

## Pupil premium strategy statement: 3 Year Strategy (2024-2027)

Updated December 2025

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 impact that last year's spending of pupil premium had in our school outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Whinstone Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	16.3% (70 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lorraine Batty – Head teacher
Pupil premium leads	Lorraine Batty – Head teacher Ashleigh Barron - teacher
Governor / Trustee lead	Matthew Price

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80295
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£80295



## Part A: Pupil premium strategy plan

### Statement of intent

**Ultimate objectives for our disadvantaged students:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide disadvantaged pupils with a range of opportunities to develop cultural capital.
- To support the children's health and wellbeing to enable them to access learning at an appropriate level.

**Our pupil premium strategy plan works towards achieving our objectives in the following ways:**

- Quality First Teaching for all students
- Strategies employed to close vocabulary and numeracy gaps and allow students to develop as effective readers and mathematicians to enable them to access a rich and deep curriculum
- Use of 'gap analysis' and timely intervention so that students know more and remember more
- Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
- Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
- Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
- Facilitate the social and emotional development of pupils through support and nurture.

**Key principles of our strategy plan:**

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our Trust schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

### Challenges

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

Challenge number	Detail of challenge
1	Lower starting points on entry to school; a significant proportion of EYFS and KS1 pupils require additional academic support to enable them to achieve attainment and progress comparable with their non-disadvantaged peers, especially in phonics and early reading.
2	The results for KS2 children in reading, writing and maths are generally not as strong than their non-disadvantaged peers.
3	Lack of equality of experience and opportunities for some children compared to their more affluent peers.
4	Lower attendance and persistent absenteeism of disadvantaged children.



## 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.

Challenge	Intended outcome	Success criteria
1	Improve progress and achievement in phonics.	Assessment identifies gaps in disadvantaged pupils' skills and knowledge, which are addressed through targeted support, resulting in good progress and achievement in line with, or above, national averages in phonics.
2	Improve progress in reading.	Assessment identifies any gaps in disadvantaged pupils' knowledge and understanding, which are effectively addressed so that their progress and attainment in KS2 reading meets or exceeds national expected standards.
	Improve progress in writing.	Assessment identifies any gaps in disadvantaged pupils' knowledge and understanding, which are effectively addressed so that their progress and attainment in KS2 writing meets or exceeds national expected standards.
	Improve progress in maths.	Assessment identifies any gaps in disadvantaged pupils' knowledge and understanding, which are effectively addressed so that their progress and attainment in KS2 maths meets or exceeds national expected standards.
3	To allow children to have equality of experiences	Disadvantaged pupils will have the same opportunities to access learning experiences inside and outside of school.
4	Improve attendance.	Improve disadvantage attendance to be in line with National attendance.

## 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: £40,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff delivering phonics.  CPD for staff for all areas	EEF evidence  Teacher PD programmes improve pupil academic achievement (Fletcher-Wood & Zuccollo, 2019; Lynch et al., 2019) <a href="#">Here</a>	1, 2
Additional TAs to work with small groups on phonics across the school  Read write Inc resources to aid phonics teaching	EEF evidence  The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <a href="#">Here</a>	1
Teachers to use adaptive teaching to support children's learning.	EEF evidence  Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. <a href="#">Here</a>	2
Teachers/TAs to read regularly with individual children across all key stages.  TAs to work with small groups for comprehension and reading skills.	EEF evidence  Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.  Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific <a href="#">Here</a>	2
Teachers/TAs to work with small groups for reading, writing and maths across the school	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of	2



	teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <a href="#">Here</a>	
Using a range of IT software to improve learning and engage children based on preferential learning style  For example Lexia, letterjoin, Times table Rockstars, Oxford Owl	<p>EEF evidence Learners are very unlikely to have a single learning style, so restricting pupils to activities matched to their reported preferences may damage their progress. This is especially true for younger learners in primary schools whose preferences and approaches to learning are still very flexible. <a href="#">Here</a></p> <p>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. <a href="#">Here</a></p> <p>The review undertaken in 2012 (Higgins et al.) concluded that positive benefits of technology use for supporting learning have been consistently identified. <a href="#">Here</a></p> <p>Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. <a href="#">Here</a></p>	2

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

Budgeted cost: £ 20,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups for phonics teaching in Reception and Y1.  Small group intervention for children in Y2 who did	<p>EEF evidence The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <a href="#">Here</a></p>	1



not reach the national level for phonics.  Small group intervention for children in Y3 who are below the national level for phonics.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <a href="#">Here</a>	
Regular 1-1 reading with children working below the National level in reading across the school	EEF evidence  Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific <a href="#">Here</a>	2
Small group support in Reading skills for children below the National level for Reading in KS2	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <a href="#">Here</a>	
Small group, in class, support in Maths for the children working below the National level across the school.	EEF evidence  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <a href="#">Here</a>	2
Small group, in class, support in writing for the children working below the National level across the school.	EEF evidence  Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <a href="#">Here</a>	2

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

Budgeted cost: £20,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding is provided for any children unable to attend any clubs/additional music lessons due to financial constraints	EEF evidence Music (instrumental, music education and music integration) shows promise across all age groups. <a href="#">Here</a>	3
Funding is provided for children who are unable to attend any school trips/residential trips due to financial constraints.	EEF evidence There is a wider evidence base indicating that outdoor learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. <a href="#">Here</a>	3
Recruitment and retention of a PSA who works with children to improve their attendance through supportive strategies and identifying barriers to attending.	EEF and ImpactEd suggests that supportive strategies - such as understanding barriers and engaging families - are more effective in improving attendance than sanctions alone. EEF evidence <a href="#">here</a> .	4
Children who are regularly late or absent from school are offered a place at the breakfast club free of charge to encourage them to attend school more regularly.	EEF evidence offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress <a href="#">Here</a>  Research has found that poor attendance is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. <a href="#">Here</a> page 2	4
Anti-Bullying & Mental Health leaders provided	EEF evidence	3



with time to plan structured and meaningful activities to improve peer relationships and self-esteem.  Offering Counselling, ELSA and Play Therapy for targeted pupils	The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. <a href="#">Here</a>	
Using outside agencies and internally trained staff to support children's needs -  Speech and Language. Education Psychologist. The Emotional Literacy Support Assistant (ELSA) Behaviour support.	EEF evidence  On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <a href="#">Here</a>  Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. <a href="#">Here</a>	3
Providing laptops/technology to disadvantaged children who do not have access to it at home.	EEF evidence  The review undertaken in 2012 (Higgins et al.) concluded that positive benefits of technology use for supporting learning have been consistently identified. <a href="#">Here</a>  Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. <a href="#">Here</a>	3

**Total budgeted cost: £ 80,295**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Challenge 1

**Lower starting points on entry to school; a significant proportion of EYFS and KS1 pupils require additional academic support to enable them to achieve attainment and progress comparable with their non-disadvantaged peers, especially in phonics and early reading.**

Phonics data for 2024-25

	All pupil (48)		PP (9)		Non-PP (39)	
	Number of children	Percentage of children	Number of children	Percentage of children	Number of children	Percentage of children
Standard met	44	92%	9	100%	35	90%
Didn't meet standard	2	4%	0	0%	2	5%
Disapplied	2	4%	0	0%	2	5%
National	N/A	80%	N/A	68%	N/A	N/A

2025 phonics outcomes at Whinstone are above the national average. Disadvantaged pupils (PP) achieved the national standard at higher rates than non-PP pupils, and outperform both the national averages for PP and non-PP pupils. Strategies that have driven this success must now be embedded across the school and continue to have a positive impact, to ensure sustained high performance over the next two years.

#### Challenge 2

**The results for KS2 children in reading, writing and maths are generally not as strong than their non-disadvantaged peers.**

The KS2 SATs results show that disadvantaged pupils (PP) at Whinstone currently achieve below their non-disadvantaged peers in reading, writing, and maths. However, across all three subjects, Whinstone's disadvantaged (PP) pupils perform above the national average for PP pupils.

Compared with national figures, they are below the overall national average in reading but above the national average in writing and maths.



Over a three-year period, the attainment gap between PP and non-PP pupils is narrowing, demonstrating sustained positive progress.

### SATS data for KS2 2024-25

EXS+	National	National PP	All pupils (78)	PP (11)	Non-PP (57)	PP Attainment vs National
Reading	75%	63%	76%	67%	78%	Close to average
Writing	72%	59%	85%	80%	86%	Above
Maths	74%	61%	87%	80%	89%	Above
CWRM	62%	47%	73%	64%	76%	Above

### Challenge 3

#### **Lack of equality of experience and opportunities for some children compared to their more affluent peers.**

Throughout the academic year 2024 –2025 all children from disadvantaged families, who were experiencing financial constraints, were given the opportunity to attend school visits and residential trips offered in their year groups at a reduced charge.

Funding was provided for disadvantaged children to attend extra-curricular activities, during school and after school, for families who were experiencing financial difficulties.

### Challenge 4

#### **Lower attendance and persistent absenteeism of disadvantaged children**

Attendance from **01-09-2023 – 21-07-2024**

	Whole school	PP (86)	Non PP (420)	National
Attendance	94.95%	92.7%	95.1%	94.2%

Attendance from **01-09-2024 – 18-07-2025**

	Whole school	PP (84)	Non PP (401)	National
Attendance	94.85%	92.91%	95.26%	93.1%

The attendance statistics show that the attendance of PP children at Whinstone is below that of non PP children at Whinstone. The attendance of PP children at Whinstone remains below the national average.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lexia	Lexia Learning
Spelling Shed	Ed Shed
Letter-join	Green and Tempest Ltd
Times Tables Rockstars	Maths Circle Ltd
My Maths	Oxford University Press
Oxford Reading Owls	Oxford University Press
Attend	School Synergy - Attend

## Service pupil premium funding (optional)

*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***

Counselling and ELSA provided for children with social and emotional needs.

### **The impact of that spending on service pupil premium eligible pupils**

Children were given the opportunity to discuss their emotions and develop strategies to control them during lessons.



## Further information (optional)

At Whinstone, we provide a wide range of opportunities that Pupil Premium (PP) pupils are encouraged to access, supporting their personal development, engagement, and sense of belonging. PP pupils are encouraged to:

1. **Engage in pupil leadership roles**, including School Councillors, Anti-Bullying Ambassadors, Reading Ambassadors, and Mental Health Champions.
2. **Participate in enrichment activities and external events**, such as African drumming sessions offered free of charge by a local private school and free of charge school run clubs.
3. **Take part in whole-school events** that promote well-being and community, including Whinstone's Got Talent and Whinstonbury.

These opportunities ensure that PP pupils benefit from a broad, inclusive educational experience and develop confidence, leadership, and social skills alongside their academic progress.