

Pupil premium strategy statement – Whittington C of E (VA) Primary School

December 2025

This document 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	240
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	C. Rogers
Pupil premium lead	D. Hilton
Governor / Trustee lead	J. Paul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£45,450

Part A: Pupil premium strategy plan

Statement of intent

At Whittington C of E Primary School all staff and governors are committed to meeting the pastoral, social and academic needs of all our children within a supportive and caring environment.

We have high expectations and ambitions for all our pupils including those eligible for Pupil Premium funding and we aim to support children in a variety of ways that will ultimately lead to them realising their full potential. At the heart of our strategy is developing Quality First Teaching and ensuring that all staff receive the CPD they require to improve and develop their practice in the classroom.

Evidence from the EEF suggests that effective teaching of all children is the key ingredient of a successful school and should be a top priority for pupil premium spending. Our strategy also enables us to target children who are not making expected progress and need some form of intervention. This is delivered both as regular planned interventions and also in the form of same day interventions where we can respond quickly to misconceptions or misunderstandings as they arise.

The social and emotional needs of all our children are woven through everything we do at Whittington and we aim to support them in every way we can to give them a toolkit for life. We are passionate about the development of the 'whole person', preparing our learners for an ever-changing world. We are relentlessly committed to helping everyone in our community to meet their potential, to raise their aspiration and to help them develop their special talents

Challenges

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

Challenge number	Detail of challenge
1	Attainment in maths is lower than that of non- disadvantaged children. In particular early addition facts and multiplication facts are not embedded leading to difficulties accessing the curriculum later on.
2	Attainment in reading and spelling: A lack of reading at home amongst some of our Pupil premium children and difficulties with comprehension skills lead to lower attainment in reading. Attainment in spelling is also below that of non-disadvantaged children.

3	Disadvantaged pupils have higher absence rates than their peers which may be contributing to lower attainment.
4	Social and emotional needs: There are a range of needs exhibited by some children that can prevent them from learning effectively: Barriers to future attainment include anxiety, low self-esteem and a lack of independence.
5	Additional costs can be a barrier to attending extra - curricular activities.

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
To close the attainment gap between disadvantaged and non-disadvantaged children in mathematics.	Data from teacher assessments and KS2 national assessments to show a closing attainment gap.
To close the attainment gap between disadvantaged and non-disadvantaged children in reading and spelling.	Data from teacher assessments and KS2 national assessments to show a closing attainment gap
For Disadvantaged pupils attendance to be in line with the school average.	At the end of the academic year the disadvantaged absence rate will be in line with the school average.
For children's mental health to improve.	Termly well - being meetings where children's progress is discussed by SLT and Learning Mentor.
For disadvantaged children to attend extra – curricular activities at the same rate as non-disadvantaged children.	Disadvantaged children to attend clubs/ residential with the same frequency as non-disadvantaged.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching for Mastery in maths CPD with a particular focus on oracy.</p> <p>Termly CPD for all staff through Professional Development in school.</p> <p>Staff involved in workgroups led by the NCETM. Maths lead plus a staff member from each phase to attend a workgroup during the academic year.</p> <p>Staff being mentored in school by maths leads.</p>	<p>The guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 endorses many of the components of teaching for mastery.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p> <p>Ofsted have highlighted a weakness nationally in the teaching of early maths:</p> <p><i>'Pupils' gaps in knowledge tend to be centred around, but not limited to, addition facts in younger year groups. This was for some, but not all pupils. These early gaps in knowledge may not become apparent until a significant amount of time has elapsed. This is because it is possible, in the medium term, for pupils to understand what is being taught and then keep up with extra classroom support and slower calculation. However, this is at the expense of later ability to access the curriculum.'</i></p> <p>We are seeking to address this issue in our school through quality first teaching, Mastering Number and Mastering Number KS2 which we are seeking to embed after trialling last year. Mastering Number at Year 3 to be introduced after CPD this year.</p>	<p>1</p>
<p>Further development of our approach to reading including phonics in Reception and Key stage 1 and introduction of Accelerated reader in KS2.</p>	<p>The Education Endowment foundation have found phonics approaches to be effective in younger age groups:</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an</p>	<p>2</p>

<p>Books to be labelled with ZPD levels to enable children to choose books that match the children's level of understanding.</p> <p>Continued training for EYFS and KS1 staff and training for all staff in school.</p> <p>Access to Read Write Inc portal for ongoing CPD and curriculum development.</p> <p>Purchase new reading books to support phonics teaching.</p>	<p>additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Accelerated Reader program to be introduced in KS2.</p> <p>The EEF found that: <i>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</i></p>	
<p>Developing CPD opportunities for staff across school.</p> <p>Making sure all staff have regular access to high quality CPD and ensuring all staff make use of these opportunities.</p> <p>Staff involved in NPQ programmes.</p> <p>Use of National College for CPD</p>	<p><i>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.'</i></p> <p>EEF Effective-Professional-Development-Guidance-Report 2021</p> <p><i>The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is being used, such as formative assessment or cooperative learning, TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it.</i></p> <p>EEF Making best use of teaching assistants – Guidance report 2021</p>	1,2 and 4

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support for Pupil Premium children. Teaching assistants to cover classes on a daily basis between 2.30 and 3.15 to allow teachers to run immediate interventions that prevent children from being left behind. This includes following up work from earlier lessons that day. <i>Main focus on PP pupils.</i></p>	<p>Same day intervention is designed to enable pupils to “keep up” rather than “catch up”. It should address any points in the lesson that were not understood in order that all pupils are ready for the next lesson.</p> <p><i>The aim is that misconceptions are “nipped in the bud” at the point where they occur. More deep-rooted difficulties should be addressed through a structured intervention programme which provides pupils with additional learning opportunities. NCETM</i></p> <p><i>We believe teachers are best placed to deliver these interventions both from an assessment of need and a subject knowledge point of view.</i></p> <p><i>Programmes involving teaching assistants or volunteers can have a valuable impact but may be less effective than those using experienced and specifically trained teachers.</i> <i>EEF Summary of Education evidence</i></p>	<p>1,2 and 4</p>
<p>Teaching assistants running specific reading interventions (including 1:1 reading) maths and English support. Teaching assistants running interventions to support those Pupil Premium children who also have special needs. In particular focusing on precision teaching approaches.</p>	<p>We use a range of structured programmes to support teaching assistant led interventions. This includes precision teaching approaches and also small intervention groups in maths led by HLTA's that support children for whom the mainstream lesson is too challenging.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. <i>EEF Summary of Education evidence</i></p>	<p>1,2 and 4</p>

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

Budgeted cost: £ 17,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support for children and families.</p> <p>1:1 support for children most in need of social and emotional support.</p> <p>Disadvantaged pupils make up a high proportion of the support given by our Learning mentors.</p> <p>Daily nurture sessions take place that seek to support pupils with their social and emotional needs before the</p>	<p>It is widely recognised that children’s social and emotional needs are a vital part of their journey through education and beyond.</p> <p><i>‘Students participating in Social and emotional Learning programs showed improved classroom behaviour, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school’.</i> Collaborative for Academic, Social, and Emotional Learning</p> <p>50% of Pupil Premium children receive learning mentor support on a regular basis. This figure rises to 75% for PP children in KS2.</p>	<p>4</p>
<p>Financial Support for extra – curricular activities.</p> <p>Paying a proportion of the fees charged for residential visits in Year 4 and 6. Families are offered this support and then discuss the level of financial support needed to allow attendance.</p>	<p>Without financial support some disadvantaged pupils could miss out on important opportunities to develop in a holistic manner.</p> <p>The benefits of extra – curricular activities (including opportunities for outdoor education and residential) are widespread. These include:</p> <ul style="list-style-type: none"> • <i>enhanced personal and social communication skills</i> • <i>increased physical health</i> • <i>enhanced mental and spiritual health</i> • <i>enhanced spiritual, sensory, and aesthetic awareness</i> • <i>the ability to assert personal control and increased sensitivity to one's own well-being.</i> <p><i>(Health, Well-Being and Open Space, Literature Review by Nina Morris, OPEN space Research Centre)</i></p>	<p>5</p>
<p>Provision of breakfast and food after school where appropriate.</p>	<p>Breakfast is provided where necessary:</p>	<p>5</p>

<p>Foodbank Donations available where needed. Learning mentor co-ordinates for families in particular need.</p>	<ul style="list-style-type: none"> • Breakfast consumption in children has been found to: <ul style="list-style-type: none"> - Improve cognitive function, particularly memory, attention, and executive function - improve academic performance, including school grades and achievement test scores - Increase on-task behaviour in the class <p>(Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology)</p>	
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Total budgeted cost: £ 45,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Subject	Overall Exp standard	Exp standard non- PP	Overall higher standard	Pupil premium exp standard	Pupil premium higher standard	Pupil Premium exp standard pupils in – mainstream only
Maths	88%	96%	24%	63%	25%	83%
Reading	67%	76%	18%	38%	0%	50%
Writing	61%	72%	3%	25%	0%	33%
EGPS	73%	80%	9%	50%	0%	67%

Performance data from the academic year 2024 to 25 is as follows;

Year 6 (SATs)

The disadvantaged pupils in Year 6 had lower attainment in maths, reading, EGPS and writing than the non-disadvantaged pupils. This cohort of PP pupils had *50% SEND including 3 EHCPs, 2 of whom have more complex needs – these pupils were attached to the school's Resource Provision. Of these, 1 pupil was a non-attender - accessing alternative provision - and was disapplied from SATs. This high level of need impacted the attainment of this cohort.

*For comparison the % of non-PP children who were SEND was 28%.

The lowest outcomes were in English writing and reading where the gap between PP and non-PP (mainstream pupils) increased to 39% and 17% respectively. In EGPS the gap between PP and non-PP narrowed considerably from 24% (in 2023-24) to 6% and in maths the gap was 5%.

In school data, for Year groups other than Year 6, demonstrates that there is a gap between the attainment of the disadvantaged group and non-disadvantaged group in most cohorts although this varies widely. Two key factors in this are the numbers of PP children in a particular cohort and also the level of SEND. For PP children only, attainment is highest in Reading, Maths and writing and lowest in EGPS. The

attainment gap between PP and non-PP is similar in Reading, writing and maths but attainment is broadly similar in writing.

These figures are based on the judgements made by each teacher and reported to parents at the end of the academic year. These judgements are informed by a range of assessments including tests.

The overall attendance figure for disadvantaged pupils was 92.6% across the academic year 2024 to 25. This is an improvement of 2.27% over the previous year's figure. For non- disadvantaged pupils the attendance figure for the year 2024-25 was 94.9%. The gap was therefore 2.3% which is down from 3.43% the previous year.

Nurture provision remained a high priority this academic year and this has led to an improvement in the behaviour of a number of pupils who previously were finding it hard to learn in the classroom environment. A wider group of disadvantaged pupils have also received regular social and emotional support to enable them to cope better with school life.

A number of pupils have benefited from funding that has enabled them to attend residential visits and other clubs including breakfast club this past academic year.

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
Read Write Inc Phonics	Ruth Miskin Literacy
Mastering Number and Mastering Number at KS2.	NCETM
The Power of Reading	Centre for Literacy in Primary Education