

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	Whitehouse Primary School
Number of pupils in school	332 (298 exc. nursery)
Proportion (%) of pupil premium eligible pupils	21% (71 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ms J Eyre
Pupil premium lead	Mrs D Cooper
Governor	Mr R Harris

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,600
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	£ 90,600

Part A: Pupil premium strategy plan

Statement of intent

At Whitehouse Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives for disadvantaged pupils:

- Close attainment gaps so that disadvantaged (Pupil Premium, PP) pupils make progress at least in line with non-PP peers and national PP averages across reading, writing, mathematics and phonics; accelerate early language and EYFS readiness so GLD for PP reaches parity with national PP within 3 years; and reduce the impact of attendance, SEND and wellbeing barriers so PP pupils access high-quality learning consistently.
- Strengthen language, communication and fine/gross motor foundations in EYFS so that children are ready to learn and access the early reading curriculum.
- Improve pupils' social, emotional and mental health (SEMH) so that emotional barriers do not prevent learning.
- Ensure pupils with SEND (including those who are disadvantaged) receive precisely targeted, evidence-based support that reduces gaps in small, measurable steps.
- Ensure disadvantaged pupils leave Whitehouse as confident, resilient readers, writers and mathematicians with strong oracy and cultural capital, ready for the next stage of education.

How our strategy works towards these objectives

- Use of the DfE “Menu of Approaches” framework (Tier 1 high-quality teaching; Tier 2 targeted academic support; Tier 3 wider strategies) and evidence-informed interventions from the Education Endowment Foundation (EEF) and other high-quality research to prioritise impact and implementation.
- Target school-wide improvement (curriculum, assessment and staff CPD) so disadvantaged pupils benefit from stronger universal teaching (Tier 1), then add precise small-group and one-to-one tuition and EY language/fine-motor interventions for those who need them (Tier 2), and reduce non-attendance and wellbeing barriers via tailored family and pastoral support, attendance work and enrichment (Tier 3).

Key Principles

- Start with high-quality teaching as first response: evidence shows improving core teaching and formative assessment is the highest-leverage, sustainable approach for closing gaps [EEF – Teacher Feedback & High-Quality Teaching](#).
- High-quality teaching as first response: prioritise CPD, curriculum planning and in-class differentiation to reduce the number of pupils requiring additional support.

- Use targeted, evidence-based interventions where gaps exist: phonics, early language and structured tuition have strong evidence of impact [EEF – Phonics; NELI; One-to-one tuition](#), [Nuffield Early Language Intervention \(NELI\)](#), [EEF – One to One Tuition](#).
- Address attendance and family barriers through responsive, targeted work: the evidence base for attendance is developing; targeted parental engagement and responsive casework show promise [EEF – Attendance Rapid Evidence Assessment](#).
- Monitor implementation carefully: gather termly impact data (phonics checks, termly progress, attendance/persistent absence, wellbeing measures) and adapt quickly.
- Prioritise disadvantaged pupils in staffing, access to interventions and enrichment, and track cost-effectiveness.
- Stewardship of funding: use Pupil Premium to fund interventions that directly benefit disadvantaged pupils, measure impact and report annually to governors and the school community.

Challenges

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

Challenge number	Detail of challenge
1	Academic catch-up: PP pupils across key stages show attainment gaps in core skills. Current KS2 PP outcomes: Reading 53% (Nat PP 62%), Writing 53% (Nat PP 58%), Maths 53% (Nat PP 60%). Phonics screening: PP 57% vs Nat PP 67% (Non-PP 81%). These gaps indicate need for targeted teaching and structured catch-up.
2	Early language, communication and fine motor (EYFS): EYFS PP GLD 50% vs national PP 52% (Non-PP 71%). Weak C&L, fine/gross motor delays limit access to phonics and early writing. Need early language programmes and fine motor provision.
3	Attendance and persistent absence: Whole-school attendance target 95%; current PP attendance 92.3% with persistent absence above 10–12% target. Disadvantaged pupils disproportionately affected.
4	Emotional, mental health & wellbeing: High levels of social, emotional and mental health need — 54 external referrals (and internal pastoral caseload) — affecting learning engagement and behaviour.
5	SEND and behaviour complexity: SEND proportion now 22% (up 4% year on year). Some disadvantaged pupils with SEND do not receive sufficiently precise small-step targets; TA deployment and behaviour support need better targeting and evidence-based practice.

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
Accelerated recovery in core attainment for PP pupils	<ul style="list-style-type: none"> - KS2: Reduce gap between Whitehouse PP and national PP to 5% or less in all areas within 3 years (termly progress targets and end-of-year outcomes show consistent narrowing). - End KS2 Rolling targets: Progress measures for PP cohorts show accelerated progress (at or above national average progress rates). Yearly progress so cohort average attainment moves towards national PP comparators (monitored termly).
Improved early language, phonics and EYFS readiness for PP children	<ul style="list-style-type: none"> - EYFS GLD PP increases from 50% → 65% in 2 years, with C&L targets showing termly improvement. - Phonics screening PP increases from 57% → 70% within 2 years (measured by Y1 phonics check & targeted catch-up).
Improved attendance and reduced persistent absence for PP pupils	<ul style="list-style-type: none"> - Whole-school attendance ≥ 95% within 3 years. - PP attendance improves from 92.3% → 95% within 2 years. - Persistent absence (PA) reduced to 10–12% or below for whole school and for PP subgroup (termly monitoring).
Improved emotional regulation, wellbeing and school engagement for PP pupils	<ul style="list-style-type: none"> - Reduction in external referrals year-on-year or timely resolution (monitor caseload). - Increased engagement: reduction in behaviour incidents and improved sustained attendance for vulnerable pupils. - SEL measures (termly) show cohort improvement (using validated in-school SEL checklist).
SEND provision precision and targeted TA impact for disadvantaged pupils	<ul style="list-style-type: none"> - All disadvantaged pupils with SEND have precise, small-step targets recorded and reviewed half-termly; progress evidence in books and provision maps. - Demonstrable impact of TA interventions (measured by short-cycle attainment checks, EEF recommended monitoring).

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.

- Activities are organised under the DfE Menu of Approaches: Tier 1 (High-Quality Teaching), Tier 2 (Targeted Academic Support), Tier 3 (Wider Strategies).
- Each activity lists supporting high-quality evidence (links to EEF / Nuffield pages and other reputable sources) and the exact challenge number(s) it addresses. Evidence sources are chosen because they are synthesis or large-scale evaluations recommended for school leaders.
- Monitoring: each activity includes termly success checks (e.g., phonics checks, termly assessments, tutor reports, attendance dashboards, provision reviews).
- Financial/operational detail (staffing, timetable, procurement) will be appended to the school's internal Pupil Premium budget plan and reviewed by governors.

A. Teaching (for example, CPD (Continued Professional Development), recruitment and retention)

Budgeted cost: **£56,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen core classroom teaching and formative assessment: whole-staff CPD in evidence-based feedback, formative assessment, and curriculum sequencing focused on reading, writing and maths. Develop Mastery/precision teaching routines and regular use of hinge questions.	EEF guidance: Teacher Feedback & high-quality teaching principles – feedback and formative assessment are high-impact levers when embedded in high-quality instruction EEF – Teacher Feedback guidance .	1
Phonics: review and fully implement a validated SSP (systematic synthetic phonics) across reception → Y2; provide whole-staff SSP training, daily fidelity checks, decodable reading matched to GPCs, and structured catch-up groups.	EEF Teaching & Learning Toolkit: Phonics has consistent positive effects (average +5 months) and is particularly important for disadvantaged pupils; guidance highlights systematic delivery and regular assessment EEF – Phonics .	1, 2
EYFS targeted early language programme: adopt and implement Nuffield Early Language Intervention (NELI) for Reception (and targeted Nursery) supported by TA delivery	Nuffield Early Language Intervention (NELI) scaled evaluation shows 2–4 months+ gains in oral language; EEF summarises positive impacts for disadvantaged children Nuffield – NELI	2

and senior lead oversight; deliver staff training and monitor fidelity.	project and EEF – NELI evaluation summary .	
Early fine-motor and handwriting provision in EYFS/KS1: planned daily fine-motor stations, targeted interventions, and adult modelling as part of continuous provision. Training for staff on motor-skill progressions and links to early writing.	Evidence on early fine motor support correlates with better early writing/phonic access (EEF highlights early language/fine motor as EY priorities in guidance for early years language development) [EEF – Early language interventions & phonics page referencing NELI/early talk]. See NELI resources for language link: Nuffield NELI .	2
Curriculum sequencing development and subject leader release: subject leads (including computing, PE, DT) receive training and time to refine knowledge progressions and curricular small steps, plus monitoring (book looks, learning walks & pupil voice).	EEF guidance on supporting high-quality teaching and curriculum planning; well-sequenced curriculum reduces gaps in knowledge [EEF – A School’s Guide to Implementation / feedback guidance]. For professional development impact evidence see EEF CPD materials EEF – Maximising the benefit of professional development .	1, 5

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

Budgeted cost: **£22,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group phonics interventions for children behind age-expectation (1:3 groups), using evidence-based SSP resources and regular assessment to move groups termly.	EEF: targeted, intensive phonics interventions produce strong gains; one-to-one phonics often has larger effects but small groups are very effective too EEF – Phonics .	1,2
One-to-one and small-group tuition for KS2 disadvantaged pupils below expected standard in reading and maths (timetabled 30-45 mins, 3x weekly for 8–12 weeks), delivered by trained teachers or well-trained TAs and aligned to classroom curriculum; priority for PP pupils with multiple vulnerabilities.	EEF: One-to-one tuition & small group tuition deliver meaningful impacts (+5 months for 1:1; +3–4 months for small groups) when aligned to classroom teaching and delivered regularly EEF – One to One Tuition . Also EEF tutoring implementation guidance (including Tutor Trust trials) EEF – Tutor Trust trial summary .	1
Targeted oral language groups (NELI / Talk Boost/ Early Talk	NELI evidence: Reception programme produced measurable language gains and	2

Boost where appropriate) in Reception and Y1 for the lowest five children in each class – trained TAs deliver under teacher oversight; include home-learning language packs for PP families.	improvements for disadvantaged children EEF/Nuffield – NELI evaluations , Nuffield NELI .	
Precision SEND interventions: revise SEND provision maps and IEPs to include small-step targets, frequent monitoring, evidence-based approaches (e.g., structured decoding support, speech & language therapy strategies) and tailored TA time allocation with impact measures.	EEF guidance: targeted interventions and carefully deployed TAs can be effective when TAs are well trained and focused on structured programmes—see EEF guidance on TA deployment and targeted interventions [EEF – Making Best Use of Teaching Assistants and targeted approaches].	1,5
Phonics and reading catch-up in Y2–Y4 (intensive short-term programmes for those who missed Y1 phonics): bespoke 10-week blocks with progress checks and decodable reading matched to the taught sequence.	EEF – Phonics & targeted reading catch-up evidence; small-group/1:1 intensive work supports accuracy and fluency which later supports comprehension [EEF – Phonics, Reading Comprehension strategies].	1
Targeted maths fluency and intervention blocks (Numicon/structured approaches) for identified PP pupils; small bursts of pre-teaching & post-teaching to close gaps and prepare for MTC/KS2 SATs	EEF evidence on small group tuition and targeted numeracy interventions; principles for effective tuition apply [EEF – One to One Tuition and Small Group Tuition evidence].	1

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

Budgeted cost: **£11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy: maintain termly attendance dashboard disaggregated by PP/SEND/EAL; appoint or continue named attendance lead (with senior-lead oversight), deploy targeted	EEF Rapid Evidence Assessment on Attendance: evidence is mixed but shows promise for targeted parental engagement and responsive, tailored approaches; communications/nudges have a small positive effect EEF – Attendance Rapid	3

parental engagement (phone/text nudge communication and targeted family plans) and rapid multi-agency response for PA pupils	Evidence Assessment . Also EEF guidance on parental engagement EEF – Parental Engagement	
Improve parental communication & engagement: deploy evidence-based “texting/letter nudge” programme for targeted families (weekly attendance texts/letters, translated where necessary), plus termly parent meetings for persistent absence cases and family support referrals.	EEF evidence: personalised messages/“nudge” communications have produced small but meaningful attendance improvements in trials (texting/letter nudges) [EEF – Parental Engagement guidance], [EEF – Attendance REA].	3
Breakfast provision and targeted morning support: maintain/expand free breakfast provision for PP pupils with highest absence risk and trial Breakfast-in-Class approaches for specific year groups where lateness is a barrier.	EEF Attendance REA and evaluations: breakfast programmes show small or mixed impacts on attendance; evidence suggests potential for benefits, especially for disadvantaged pupils when implemented well [EEF – Attendance REA]. (Programme evaluations and RCTs show small or inconsistent effects; targeted breakfast support is low cost and reduces barriers to morning attendance.) EEF – Attendance Rapid Evidence Assessment .	3
Pastoral & mental health support: expand and coordinate SEL and wellbeing offer (classroom SEL practice; targeted small group ELSA/SEMH programmes; rapid referral pathways to CAMHS/LA services). Train staff in trauma-informed practice and brief interventions.	EEF guidance: Social and Emotional Learning (SEL) interventions can improve behaviour, wellbeing and attainment (+4 months on average) when implemented well and embedded in school life EEF – Social & Emotional Learning guidance . EEF Attendance REA suggests whole-class SEL has mixed effects on attendance but supports other outcomes and can be part of attendance response [EEF – Attendance REA].	4
Targeted family/mentoring & casework for high-risk PP pupils (multi-agency Team Around the Family, family conferencing, attendance contracts with supportive planning rather than punitive first) – ensure relationship building and tailor interventions to barriers (transport, housing, health).	EEF Attendance REA: responsive and targeted interventions and parental engagement show promise; multi-component responsive approaches are associated with small positive improvements in attendance EEF – Attendance Rapid Evidence Assessment	3,4
Enrichment & cultural capital (Passport for Life): remove cost barriers for PP children to access	EEF evidence: extracurricular activities have mixed evidence on attendance but can increase engagement; combined with	3,4

school trips, music, sport clubs (including new active options: Daily Mile, Commando Joe's playground leaders), holiday activities and targeted extracurricular outreach for disengaged PP children.	targeted academic and pastoral work they support school belonging and reduce absence risk [EEF – Attendance REA; EEF parental engagement resources].	
Targeted TA deployment for behaviour/SEND: reconfigure TA timetables so targeted small-group teaching occurs (TAs trained in delivering structured programmes and monitored for impact). Audit of current TA deployment with termly impact reviews and redeployment where no progress.	EEF guidance on effective TA deployment: TAs can be effective if trained, focused on structured interventions, and closely linked to teacher planning; evidence supports careful deployment and monitoring [EEF – Making Best Use of TAs guidance and One-to-one tuition guidance].	5
Transition and secondary readiness work: targeted support for Year 6 PP pupils (MTC coaching, transition visits, parent information) and targeted KS2 tutoring where gaps in arithmetic/fluency risk secondary underachievement.	EEF: targeted tuition and transition support can reduce gaps – one-to-one and small-group tuition evidence applies here; MTC tracking and focused coaching supports outcomes [EEF – One to One Tuition; EEF materials on maths interventions].	1

Total budgeted cost: £56,850 + £22,750 + £11,000 = £90,600

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 2024-2025 academic year.

In our pupil premium strategy 2024/25 we aimed to address barriers to learning affecting (but not limited to) our disadvantaged pupils in the following areas:

- low self-esteem, mental health and anxiety returning to school following a pandemic
- gaps in learning as a result of a period of learning from home during 20/21 in maths and reading
- lack of social skills and readiness for learning with our EYFS/KS1 children due to isolation and inability to attend social settings 2020/21
- difficulties with phonics and reading
- closing equality gaps and supporting families in crisis

In order to achieve this, we identified the following as key support:

- Quality First Teaching
- the Power Maths scheme being fully embedded and the introduction of a small steps arithmetic programme which has improved arithmetic assessment outcomes
- same day maths intervention to ensure that learning opportunities are maximised
- continuation of Little Wandle Rapid Catch-up phonics programme for KS2 children ensuring that gaps in phonological awareness are addressed
- increased use of low-stakes quizzes to ensure that pupils remember more
- pastoral and wellbeing lead supports multiple families in identifying need and accessing the required support

In addition to pupils benefiting from exciting and varied teaching and learning experiences, pupils have enjoyed a range of cultural and enrichment experiences within and outside the school day. These experiences have included:

- a cultural visit for Key Stage One pupils to Saltburn
- a fieldwork visit for Key Stage One pupils to Newham Grange Park
- a recreational visit for Key Stage One pupils to Preston Park
- a recreational for EYFS pupils visit to Saltburn
- an educational visit for EYFS pupils visit to Newham Grange Farm
- a cultural visit for Year 5 pupils to Beamish
- a recreational visit for Year 6 pupils to the Cinema
- an educational visit for Year 2 children to Wynyard Woods (literacy trail)
- a 3-day residential for Year 4 pupils to Carlton Outdoor Education Centre

- a 4-day residential for Year 6 pupils to London
- an educational visit to the Community Grocery for PP representatives from each year group

Such experiences have served to broaden pupils' opportunities to engage with nature, culture and enhanced educational experiences.

The impact was:

2025 EYFS outcomes: The percentage of pupils achieving a good level of development (GLD) was 70% compared to 68% nationally. The focus on the provision and learning environment within EYFS has been a focus of the PP strategy for 2022 – 2025 to ensure we are in-line with or above national expectations. 50% of disadvantaged pupils achieved the GLD.

2025 Y1 Phonics outcomes:

The percentage of pupils achieving the expected standard is 77%. Overall this cohort is slightly below the National Average (80%).

57% of disadvantaged achieved the expected standard vs 67% of disadvantaged pupils nationally.

2025 Multiplication Tables Check (Year 4): The percentage of pupils achieving full marks (25/25) in the Year Four Multiplication Tables Check is 58%. The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Check is 40%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Check is 22.9 (out of 25).

2025 KS2 Outcomes

65% of all KS2 pupils achieved the Expected Standard in Combine Reading, Writing and Maths (CWRM) compared to 47% of disadvantaged pupils. National disadvantaged is 51%. Our disadvantaged pupils are just below Disadvantaged pupils nationally.

To support with further development in the 2025 -2026 academic year, and in addition to the above, we will:

- create further opportunities for outdoor experiential learning for all pupils through the continued development of Forest Schools in the academic year 2025 -2026
- develop music provision across school
- introduce a programme of mathematics and reading interventions into KS1 and LKS2
- continue to prioritise the monitoring of Disadvantaged pupils through professional discussions during Pupil Progress Meetings

- SLT continue to monitor the progress of Disadvantaged pupils compared to non-disadvantaged pupils at internal and statutory data points

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Reading Plus	DreamBox Learning Ltd
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds
Power Maths	Pearson Education