



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	Whitesheet CE Primary Academy
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (3 year plan)
Date this statement was published	1 st October 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Emily Mullord
Pupil premium lead	Emily Mullord
Governor / Trustee lead	Angela O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,348.88
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,348.88

Part A: Pupil premium strategy plan

Statement of intent

- As a caring, Christian School, at the heart of the community, we believe that all children are equal. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium
- Therefore, by focusing on children's individual needs, 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 vulnerable so that they can achieve and make the best progress that they can.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Whilst maintaining a careful track of all pupils' progress, we will also closely track how well Pupil Premium children are achieving in comparison to their peers in order to close the gap.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will always ensure that Quality First Teaching and learning will meet the needs of all pupils, regardless of funding sources.
- Our intention to provide a broad, balanced, ambitious and transformational curriculum alongside our vision statement that each child can 'Climb to new heights together' drives our commitment to enrich the cultural capital of each child, so that they grow holistically. We work at the heart of the community in order to open each child's eyes to opportunities and experiences to aspire to in life: to believe that they can indeed climb to new heights.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged learners read less than their non-disadvantaged peers and therefore have less exposure to high quality texts and language and vocabulary development.
2	Progress of disadvantaged pupils in core subjects is not in line with non-disadvantaged pupils and they are working below national expectations.
3	The family lives of some of our disadvantaged children can lead to them not being ready to learn when they enter school and attendance can be a key challenge.
4	Relationships need to be built with our disadvantaged pupils and often their families in order to best understand what their own barriers for learning and attainment might be and how we can enable them to overcome them.

5	The cultural capital experienced by some of our disadvantaged children is not as wide ranging as for our non-disadvantaged and can lead to a lack of aspiration and achievement.
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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
Progress in Reading	To achieve accelerated progress in reading across all year groups (+0.1) 100% PP to be ARE+ at Y2 and 100% end of Y6
Progress in Writing	To achieve accelerated progress in reading across all year groups (+0.1) 100% PP to be ARE+ at Y2 and 100% end of Y6
Progress in Mathematics	To achieve accelerated progress in reading across all year groups (+0.1) 100% PP to be ARE+ at Y2 and 100% end of Y6
Progress in Phonics	To exceed disadvantaged national average and achieve national average expected standard in PSC.
Improved attendance and self-esteem	Improve attendance of focussed disadvantaged pupils to 96% and increased percentage of disadvantaged pupils attending extra-curricular sessions.

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: £10, 675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff across the school have received bespoke training to effectively teach phonics, early reading and reading across the school.</p>	<p>The Education Endowment Foundation's Research shows that ...</p> <p>Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1, 2, 4</p>
<p>Develop work within the Maths hub to further develop and embed maths mastery approach including the use of journaling to develop problem solving, reasoning and Maths talk consistently across all year groups.</p>	<p>The Education Endowment Foundation's Research shows that ...</p> <p>Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1, 2, 3, 5</p>
<p>Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged.</p>	<p>We recognise that in order for new initiatives in school to become truly embedded and transformational for all children, rigorous monitoring is vital. The focus for any book looks or classroom monitoring will be how these children are learning, making progress, and achieving.</p> <p>The bottom 20%, many of whom are PP, will be tracked carefully across</p>	<p>1,2,3,4,5</p>

	<p>the entire school for their reading progress.</p> <p>We know from the DFE** published 'Reading Framework' that ability at reading in school is a direct indication of future financial security and well being. For this reason, recovery money will be targeted towards closing this gap and allowing these children to succeed not only in reading, but across the curriculum.</p>	
<p>CPD throughout year on QFT For teachers and TAs</p> <p>Maths - CPD to embed mastery approach and fluency programme</p> <p>English – CPD to embed Whitesheet approach to writing</p> <p>Continue to embed Early reading approaches in KS2</p> <p>CPD on phonics and language acquisition skills</p>	<p>Evidence from the EEF* tells us that the children who benefit most from consistently good Quality First Teaching are the children who we are supporting in this strategy. All staff have received training this academic year and we have drawn up a joint understanding of what this looks like at Whitesheet, focussing in particular on the EEF publications on the role of the TA.</p> <p>The AIP sets out the planned CPD in Maths and English this academic year, which we believe will benefit our vulnerable learners.</p>	<p>1, 2, 3, 4, 5</p>
<p>*Ref: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>		

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

Budgeted cost: £5, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions and pre teaching	<p>The Education Endowment Foundation’s Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.</p> <p>Evidence from the EEF*** has shown that pre-teaching is an effective method of improving attainment. This has been seen also within our school.</p>	1, 2, 3, 4
Teacher led interventions	We know that intervention works best when delivered by a class teacher or a highly qualified practitioner.	1, 2, 3, 4
1:1 Mentor coaching & access to ELSA support for disadvantaged children and others needing mental health support	<p>We know that children will achieve best when they are ready to learn. Regular ELSA provision can support positive mental health and growth mindset.</p> <p>Timely feedback from a trusted adult plays a vital role in moving learning forward.+</p>	2, 3, 4, 5
<p>***https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>+https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/</p>		

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

Budgeted cost: £5, 247.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
For funds to be available to support families with school uniform, trips, events to ensure all pupils have access to increased enrichment opportunities.	The Education Endowment Foundation’s Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5
To target specific pupils to attend behaviour support/nurture sessions, breakfast club, after school club and extra-curricular clubs fully funded.	The Education Endowment Foundation’s Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5

Total budgeted cost: £21, 348.88

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.

Reading, Writing and Maths Attainment:

Small cohort sizes can make National comparisons a challenge.

Reading

Key Stage 2: 67% achieved expected standard compared to 75% nationally, with 33% reaching higher standard (matching national average of 33%). Individual pupil analysis has been essential to ensure a bespoke approach for each pupil. Enhanced CPL from Read, Write, Inc professionals has supported Early Reader interventions and strategies in KS2.

Key Stage 1: Reading demonstrates stronger performance with 85% achieving expected standard compared to 71% nationally, and 15% working at greater depth. Effective early intervention strategies are supporting pupil premium learners in foundational reading skills, and fidelity to Read, Write, Inc schemes.

Writing

Key Stage 2: Writing presents the greatest challenge for pupil premium pupils. Attainment shows only 67% reaching expected standard compared to 72% nationally, with no pupils achieving greater depth. Implementation of the early writing pathway should enable more pupils to make better than expected progress moving forward and have learning deficits addressed earlier.

Key Stage 1: 69% achieving expected standard compared to 64% nationally. A focus on accuracy has enabled consistent progress from Early Years outcomes.

Mathematics

Key Stage 2: Mathematics shows the strongest performance across core subjects for pupil premium pupils with 83% achieving expected standard compared to 74% nationally, with 17% reaching higher standard versus 26% nationally. Progress data shows excellent outcomes with 55% making expected progress and 27% making better than expected progress. The strong performance suggests effective mathematics teaching strategies and the impact of Maths pre-teaching that successfully support both disadvantaged pupils and those with overlapping SEND needs.

Key Stage 1: Mathematics continues to demonstrate strength with 77% achieving expected standard compared to 73% nationally and 15% working at greater depth.

Multiplication Tables Check

Performance shows improvement with 29% achieving full marks compared to 38% nationally, though most of the cohort scored within 3 marks of the full mark measure. Continuing to embed Numbersense to support fluency and automaticity will see a positive impact over time.

Phonics

Strong performance with 80% of pupil premium pupils passing demonstrating effective systematic phonics instruction. The 20% not meeting standard represents one individual child requiring targeted intervention and on track to pass Y2 test. Excellent outcomes with 92% passing by end of Year 2 compared to 91% nationally, showing effective catch-up and keep up provision.

Early Years Foundation Stage

Good performance with 80% of Good Level of Development compared to 69% nationally. The single pupil premium child achieved 100% expected progress across all areas, indicating successful early support structures, though conclusions are limited by the individual case study nature of this data.

Other Mental Health

The use of funding to support the mental health needs of focus pupils has had a positive impact.

Bespoke support from internal interventions and external professionals as supported pupils to overcome and have techniques to help manage anxiety and other issues to ensure they feel safe and therefore ready to learn. Close work with the SEND team meant that pupils were identified early, robust support was put in place to enable curriculum access and referrals made for external support. A significant number of pupils have ELSA during the academic year and nurture opportunities to support their emotional wellbeing.

Money invested in supporting pupils attend clubs and trips increased cultural capital and self-esteem. Pupils report to have felt and increased sense of belonging and experiences increased language acquisition.

Further information (optional)

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

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Continuing to utilise support from our school counsellor, Education Welfare Officer, and ELSA.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Spirituality Day and Diversity Week. Disadvantaged pupils and their families will be supported to participate.