_and</a>	1, 2, 3, 4, 5
Resources for Wild Tribe. Purchasing of appropriate resources to enable all pupils to access regular Wild Tribe sessions.	'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. <a href="https://www.clothe.org.uk/evidence">LoTC Summary of Evidence</a>	7

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

Budgeted cost: £42,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and comprehension sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by additional members of staff and our Phonics and English Lead will also be	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 5

released to monitor quality and impact.		
Provide 1:1 and small group interventions for identified speech and language needs. CPD provided to upskill identified staff.	<a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
HLTA to deliver targeted interventions, small group & individual support.	EEF + 5 months for TAs delivering small group interventions & support. <a href="#">EEF TA Interventions</a>	1, 2, 3
Through analysis of teacher assessment, identified interventions to be implemented to support skills, knowledge and concepts taught to address misconceptions.	Where interventions were successful, they were targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.	1, 2, 3, 4, 5
Experienced Y6 teacher to deliver targeted interventions in Y6.	Where interventions were successful, they were targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.	2, 3, 4
NTS Standardised Tests – Standardised testing to monitor impact and identify gaps in learning.	EEF recommend use of standardised testing to monitor impact.	2, 3, 4, 5

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

Budgeted cost: £170,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Employ a Family Liaison Officer to support families with issues etc.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	6
Employ an Attendance Officer to support families with issues etc.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	6
Contribute to extra-curricular opportunities (including ensuring all pupils are accessing additional sporting opportunities) at and school visits for disadvantaged/vulnerable pupils who would otherwise be unable to participate or access these opportunities.	Research evidence shows that education and health are closely linked. So promoting the health and well-being of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.  The EEF explains that outdoor adventure learning can increase pupil's academic attainment by an additional four months.	7
Funding for Walking Bus and Breakfast Club to support issues with attendance, welfare etc. for targeted pupils.	Research evidence shows that education and health are closely linked. So promoting the health and well-being of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.	6, 7
Rewards and Attendance Incentives	EEF Study shows that reducing challenging behaviour and increasing engagement improves outcomes for all.	6
Toast provided daily to all pupils.	EEF + 2 months providing free breakfast before reading, writing & maths. EEF Breakfast Club evidence	1, 2, 3, 4, 5, 6
Develop relationships with children and families through regular contact with the Family Liaison Team - check ins on the gates, over the phone and at the end of the school day, use of the Early Help process and workshops within school.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	6, 7

**Total budgeted cost: £384,810**

## 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 2024 to 2025 academic year.

- Additional training in RWI has been provided to staff and Teaching Assistants. School utilised a number of strategies to support reading provision. In 2025, 80% of disadvantaged pupils passed their Y1 Phonics Screening, compared to 80% nationally (2025). By the end of Year 2, 97% of children had passed the Phonics Screening Check.
- All staff were provided with targeted CPD, focusing on further improving the quality first teaching. There has been a programme of CPD on adaptive teaching and effective modelling.
- Where pupils attended interventions, these were timetabled so that the pupils didn't miss quality first teaching in core subjects and also, were timetabled to ensure that all pupils got access to the wider curriculum. The interventions are short and focussed.
- School offered a number of enrichment opportunities, such as trips, workshops, After-School Clubs, Breakfast Club and Walking Bus, which have impacted the attendance of pupils and also, built upon the children's cultural capital. Children have visited places such as Harry Potter World, Pioneer Centre (residential), Places of Worship within the Local Area etc.
- School utilised a wide range of strategies to support effective attendance and has a good relationship with the LA Attendance Officer.
- Attendance, as at the end of the academic year, was 95.8% overall, which is above National Average.
- Attendance remains a Key Issue within the new School Development Plan and will remain a key focus, as historically, attendance levels are at least in line with national, if not above.
- Attainment of disadvantaged children showed that good quality teaching and targeted interventions has started to bridge the gap for many of our children.
- The Deputy Head Teacher delivered specific coaching and mentoring packages to members of staff to support and develop their practice focussing on quality first teaching for all.
- Whitgreave has developed a curriculum that is inclusive and challenging for all so that all children make good progress in all subjects. Monitoring evidence demonstrates that teaching is consistently good with elements of outstanding practice occurring in some classrooms. This ensures that all children receive quality first teaching across the curriculum.
- In 2025, Year 6 disadvantaged pupils achieved in line with their peers at Age-Related Expectations in Reading, Writing, SPaG and Maths and above national averages. For GDS, pupils achieved above the national average in Reading and Writing.