

Pupil premium strategy statement – Whittlefield Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	34%
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)	2026/27 2027/28 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Awaiting next full governing body
Pupil premium lead	Michelle Hume
Governor / Trustee lead	Mike Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£110,050

Part A: Pupil premium strategy plan

Statement of intent

- Close the attainment gap between pupils eligible for Pupil Premium (PP) and their peers so that PP pupils make at least expected progress and, where appropriate, accelerated progress in early reading (phonics), writing and oral language so they are ready to access the full curriculum.
- Improve rates of school attendance and persistent absence for disadvantaged pupils so they do not miss critical curriculum content and pastoral support.
- Increase parental engagement with learning and school systems so families are empowered to support children's learning and attendance.
- Ensure high-quality early years provision and targeted early language support so children eligible for PP achieve a strong Good Level of Development (GLD).
- Strengthen leadership, subject leadership and governance oversight of disadvantage so Pupil Premium spending is strategic, evidence-led and sustainable.

How this strategy works towards those objectives

- The strategy is evidence-led and organised around the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). Activities were chosen to address the three main barriers identified in our context (attendance; speech, language & communication; parental engagement) and to be cost-effective in a 1FE maintained primary with 36% PPG.
- We will invest across tiers: strengthen universal classroom teaching (Tier 1) to reduce the number who need targeted support; deliver proven targeted interventions in early years and KS1 for oral language and reading (Tier 2); and apply responsive, family-focused approaches to attendance and engagement (Tier 3).
- Implementation will be led through the school's improvement priorities (Writing; Subject Leadership; Early Years) with governance oversight. Impact will be monitored termly using attendance data, Language assessments, Boxall profiles, Minutes of TAF meetings, pupil progress meetings and data checks. Book scrutinies and Learning walks will also focus on Pupil Premium attainment.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: some disadvantaged pupils have lower rates of attendance and persistent absence which reduces access to teaching and hinders learning (local data: school has an attendance barrier identified by recent inspection and school context). Evidence suggests targeted, personalised parental communications and responsive, multi-component approaches show promise in improving attendance EEF: Attendance interventions rapid evidence assessment .

2	Speech, language & communication: Reception / Early Years and some KS1 pupils eligible for PP show lower oral language and early literacy development contributing to lower GLD and later reading/writing gaps. Current school data shows Reception GLD and phonics gaps by PP status (e.g. GLD for PP lower than non-PP; phonics: PP 60% vs non-PP 79%). Oral language interventions have high impact in early years EEF: Oral language interventions Teaching and Learning Toolkit .
3	Parental engagement: parental engagement with learning and with school processes (attendance, reading at home, supporting early writing) is inconsistent; evidence indicates targeted, personalised communications and programmes to build parenting efficacy are promising for attendance and home-learning behaviours EEF: Attendance interventions rapid evidence assessment and EEF blog: tailored communications .
4	Stronger quality of teaching and subject leadership in writing and phonics to sustain gains. Current school data shows Reception GLD and phonics gaps by PP status (e.g. GLD for PP lower than non-PP; phonics: PP 60% vs non-PP 79%). Oral language interventions have high impact in early years EEF: Oral language interventions Teaching and Learning Toolkit . Current school data shows end of key stage 2 gaps by PP status (e.g. EXS for PP lower than non-PP: PP – 18% and Non PP – 63%)

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. Improved attendance for disadvantaged pupils (reduce persistent absence and increase overall attendance)	- By end of academic year: persistent absence among PP pupils falls by at least 30% relative to baseline (termly monitoring). - Whole-school PP attendance increases to within 2 percentage points of non-PP attendance. - Casework logs show timely, personalised contact established for every PP pupil with attendance below school threshold and evidence of planned support. Evidence sources: EEF attendance REA and guidance on parental communications EEF: Attendance interventions rapid evidence assessment.
2. Improved early language, GLD and KS1 phonics outcomes for disadvantaged pupils	- Reception GLD for PP pupils increases to at least 65% (from current ~56% for PP) by next end-of-year assessment. - Phonics pass rate for PP pupils rises from 60% to at least 75% within 12

	months (measured at end of Y1/Y2 checks). - Targeted cohort children receiving language intervention make at least +3 months progress above expected progress in language assessments over intervention period. Evidence sources: EEF oral language toolkit and NELI trials EEF: Oral language interventions Teaching and Learning Toolkit; EEF: NELI.
3. Increased parental engagement in attendance and home learning routines	- Increase in parental responses to attendance communications (two-way contact) by 40% for families of PP pupils with attendance concerns. - At least 60% of targeted PP families attend family workshops/briefings on supporting reading and attendance. - Home-reading records show increased frequency for targeted PP pupils (tracked weekly). Evidence sources: EEF evidence on parental communications and targeted parental engagement approaches EEF: Attendance interventions rapid evidence assessment and EEF guidance on tailored communications EEF blog: Taking a tailored approach to improving attendance.
4. Stronger quality of teaching and subject leadership in writing and phonics to sustain gains	- Subject leader monitoring and pupil progress meetings demonstrate improved sequence and coherence in writing/phonics curriculum for all year groups; actions to address knowledge sequencing recorded. - CPD uptake: 100% of teachers and target TAs complete training in oral language approaches and phonics enhancements. - Internal moderation demonstrates narrowing of PP/non-PP writing attainment gap. Evidence sources: EEF Teaching & Learning principles and emphasis on high-quality teaching in Menu of Approaches.

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 (Tier 1: High-Quality Teaching — CPD, curriculum, recruitment & retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Strengthen Reception and KS1 curriculum sequencing for language and phonics; implement agreed progression documents and termly subject-leader checks (writing & phonics focus). Provide release time for subject leader monitoring and coaching cycles.	The EEF emphasises that strong curriculum design and high-quality teaching are first-order priorities and that oral language approaches are most effective when integrated into curriculum and everyday practice EEF: Oral language interventions Teaching and Learning Toolkit . Clear sequence and subject leadership supports implementation.	2, 4
2. Whole-staff CPD on high-quality interactions and dialogic talk in Early Years and across KS1 (train staff to use language-rich routines and questioning strategies). Include coaching cycles and peer observation.	EEF Early Years guidance and Oral Language evidence show staff training and high-quality adult–child interactions are critical components of improved language outcomes (+6 months average impact) EEF: Oral language interventions Teaching and Learning Toolkit .	2, 4
3. Ensure targeted TA professional development: train TAs to deliver small-group language sessions and phonics boosters with fidelity; allocate weekly slots for TA-delivered Welcomm or bespoke language sessions for identified children.	The EEF NELI programme evidence shows TA-delivered, scripted small-group language teaching can produce measurable gains in Reception language (+3–4 months in trials) EEF: NELI . EEF Toolkit emphasises that trained TAs can deliver effective targeted support when well-supported.	2, 4
4. Adopt classroom routines and resources that promote vocabulary	The Oral Language Toolkit recommends integrating vocabulary	2, 4

enrichment across the curriculum (planned tiered vocabulary linked to term topics; display and deliberate practice).	work into the curriculum and linking it to current content for better retention and transfer EEF: Oral language interventions Teaching and Learning Toolkit .	
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Targeted Academic Support (Tier 2: Tutoring, one-to-one/small group, targeted interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Implement a targeted Reception language programme (WELCOMM for the lowest-scoring 3–6 children per class: Small group and individual sessions delivered by Mrs. Larkin use LanguageScreen for identification and progress tracking.	NELI has robust trial evidence (efficacy, effectiveness and scale-up) showing Reception targeted delivery yields measurable improvements in oral language and early reading for disadvantaged children EEF: NELI . The Oral Language Toolkit supports targeted small-group work. As we have Welcomm trained staff we will use this.	2
6. Phonics catch-up sessions (small-group, daily 20–30 minute sessions) for PP pupils below expected standard; use validated, systematic phonics programme and monitor through weekly assessments and rapid feedback to classroom teacher.	EEF guidance on effective phonics and KS1 literacy recommends targeted small-group phonics boosters and frequent assessment to accelerate progress. Oral language and early phonics combined support early reading success [EEF: Improving Literacy in Key Stage 1; Oral language toolkit]. (See NELI evidence for linked gains.)	2, 4
7. Structured one-to-one/small group tutoring/ interventions for all	EEF evidence on small-group and one-to-one tuition indicates positive effects when tuition is well-targeted,	2, 4

disadvantaged pupils in writing and reading (termly small-group tuition Ensure tutoring is aligned with classroom learning and delivered by trained staff.	regular and linked to classroom teaching; this fits the DfE Menu for targeted academic support. (See EEF Teaching & Learning Toolkit summaries for small group tuition and targeted interventions.)	
8. Use targeted language-rich interventions for PP children identified with speech and language needs in liaison with SALT, BOXALL or commissioned services; progress monitored with baseline and exit measures.	The EEF Oral Language Toolkit and multiple trials highlight the effectiveness of targeted language interventions and the importance of specialist involvement where need is identified EEF: Oral language interventions Teaching and Learning Toolkit .	2

Wider Strategies (Tier 3: attendance, behaviour, parental engagement, enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
9. Implement an attendance & family liaison model that emphasises proactive, personalised, non-punitive parental communications (nudge letters, texts, phone calls) and rapid, responsive casework for PP pupils whose attendance falls below thresholds. Track interventions and outcomes in an attendance casework log.	The EEF attendance rapid evidence assessment finds promise for parental communication approaches (personalised, informative messages) and for responsive, multi-component approaches tailored to individual causes of absence EEF: Attendance interventions rapid evidence assessment and EEF blog recommending careful, personalised parental messages EEF: Taking a tailored approach to improving attendance .	1, 3
10. Run targeted parental engagement workshops and	EEF evidence indicates that targeted parental engagement interventions,	1, 2, 3

family learning sessions focused on: (a) the importance of attendance and how to improve it; (b) supporting early language at home (storytelling, dialogic book talk); (c) reading & early writing activities — provide short, practical take-home resources and text-message follow-ups.	and well-designed communications, can produce small positive effects on attendance and parental behaviours; programmes that build parental efficacy are promising elements of responsive approaches EEF: Attendance interventions rapid evidence assessment and EEF oral language research highlights parent-focused programmes that support language at home.	
11. Continue subsidised breakfast/early provision pilot for targeted PP pupils to remove barriers to punctual arrival, and link to pastoral check-in each morning (breakfast + brief adult contact). Monitor attendance and punctuality changes for participants.	Meal provision and breakfast club studies in the EEF review show mixed to small positive impacts on attendance; effects are context-dependent and implementation matters. The EEF recommends considering breakfast provision as one element within a targeted, multi-component approach EEF: Attendance interventions rapid evidence assessment .	1
12. Continue extra-curricular enrichment but target invitations to PP pupils; link clubs to attendance incentives and pastoral support. Monitor changes in engagement and attendance.	The EEF found limited but sometimes positive evidence that extracurricular activities can support attendance and engagement when part of a broader strategy; impact varies by activity and implementation EEF: Attendance interventions rapid evidence assessment .	1, 3
13. Develop a clear system of casework for families (multi-agency where required), with a named senior leader responsible for PP attendance escalation and governor oversight of impact. Provide training for	The EEF recommends responsive, targeted approaches that combine school-based support with other services as required; supportive relationships and culture are central to success EEF: Attendance interventions rapid evidence assessment and EEF blog on	1, 3

staff in family engagement and de-stigmatising communications.	tailoring communications EEF: Taking a tailored approach to improving attendance.	
14. Provide pastoral & SEMH support for PP pupils where emotional factors contribute to absence or engagement issues.	EEF reviews indicate mixed evidence for mentoring and behaviour approaches on attendance; however mental health and SEMH supports are a recognised component of multi-component responsive strategies. Implementation should be monitored and linked to attendance/intervention plans EEF: Attendance interventions rapid evidence assessment.	1

Monitoring, evaluation and governance

- Termly tracking for each intended outcome: attendance (weekly reports and persistent absence tracking), WELCOMM screener, phonics checks (Y1/Y2), writing moderation outcomes and parental engagement metrics (attendance at work-shops; two-way response rates to communications).
- Senior leadership to meet half-termly to review casework and progress; subject leaders report termly on phonics/writing actions.
- Governors (named governor for Pupil Premium) to receive termly impact report summarising: spend, activities, cohort outcomes, attendance trends and next steps.
- Implementation fidelity: use checklists for WELCOMM delivery, phonics booster records, and attendance casework templates.
- Adaptations: where evidence shows an activity is not delivering expected progress, reallocate funds to higher-impact options; all changes to be recorded and justified using impact data.

Resourcing and approximate costs (indicative — to be costed against school budget)

- CPD and release time for subject leader monitoring: moderate cost (T&L consultant - £1000 + other sessions at £500 per session, allocation of INSET hours (Teacher = £180 X 6 1080 X 7 teachers = £7560, Support staff £100 x 6 = £600 x 14 = £8,400 and cover £90 per half day multiple times throughout the year).
- Welcomm – targeted groups (£50 per half day support from support staff throughout the whole year = £8,000)
- Targeted small-group tuition: moderate cost (£50 per half day support from support staff throughout the whole year = £8,000)
- Hiring Pupil and family support manager (£39,500)
- Language and pastoral support worker to work with targeted pupils. (£24,795)

- Breakfast club pilot and subsidised extracurricular offers: ongoing budget for food/resources. (£13,500)
- Purchasing of Boxall profile online. (£325)

All spend will be recorded and reported in the school's Pupil Premium statements and to governors.

Total budgeted cost: £110,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Unvalidated data

Area	National		School	
	<i>Eligible for Free school meals</i>	<i>Difference</i>	<i>Eligible for Free school meals</i>	<i>Difference</i>
<i>EYFS</i>	51.3%	21.3%	55.6%	16.6%
<i>Phonics</i>	67%	17%	60%	18.5%
<i>MTC</i> <i>(average score)</i>	19.3	2.4	15.6	5.2
<i>End of KS2</i> <i>Reading</i>	47%	22%	36%	16.6%
<i>End of KS2</i> <i>Writing</i>	59%	19%	18.2%	50.2%
<i>End of KS2</i> <i>Maths</i>	61%	20%	18.2%	39.6%

Information from summative and formative assessments the school has undertaken.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Challenge number	Detail of challenge
1	Poor speech and language skills are evident in EYFS and KS1. This impacts greatly on future learning especially in reading and writing. 40% N Identified 23% R 17%Y1 20% Y2
2	Adverse Childhood experiences – Observations and our experiences with our pupils and families indicate that many of our children are living in households where adults have poor mental health, children are exposed to crime and unemployment. There are also instances of domestic abuse. This means that our children need more support to be able to learn.
3	Attendance and punctuality rates for some Pupil Premium pupils – IDSR Data shows that attendance data for PP children is slightly higher the national average for PP children nationally but it is still below the national average for all pupils.
4	Cultural capital - Discussions with our pupils has revealed a lack of enrichment opportunities for the children. This lack of wider experiences due to deprivation in the local area is a particular challenge to our disadvantaged children which impacts on their engagement with the curriculum.
5	Mental Health Issues with positive mental wellbeing have been identified for some of our Pupil Premium children. This can have a negative effect on attendance, behaviour for learning, social skills and participation in lessons which impacts on levels of attainment.

The gap within the Early Years and Phonics screening data is showing closer to the national average. This shows that the speech and language skills of the children are steadily improving.

Staff within school have had a lot of training with ACE's and the children are being supported with their learning. This is not yet showing in the data, but the children's needs are being met within the classroom, and this shows within the internal data.

Attendance and punctuality continues to be an issue which is why it appears on this plan.

Cultural capital is something the school has worked hard on with all children having at least two experiences within each school year.

The school has used the MHST to make a number of individuals, family, parent and group referrals. These have been accessed well by the children and made lasting impacts on the children's wellbeing.

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