

# Whitby Heath Primary School

## Pupil Premium Strategy Statement 2025/26 to 2028/29

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Published December 2025

## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whitby Heath Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stuart Wright, Headteacher
Pupil premium leads	Emma Williams (Deputy Headteacher)
Governor lead	Gemma Earlam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£83,540

# Part A: Pupil premium strategy plan

## Statement of intent

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Our work through the use of Pupil Premium is focused on accelerating progress, moving children to at least age related expectations. Pupil Premium resources are also used to target able children on free school meals to achieve higher levels and to target able children on FSM to achieve above the expected standard at the end of KS1 or KS2.

Pupil Premium resources will be used to ensure that all children can benefit from the wider curriculum opportunities we offer.

### Principles:

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into a cohesive, structured teaching programme for learners.
- We use our data and school self-evaluation to identify the appropriate provision to be provided by the grant.
- We evaluate, monitor and track the impact of the provision funded by the grant.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In providing support we will not socially isolate pupils. Therefore, some groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- We track the impact of strategies put into place through the funding to ensure maximum value allowing use to effectively monitor, evaluate and review the success of the impact of the pupil premium funding.
- Disadvantaged pupils can include reference to children in receipt of FSM, PP funding, vulnerable children, LAC, CiN, TAF, SGO, EAL and SEND children

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Pupil engagement with enrichment activities. Disadvantaged pupils attend fewer extracurricular clubs and enrichment opportunities, reducing their social interaction, confidence and sense of belonging. This can impact wellbeing and limit opportunities to build positive relationships and wider skills beyond the classroom.
5	Pupil mental health and wellbeing.
6	Our attendance data from last year indicates that overall attendance for FSM pupils was 2.3% lower than for non-FSM pupils.

## 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
Improved use of subject specific vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved use of subject specific vocabulary among disadvantaged pupils.

	pils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2028/29 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS1 and KS2 maths outcomes in 2028/29 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2028/29 show that more than 80% of disadvantaged pupils met the expected standard.
Improve oracy skills across Early Years.	Children are assessed using WELLCOMM and interventions have been put in place to support identified gaps. Early identification has resulted in SALT referral as required. Use of NELI and Elklan trained staff to develop language skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being narrowed so absence rates for disadvantaged pupils is 95% or better. (24/25 national average for FSM for absence was 10.6% and for non-FSM 6%). 24/25 national average for FSM for persistent absence was 33% and for non-FSM 13.4%).</li> <li>• the percentage of all pupils who are persistently absent being below 13.5% (24/25 Spring national average – Summer data not available yet).</li> </ul>

## 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: **£42,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure writing assessments are accurately completed.	<p>Moderation meetings and writing training (Talk for Writing) for all year groups linked to writing outcomes and ARE throughout the year.</p> <p>The EEF guidance is based on effective professional development:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3
Targeted development of word recognition and language comprehension to strengthen reading comprehension through systematic phonics teaching (RWInc), fluency practice, structured vocabulary teaching (Word Aware), oracy development (Voice21), reading comprehension strategy teaching, small-group/1:1 reading support and parent reading engagement.	<p>EEF evidence shows that systematic phonics, structured vocabulary teaching, oracy development and explicit comprehension strategy instruction have high impact on reading outcomes for disadvantaged pupils. Oral language interventions (+6 months), phonics (+5 months), reading comprehension strategies (+6 months) and targeted small-group/1:1 tuition positively impact progress. EEF also identifies early language, talk-rich classrooms and parental engagement as key for accelerating reading development and closing disadvantage gaps.</p> <p>Improving Literacy in Key Stage 1 (Guidance Report) — <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> EEF+1</p> <p>Oral Language Interventions — <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> EEF+1</p> <p>Phonics (Teaching &amp; Learning Toolkit) — <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> EEF+1</p>	1, 2, 3, 5

<p>Employment of teachers/HLTAs/TAs to deliver targeted support in class as well as leading specific interventions to target gaps in learning</p>	<p>Embed the Curriculum to address gaps in learning through the use of additional teachers/TAs and class teachers to deliver interventions to groups of pupils across all year groups. Pupil progress meetings to evaluate children not on track and interventions put in place.</p> <p>The EEF guidance is based on school improvement planning:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a></p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/mastery-learning">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF guidance on mastery teaching:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1, 3</p>
<p>Enhancement of our English teaching and learning planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access RWInc, Talk for Writing and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 2, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will take part in the Oracy project</p>	<p>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:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-</a></p>	<p>1, 2</p>



(Voice 21) as well as Word Aware training.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy">and-evaluation/projects/voice-21&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy</a>	
Invest in a range of CPD opportunities, including: NPQs, Oracy, writing, reading, maths	<p>All staff to be provided with skills to respond to pupils' needs across year groups and in individual classes with a focus on metacognition and self-regulation linked to our tracking of and the teaching of positive Learning Behaviours for all children.</p> <p>EEF guidance in effective professional development:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF guidance on metacognition and self-regulation:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oracy</a></p>	1, 2, 3, 5
Mirodo software	<p>To enhance understanding outside of the classroom with a particular focus on mathematics in KS2.</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF guidance on mastery teaching:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 3

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

Budgeted cost: **£21,135**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Stacks, Number Sense and Mastering Number - interventions to provide a targeted intervention to gaps in learning for Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
Targeted phonics 1:1 and small group EYFS, Key Stage 1 and 2 interventions	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF guidance on effective TAs:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	2
Beanstalk readers	<p>Beanstalk readers to support 1:1 reading for targeted children bi weekly.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
RWI	<p>For low attaining children in Key Stage 2. Supporting progression and confidence of basic Literacy skills through interactive activities based on their assessed level of need. Focus on spelling and reading. Access built into daily Target Time.</p> <p>EEF guidance on KS2 literacy:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 2
Mighty Writer	<p>Attainment gaps narrowed in key skills in writing for targeted children across all year groups.</p>	1

	<p>EEF guidance on mastery teaching and learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
Lexia and Lexonic (Leap and Advance)	<p>Attainment gaps narrowed in key skills in reading for targeted children across Years 1-6.</p> <p>EEF guidance on KS1 Literacy:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance on KS2 literacy:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>EEF guidance on mastery teaching and learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 2, 3
Targeted interventions to support language development	<p>Use of language development programmes: NELI, Wellcomm and Elklan to further support and develop language and early language development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language</a></p>	1

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£21,135**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support children and families.	<p>Provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. Learning mentors help pupils overcome behavioural, social or emotional problems that are affecting their learning.</p> <p>They also work closely with parents/carers to support family groups.</p> <p>EEF guidance on improving social and emotional learning in primary schools:  <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, 5
ELSA trained staff	<p>ELSA staff work on developing children's self-esteem and creating positive interactions with other people. Being emotionally literate helps children to focus better on their learning and has a positive impact on their general happiness and wellbeing.</p> <p>EEF guidance on improving social and emotional learning in primary schools:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5
Contributions towards residential visits.	<p>Contributing towards residentials and visits for children so all children can experience enrichment to their curriculum.</p> <p>EEF guidance on outdoor adventure learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
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**Total budgeted cost: £84,540**

## 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.

#### Intervention

The work of our Learning Mentor and trained ELSAs, is part funded through the grant. Through these roles, support for our more vulnerable children is given and has proved to have a significant impact in helping children to improve self-esteem and confidence and become positive learners.

As a school we have identified groups of children, which include those in receipt of pupil premium, who benefit from targeted additional academic support specifically in reading, writing and maths. These include children who benefit from additional opportunities be stretched further in their learning. These groups are identified through pupil progress and health check meetings each half term and appropriate programmes/support is identified and reviewed at these meetings.

Support may be through quality first teaching intervention with Teachers or Teaching Assistants who have been trained for the specific interventions led. These may include ELSA, Mighty Writer, Number Stacks, Number Sense, Lexonic (Leap and Advance), Lexia, 1:1 tuition in Phonics, as well as bespoke programmes of work.

#### Additional Opportunities

In addition, we believe that the children also gain from a wide range of opportunities that prepare and inspire the children to be learners as well as take responsibility for their own wellbeing. As such a range of programmes have are supported through this grant including an annual programme of a range of Health and Wellbeing workshops, musical instrument tuition, as well as residential events and a variety of educational visits throughout the year.

Increased access to lunchtime and after-school clubs has had a positive impact on disadvantaged pupils. Participation has strengthened confidence, friendships and communication skills, contributing to a greater sense of belonging and enjoyment of school. Staff and pupil feedback showed improved wellbeing, motivation and behaviour, with pupils demonstrating increased resilience, teamwork and engagement in school life. Enrichment opportunities continue to help disadvantaged pupils develop interests and skills beyond the classroom.

### Externally provided programmes

Programme	Provider
Beanstalk – reading intervention	Beanstalk
Mirodo software	Mirodo



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.
- Raising aspirations project which will support children in looking to the future and understanding what opportunities they have available to them.
- Children will have access to high quality outdoor learning which will be engaging and offer the opportunity to apply skills across the curriculum. This includes providing a programme of targeted outdoor learning opportunities which are based on the Forest School principles. This supports children across school to enhance the children's curriculum experience and explore their surroundings whilst building upon team building and resilience.

Disadvantaged pupils will be encouraged and supported to participate in all elements stated above.

### **Planning, implementation, and evaluation**

In planning our pupil premium strategy, we evaluated previous years' plans. Attainment and progress of the children has been identified as an area of improvement.

When analysed by individual year groups, in some year groups the attainment gap between PP and non-PP children is larger, whilst in other year groups, the gap has narrowed. Comparing nationally published data, Disadvantaged Pupils outcomes compare favourably to national averages and those of Non-Disadvantaged peers.

The overall progress of PP children is significantly higher in terms of 'expected' and 'above expected' progress for reading, writing and maths.

Whilst attainment of Pupil Premium pupils continues to be an area for development, the progress of our Pupil Premium pupils has accelerated in all areas leading to the gap between Pupils Premium pupils and non-Pupil Premium pupils decreasing.

PP progress and attainment and progress will continue be a target group for this year.

We will continue to prioritise our focus on bespoke interventions and support for all our children including our disadvantaged pupils in 2024/25.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.