

Pupil premium strategy statement – Whittingham C of E 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	86
Proportion (%) of pupil premium eligible pupils	5% (6 children) plus 1.7% (2 children) Forces PP
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)	A new plan started in 2024 as part of a 3 year plan. Updated Autumn Term 2025
Date this statement was published	December 2025 (updates in red)
Date on which it will be reviewed	July 2026
Statement authorised by	Belinda Athey – Headteacher and PP Governor Jayne Saul
Pupil premium lead	Belinda Athey
Governor / Trustee lead	Jayne Saul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,125
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£10,125

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are that they:

- Receive additional support to address any gaps in academic learning so that they make progress in line or better than their peers given their individual starting points.
- Receive inspirational teaching, visits and visitors to inspire and challenge, making them aware of future opportunities later on in education such as apprenticeship and university workshops and events designed for Primary aged pupils as well as taking part in a Heritage Cultural Project which we have successfully applied for a grant for our school to participate in.

And that we:

- Provide signposting support to parents so they can access additional support for SEMH or know where to go for further funding opportunities such as scholarships.
- Celebrate talents and diversity and acknowledge barriers to learning and work towards eliminating these for our pupils.

Our current pupil premium strategy plan work towards achieving those objectives as follows:

- Although the overall plan is for 3 years it is regularly reviewed and adapted so that it meets the needs of individual cohorts of pupils which is easily achieved as we have such small numbers of pupils who receive PP and also those who do not receive funding but could be classed as disadvantaged.
- It is closely linked to the school budget expenditure plan and School Development Plan.
- Each child identified as above has an action plan with SMART objectives which are reviewed and updated termly.

The key principles of our strategy plan are:

- To ensure our pupils have equal opportunities to curriculum enrichment opportunities both in and out of school.
- To ensure that our pupils are given the support both emotionally and academically so they do well at school and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Rural isolation – Our school is in an area of rural isolation and for some families transport is a major factor in whether they are able to attend events or to support their child in attending out of school activities.
2	Impact of SEMH on full participation in school and wider activities.
3	The final impact of COVID on our UKS2 learners as there are still some identified gaps to basics in English and Maths. Although these pupils were entitled to attend school during COVID some were not able to for wider reasons.
4	Support with learning at home as well as support with access to scholarships etc for pupils who may be 'gifted and talented'.

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
To address the impact rural isolation namely, poor transport links on attendance at events and extra-curricular activities.	Families will be supported with transportation to and from events. SLT will conduct home visits as appropriate. Support will be given to ensure families have the IT equipment / access to internet so that meetings and support from school can be given via 'Google Meet'. SLT will look into NCC or charities where e bikes / bikes can be provided etc. School will promote lift sharing.
To identify and address any SEMH concerns	School will ensure that staff receive appropriate and regular CPD with regards to identifying pupils with SEMH. School staff will be able to (with the support of the Mental Health Lead and SENCO) support pupils that have SEMH so that appropriate support is put in place. School will look to wider implement Emotion Coaching training. School will ensure that families are supported and signposted to accessing support (ie Cygnus and Be You) as all teaching staff have recently received MECC training.

To implement differentiated learning / additional intervention time for children who have been educationally impacted by COVID	School will have effectively implemented additional support and then measured the impact of the interventions in place. Any gaps in learning will be addressed. PP pupils will have made as good or not better progress as their peers and attainment will be in line or better than their peers.
To provide pupils with opportunities for carefully planned visits, visitors and further curriculum enrichment opportunities which inspire them to look into apprenticeships and further education in the future.	Children will have meaningful experiences beyond school. The costs of these opportunities will be subsidised or free. These experiences will have a lasting impact and may positively influence life long learning.

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 (for example, CPD, recruitment and retention)

Budgeted cost: Part of £ 8970 *plus school budget staffing costs*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support for English and Maths within lessons from experienced teachers.</i>	EEF research. Data and Progress scrutiny in school Purchase Accelerated Reading System and further stock books which are relevant to learners.	3

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

Budgeted cost: Part of £8970 PP plus further supported by school budget staffing costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talkabout and Thrive Sessions. Delivered in small groups weekly.</i>	Both programmes are embedded in our school and have had proven impact.	2

<i>Further small group intervention (addressing gaps and also enabling challenge for more able learners).</i>	Data Book Scrutiny	3 and 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Observation of pupils. Feedback from pupils, parents / caregivers. MECC training</i>	Strategy used well in the past. Services being used that school has signposted to (NDAS and Cygnus).	2
<i>Inspirational visits and visitors and the Heritage Fund Project</i>	Uptake of skilled professions, apprenticeships or university places for our past pupils on leaving Y11 and Y13 of Secondary School. We will be working closely with the Heritage Fund project and will be closely assessing the impact as per grant funding requirements.	1

Total budgeted cost: £ 8970 plus £3000 grant funding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year the PP 3 year plan came to an end.

The 3 main objectives were

Raising standards in Phonics.

Raising attendance.

Developing skills of SLT and teaching staff to be able to signpost parents to services.

Attainment (Phonics)

Data from the previous academic year's national assessments and qualifications –

100% of PP pupils passed the Y1 phonics check.

100% of PP pupils passed the Y2 phonics re-check.

This identified how the emphasis on reading and phonics using school and PP funding had an extremely positive impact on outcomes of our disadvantaged learners.

No PP pupils at any other national assessments.

We perform extremely well in comparison to local and national average for our disadvantaged pupils

School Attendance

Whole school attendance rose to 95.6% (whole school target -96%) with success building by the end of Summer Term being that all disadvantaged children on roll were achieving between 94% and 98% attendance for across the whole year given previous years this was between 74% and 94%.

Signposting

Teaching and support staff attended MECC training. Impact of this – sign-posting to MARF, CYPS NDAS, Be You and Cygnus.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We receive a minimal amount of Service pupil premium funding each year (on average £700) It was used for 1 x short term (2 terms) high impact intervention in maths.
The impact of that spending on service pupil premium eligible pupils
Raised attainment in maths given pupils starting point.