

# Pupil premium strategy statement – Whitchurch primary School & Nursery

This statement details our school's use of pupil premium (and recovery 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	796
Proportion (%) of pupil premium eligible pupils	15% (123 pupils)
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>	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Inniss Headteacher
Pupil premium lead	Katerina Portou, AHT
Governor / Trustee lead	Peter Tenconi & Deepa Samani, Co-Chairs of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£145,960</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>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitchurch, we provide a culture where staff believe that ALL children can succeed and no child is left behind academically, socially or emotionally because of disadvantage. We believe all children are '**Growing through Whitchurch - from early learners to confident leaders**' and that the interests, heritage and aspirations of our children are integral to their learning and development.

In order to ensure the **Pupil Premium (PP) funding** is used effectively, Whitchurch aims to:

- **Improve day to day teaching** by developing high quality teaching, assessment and a broad and balanced curriculum;
- Analyse the needs of individual children and provide **targeted academic support**;
- Provide **wider strategies** by supporting pupils' social, emotional and behavioural needs, supporting attendance, extra-curricular activities and communicating with/supporting parents and carers.

Over the course of the next two years, our focus will be to:

- **Develop Quality First teaching** to promote the academic progress and aspiration of all our pupils regardless of background or attainment;
- Provide **outdoor learning opportunities** to motivate pupils to engage with nature;
- Provide regular **training and continued professional development (CPD)** which is research and evidence-based to ensure teachers can implement quality first teaching;
- Ensure our pastoral team and therapists are highly skilled to support our pupils' **social, emotional and mental health needs** and ensure teachers use a trauma-informed approach;
- Allocate highly skilled, diverse teachers, YTLs, Assistant Head teachers and learning support assistants to work collegiately and run **interventions to break down the barriers** to accessing the full curriculum;
- Improve **punctuality and diminish persistent absenteeism** of our pupils;
- Focus on the **development of our youngest pupils** including speech, language and social, personal development;
- Use a variety of means, including: data, pupil progress meetings, provisions and pupil voice to focus on the **development of the whole child**;

Staff at Whitchurch adopt a 'solution-focused' approach to overcoming barriers and together with the support of senior and middle leaders, we aim to drive whole school improvement for our disadvantaged pupils. Our values are deeply rooted in every aspect of Whitchurch life: **respect, responsibility, resilience, honesty, generosity, aspiration**.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and progress gaps</b> between disadvantaged and non-disadvantaged pupils. reduce the gap by x% relative to Autumn 2024 data
2	<b>Attendance, persistent absenteeism and punctuality</b> - the weekly percentage of absenteeism is mostly below the national average.
3	Through staff voice, lack of knowledge of how to support pupils with PP. <b>Professional development</b> for all staff with a focus on ECTs to greater understand the needs of disadvantaged pupils.
4	<b>Pupil wellbeing</b> : through observations, working with families and pupil voice we recognise a rise in social, emotional issues and mental health needs and a rise in <b>connection seeking</b> .
5	Through assessments and observations: <b>underdeveloped vocabulary and writing using ordinarily available provisions (OAPs)</b> . Adaptations
6	A rise in <b>children entering reception</b> with underdeveloped communication, language and literacy skills.
7	Disadvantaged pupils have non-equitable and possibly <b>limited access to broader experiences and enrichment</b> .
8	Through pupil voice and observations, a rise in pupils seeking to and missing out on <b>outdoor learning opportunities</b> including a reduction in recent years of creative outdoor play.

## 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. To improve the <b>attainment and progress</b> of disadvantaged pupils in reading, writing and maths by the end of KS2	<ul style="list-style-type: none"><li>• Raise standards at the end of KS2 by developing consistent approaches to assessment and the delivery of the curriculum. At least 75% of disadvantaged pupils reach the expected standard of reading, writing and Maths by the end of Key stage 2.</li></ul>
2. To improve <b>attendance and punctuality</b> of all disadvantaged pupils	<ul style="list-style-type: none"><li>• Attendance of disadvantaged pupils to be at least 96%. Where this number falls below target, less than 10% of disadvantaged pupils fall below 90%. Monitoring of attendance, communication</li></ul>

	with families and support will increase attendance figures and decrease the number of persistent absentees (>90%).
3. All teachers, learning support assistants (LSAs) and early career teachers (ECTs) will receive support and <b>training</b> (CPD) to provide quality first teaching	<ul style="list-style-type: none"> <li>Teachers will be supported throughout the year to plan and implement quality first teaching, assessments and interventions;</li> <li>LSAs will receive regular training to support pupils (both academically and pastorally);</li> <li>ECTs to receive bespoke training sessions to support pupils, (PP, PIXL, AI, SEND etc);</li> </ul>
4. <b>Pupil wellbeing:</b> provide trauma-informed approach, investments with pastoral support, tracking of pupils.	<ul style="list-style-type: none"> <li>All disadvantaged pupils have access to pastoral support and receive a trauma-informed approach to behaviour and relationships;</li> <li>All teachers to receive training and use 'Motional' to track the pastoral needs and impact of strategies used for pupils;</li> </ul>
5. A consistent and whole-school approach to <b>writing</b> with a greater emphasis on <b>embedding vocabulary</b>	<ul style="list-style-type: none"> <li>All staff to receive training and monitoring to implement and embed Ready, Steady, Write (Literacy Counts);</li> <li>Pupils will have access to ordinarily available provisions (OAPs) with a whole-school approach to using these to improve outcomes, especially for writing and improving vocabulary;</li> <li>Teachers to receive training on 'Walk-Thrus' - how to implement and embed these to include greater participation and engagement of children.</li> </ul>
6. A robust plan of action with clear steps to success for our <b>pupils in Early Years</b> to ensure progress in all seven areas of development.	<ul style="list-style-type: none"> <li>The curriculum is ambitious for all (needs of most vulnerable to higher achievers);</li> <li>Develop all staff as facilitators of learning through high quality interactions;</li> <li>Observations and data will provide evidence.</li> </ul>
7. Gaps and underperformance are identified and <b>targeted interventions</b> are planned and implemented for disadvantaged pupils	<ul style="list-style-type: none"> <li>Progress and provision meetings will be held at least termly so that every disadvantaged pupil is tracked and next steps / impact are identified;</li> <li>Targeted interventions run by Assistant Head teachers, LSAs, HTLAs and EYPs.</li> </ul>
8. Opportunities to participate in a variety of <b>clubs, music, trips, enrichment and sporting events</b> to broaden their experiences.  Provide opportunities for Forest School <b>outdoor learning</b> and <b>Opal</b>	<ul style="list-style-type: none"> <li>Staff will ensure inclusive enrichment complements, broadens and supports the learning in the classroom;</li> <li>Family support so the children can attend all that is offered including financial assistance with trips and residential for disadvantaged pupils;</li> <li>Financial assistance with music lessons for disadvantaged pupils.</li> <li>All PP pupils from Years 1-6 will have access to the <b>Whitchurch Woodland</b> - our in-house forest school to be able to connect learning with nature</li> <li>All pupils at Whitchurch will have greater opportunities of free and creative play through the Whitchurch <b>OPAL</b> project</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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching in the classroom with a focus on bridging the gap between disadvantaged and non-disadvantaged pupils.	EEF Great Teaching Toolkit Evidence Review (2020): Four priorities for teachers: 1.understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking Supporting the Attainment of Disadvantaged Pupils (DfE 2015) NCTEM: Teaching for Mastery (2019) Harrow SEND AP Strategy 2024-29 The Sutton trust - Closing the Attainment Gap	1, 2, 3, 4 ,5, 6, 7, 8
Robust EYFS action plan and ambitious curriculum for all (needs of most vulnerable to higher achievers)	Save the Children Early Year's Toolkit (2019) Birth to 5 Matters: Personal, Social and Emotional Development. (2021) EEF Podcast (episode 19) Personal, Social, Emotional Development (PSED) in the Early Years (2021) Best start in life: a research review for early years - A three-part subject-based curriculum research review focused on early years education. The Sutton Trust: Inequality in Early Years Education 2024	1, 2, 3, 4, 5, 6, 7, 8
Using ordinarily available provisions (OAPs) to support the use of ambitious vocabulary in writing And 'WalkThrus' to facilitate engagement and participation	EYSEND National Seminar - Ordinarily Available Provision in the Early Years  Harrow Council: Guidance for the Co-ordinated Assessment of Children and Young People with Educational, Health and Care Needs  WalkThurs.co.uk: evidence based learning	1, 3, 5, 6, 7,
Offering research-based CPD opportunities to all staff with a focus on training for disadvantaged pupils	EEF – Effective Professional Development (2021) Early Careers Framework - Gov.UK SEND - Gov.UK National Pupil Premium Conference: Birmingham	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions run by HLTA, AHTs, CTs & LSAs including phonics groups.	<p>EEF Teaching and Learning Toolkit Tutor - high impact</p> <p>EEF – Improving Literacy in KS1, KS2</p> <p>Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)</p> <p>EEF – Reading Comprehension Strategies (+6 months)</p> <p>HFL Education: Year 6 Writing at Greater Depth (2022)</p> <p>Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)</p>	1, 3, 5
Setting in Maths for Year 6 pupils	<p>EEF – Small Group Tuition (+4 months)</p> <p>EEF – Setting &amp; Streaming</p> <p>Open University Malaysia - Benefits and Disadvantages of Streaming Practices to Accommodate Students by Ability</p>	1, 2, 3, 4
One HLTA and two LSAs per Year group: in and out class support of our disadvantaged pupils.	<p>EEF – Making Best Use of Teaching Assistants (2021)</p> <p>EEF - Small Group Tuition (+4 months)</p>	1, 3, 4, 5, 6, 7, 8
Teacher-led core subject boosters for disadvantaged pupils.	<p>EEF Teaching and Learning Toolkit</p> <p>EEF – Small Group Tuition (+4 months)</p> <p>Whitchurch data showing accelerated progress (historical)</p>	1, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further support.	<p>EEF Teaching and Learning Toolkit Tutor - high impact</p> <p>EEF – Improving Literacy in KS1, KS2</p> <p>Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)</p>	1, 3, 5
Fresh Start Program (Years 5-6)	EEF: A Popular Phonics Programme (+3 months)	1, 3, 5
Toe by Toe LSA run sessions	EEF blog: supporting reading comprehension in key Stage 2	1, 3, 5

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

Budgeted cost: £35,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and training for staff and parents to improve disadvantaged pupils' 'behaviour for learning'.	EEF Toolkit – Parental Engagement EEF – Improving Behaviour in Schools EEF – Metacognition and Self-Regulated Learning	1, 2, 3, 4, 6, 7, 8
Financial investment in training for one staff member as a Forest School leader.	The benefits of Forest School – Plymouth Marjon University	1, 2, 4, 6, 7, 8
Financial support for a variety of enrichment, experiences, visitors and trips for disadvantaged pupils.  (Yes Fest, Winter Wonderland, Aim High Sessions)	Sutton Trust Life Lessons report (2017) EEF Blog – Incentives and Education (+2 months)  The benefits of Forest School – Plymouth Marjon University  NCFE: The Valuing Enrichment Project: emerging findings and recommendations	1, 3, 4, 5, 6, 7, 8
Upkeep of the Whitchurch Care Cupboard to provide basic items and essentials to disadvantaged pupils	We are Teachers: starting a 'Care Closet' to Meet Students' Needs  EdSurge: Students Get Food, Clothing and More from 'Care Closet' Built by Their Teacher	2, 3, 4, 7
Financial support for instrumental lessons for disadvantaged pupils.	EEF – Art Participation (+3 months progress)  Bright Horizons: Children and Music: Benefits of Music in Child Development 2022	2, 4, 7
Full time Pastoral Lead, pastoral team and the use of a trauma - informed approach for dealing with behaviour and friendships. Supporting pupils and families dealing with social, emotional and mental health issues.	EEF – Social and Emotional Learning (+4 months)  Mentally Healthy Schools – Anna Freud Working Definition of Trauma-Informed Practice – Gov.uk  Iriss - Trauma-Informed Approach- A Critical Overview of What They Offer.	2, 3, 4, 7, 8
Raising attendance of our disadvantaged pupils and closing the gap between them and their non-disadvantaged peers	EEF - Moving forwards, making a difference A planning guide for schools 2022–23 (Wider Strategies / Attendance)  EEF Podcast: Supporting School Attendance – Evidence in Action	1, 2, 3, 4, 6, 7, 8
Wraparound daily provision (priority for our disadvantaged children)	DfE: Wraparound Care: Responding to Requests (2016)  EEF: Extending School Time	1, 2, 3, 4, 6, 7, 8

Clubs: a wide and varied offer of school clubs (including external & homework clubs) run before or after school (priority placement for disadvantaged children)	Sutton Trust Life Lessons report (2017) EEF: Homework (+5 months) Insights into wraparound childcare A report from Coram Family and Childcare Laura Dewar January 2024	1, 3, 4, 5, 7, 8
Dedicated 1 to 1 councillor available for pupils and families of disadvantaged pupils	EEF – Social and Emotional Learning (+4 months)	2, 4
'Motional' program (online assessment and support tool for tracking social, emotional pupil cases.)	EEF – Social and Emotional Learning (+4 months)	2, 3, 4
Dedicated Play Therapist working 1 to 1 with disadvantaged pupils.	Play Therapy – An Illustrative Case (2019) "play is the child's natural medium of self-expression." EEF – Social and Emotional Learning (+4 months)	2, 3, 4, 7
Year 5 and Year 6 Residential subsidy (up to 100% payment provision)	Two million school children go on residential school trips every year and 40% of trips are specifically organised to engage hard to reach pupils. A recent study reported that 52% of children do not tell their parents about a trip due to money concerns. (Leave No Child Behind UKSA)	1, 2, 4, 8
Contingency fund for emergency issues.	Based on past experiences and those of similar schools to ours, we recognise the need to set aside a small amount of funding to respond to issues not yet identified in a timely manner. Whitchurch recognises that not all children who are in need of the PPG receive it.	1, 2, 3, 4, 5, 6, 7, 8

**Total budgeted cost: £145,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil attainment and progress	<p>There has been a significant improvement across all areas of learning, significantly at the end of Key Stage 2 (79% of PP children passed their SATs (RWM combined)). This is the highest percentage since 2020.</p> <p>The implementation of the new PIXL assessment tool and training has allowed for greater targeting and focus of children just below the age related standards.</p> <p>All areas of learning are significantly above the National and Harrow percentages.</p>																																																								
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Phonics and reading	<p>The Year 2 phonics pass rate also increased from: 81% to 87% (21/24 pupils)</p> <p>Yr1 phonics 95% (pass) 2024; 89% pass in 2025</p> <p>Yr2 catch up programme 92% pass (2024) and 98% pass (2025) - these figures represent the entire Year 2 cohort of pupils who have passed the phonics screening check during either Year 1 or Year 2.</p>																																																								
Attendance and punctuality	<p>Attendance remains a focus: our PP versus non-PP sit approximately 4% for each term below their non-PP peers.</p> <p>The attendance team, working alongside staff and parents/carers, have ensured that weekly, half termly and termly monitoring of attendance and punctuality has been in place with tracking and phone calls home to support our families. Attendance remains a cause for concern on the whole, although there are some huge improvements across KS2.</p> <p><u>Spring 2024-2025</u> (6/1/25 – 4/4/25) - (PP) 89.88% (Non PP) 94.37%</p> <p><u>Summer 2024-2025</u> (22/4/25 – 22/7/25) - (PP) 91.50% (Non PP) 95.16%</p> <p><u>Autumn 2025-2026</u> (1/9/25 – 9/12/25) - (PP) 91.72% (Non PP) 95.07%</p> <p>The Pupil Premium Lead, Deputy Headteacher and attendance officer meet every three weeks to analyse the data and support focus vulnerable persistent absentees.</p>																																																								
CPD for all staff	<p>All classroom-based staff are trained in safeguarding, PIXL, Ready, Steady Write - as such, there is more consistency across the school in our approaches. This is seen in all classes on our learning walks.</p> <p>We have 16 LSAs on a rolling weekly training program which is run by our SENDCo. We have 8 ECTs (4 ECT1s and 4 ECT2s) who receive regular training, support and mentoring. We have 6 HLTA, 4 cover teachers and 4 AHTs. All teachers, LSAs and ECTs know their pupil premium children well. The Pupil Premium lead has run three training sessions. All ECTs receive training in AI, PIXL assessments, pastoral support including how to use Motional, SEND provisions and adaptations, Whole Class</p>																																																								

	Reading, Writing using the new scheme (ready, Steady Write) and Google school training.
Early years success*	<p>Overall Strengths: The highest percentages are seen in areas PSED Self-Regulation (92%), PD Gross Motor (96%), and EAD Creating and Imagination (92%), indicating strong performance in social, physical, and creative development.</p> <p>Boys vs. Girls: Girls tend to perform slightly better in most areas, particularly in PSED Managing Self (83%), PD Fine Motor (96%), and LD Word Rec (87%), while Boys generally show slightly lower scores in most aspects.</p> <p>SEND and EYPP: The children with SEND and those eligible for EYPP (Early Years Pupil Premium) generally have lower scores across all areas.</p>
Targeted interventions	<p>2024-25 saw an increase in number and a more targeted strategic approach to interventions using HLTA, AHTs and our new assessment tool, PIXL.</p> <p>Each year group now has two dedicated LSAs and one HLTA, meaning that they no longer move around the school and can target the children in the year group using the data from PIXL to identify the vulnerable children. All data is cross referenced for our disadvantaged pupils to ensure that they receive targeted support. 100% of PP pupils receive some form of intervention or support (Tow by Toe, Phonics including Fresh Start, after school boosters, morning interventions, small group therapies, one to one targeted ready support and support from AHTs).</p>
Enrichment	<p>The enrichment offer at Whitchurch is strong.</p> <p>100% of our disadvantaged pupils attended the Winter Wonderland trip (run by MAGNA in partnership with HAF).</p> <p>98% of children attended the external Forest school sessions.</p> <p>All of nursery and reception visit the Whitchurch Woodland every week and all classes from Yrs 1-6 will have had sessions in the Woodland with our dedicated Forest leader by July 2026.</p> <p>PP children attended the 'Aim Writing' writing for KS1 and KS2 workshop.</p> <p>5 disadvantaged pupils attended the Yes Fest residential (hosted by Harrow school and West Lodge primary School)</p> <p>All pupils are offered opportunities to attend our inclusive trips throughout the year. Using the 50% subsidy on trips, enrichment and music lessons, there is a high intake of pupils accessing enrichment at Whitchurch. Year 5 and 6 had separate three-day residential which were highly successful and well attended by cohorts, (70% - for Yr5 and 60% for Yr6) however, PP children are still less likely to take up the places. (Yr5: 33% 4/12) (Yr6: 41% 9/22)</p>
Effective and meaningful feedback	Since the introduction of live marking and a review of the feedback policy (2023) we have implemented two complete years of the changes. Pupil voice reveals that 100% of pupils asked (out of 65 children, all PP) prefer to have conferencing and live marking (from peer to peer, written, live marking and conferencing.)

## Externally provided programmes

Programme	Provider
Motional	Trauma-Informed Schools U.K
White Rose Maths	White Rose Maths Foundation
RWI	Ruth Miskin Literacy
PIXL Assessments	PIXL
Early Career Teacher program	Teach West London
National Profession Qualification	Best Practice Network
School Therapeutic Lead	Harrow's School Counselling Partnership (HSCP)
Art/Play Therapist	Harrow's School Counselling Partnership (HSCP)

Peripatetic Music Lessons	Harrow Music Service
National Pupil Premium Conference	SecEd & Headteacher Update
Yes Fest	Harrow School & West Lodge PS
Winter Wonderland	Magna Group & HAF

## 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*

N/A

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

N/A