Pupil premium strategy statement – Whittingham C of E Primary School 2026–27

This statement details our school's use of pupil premium funding to improve the educational outcomes of disadvantaged pupils.

It sets out the challenges identified for our pupils, the intended outcomes for 2026–27 and how the available funding will be used alongside the school's wider resources to remove barriers and secure strong progress.

School overview

Detail	Data
Number of pupils in school	76
Pupil premium cohort	6 pupils: 3 targeted pupil premium and 3 expanded pupil premium
Service pupil premium	1 pupil
Academic year/years that our current pupil premium strategy plan covers	2024–2027 three-year cycle – updated for the final year, 2026–27
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027, with termly monitoring
Statement authorised by	Belinda Athey – Headteacher and PP (Pupil Premium) Governor Jayne Saul
Pupil premium lead	Belinda Athey
Governor / Trustee lead	Jayne Saul

Funding overview

Detail	Amount / position
Targeted pupil premium funding: 3 pupils × £1,550	£4,650
Expanded pupil premium: 3 pupils	£0 additional PP grant – school meals payment only
Service pupil premium: 1 pupil	£360
Carried forward from 2025–26	£0
Total pupil premium / service premium available to spend	£5,010

Funding context: the amount available for 2026–27 is significantly lower than in previous years. The school will therefore prioritise high-quality teaching, precise targeted support and removal of key barriers, while using the wider school budget and other funding streams where necessary to maintain equality of access.

Part A: Pupil premium strategy plan

Statement of intent

At Whittingham C of E Primary School our aim is that disadvantage does not limit achievement, participation, aspiration or belonging. Because our school is small and rural, the number of eligible pupils is low but individual barriers can be significant. Our approach is therefore highly personalised and reviewed frequently.

Our ultimate objectives for disadvantaged pupils in 2026–27 are that they:

- Make strong progress from their individual starting points, particularly in the areas identified through school self-evaluation: Mathematics, spelling/writing accuracy and core reading skills.
- Benefit from consistently strong teaching in every subject, with clear progression, prior knowledge, vocabulary, retrieval and assessment helping teachers to identify and address gaps quickly.
- Attend well, feel safe, included and ready to learn, with early support for SEMH (Social, Emotional, Mental Health), SEND (Special Educational Needs and Disability), family or attendance barriers.
- Have full access to the school's wider curriculum, enrichment, music, sport, residential, cultural and community opportunities regardless of family income or rural isolation.
- Develop confidence, independence, aspiration and a strong sense of belonging, in line with the school vision: kind, collaborative and courageous citizens of our community and the wider world.

The strategy reflects the school's 2026–27 SEF (School Evaluation Form), SDP (School Development Plan) and Ofsted improvement priorities. In particular, it strengthens:

- Mathematical fluency, reasoning, problem solving and vocabulary, with targeted support where attainment is lower.
- Spelling, transcription and the transfer of taught spelling patterns into independent writing.
- Curriculum progression and the March 2023 Ofsted curriculum action: clear sequencing, prior knowledge, subject vocabulary, National Curriculum coverage, assessment, monitoring and demonstrable impact.
- Reading, phonics, fluency and vocabulary, particularly where pupils need rapid catch-up.
- Inclusion, attendance, behaviour and wellbeing through early identification and coordinated support.
- RE (Religious Education) and PSHE/RHE (Personal Social Health Education) curriculum implementation, ensuring pupils can remember, explain and apply important knowledge and concepts.
- Consistent evaluation of impact through pupil progress, work scrutiny, pupil voice, attendance, participation and termly review.

Key principles

- High-quality teaching is the first response to disadvantage.
- Funding is allocated according to individual need, not simply eligibility.
- Intervention is time-limited, measurable and reviewed for impact.
- Disadvantaged pupils must have equal access to enrichment and wider opportunities.
- The school will fully fund agreed opportunities for targeted PP pupils where cost would otherwise be a barrier.
- Parents and carers are partners; support and signposting are offered early.
- Governors receive clear evidence about spending, participation and impact.

Challenges

The following key challenges have been identified from the school's SEF, SDP (School Development Plan), assessment information, attendance monitoring, pupil/family knowledge and Ofsted improvement priorities.

Challenge number	Detail of challenge
1	Lower attainment and/or gaps in Mathematics for some disadvantaged pupils, particularly fluency, number sense, reasoning, problem solving and mathematical vocabulary.
2	Weaknesses in spelling and transcription for some older pupils, including application of spelling patterns, morphology, proofreading and transfer into independent writing.
3	The need for rapid identification of gaps in reading, phonics, fluency and vocabulary so that pupils do not fall further behind.
4	Rural isolation, transport and family finances can restrict access to enrichment, clubs, music, residential and cultural experiences.
5	Attendance, persistent absence, SEMH, SEND and family circumstances can affect readiness to learn and continuity of learning for some vulnerable pupils.
6	Whole-school curriculum improvement priorities require disadvantaged pupils to benefit from secure progression, prior knowledge, vocabulary, retrieval, assessment and ambitious adaptive teaching across subjects.

Intended outcomes and success criteria

Intended outcome	Success criteria
1. Improve Mathematics achievement	Targeted PP pupils make at least expected progress from starting points; identified gaps in number, fluency, reasoning and problem solving reduce. Work and pupil voice show improved mathematical vocabulary and independence.
2. Improve spelling and writing accuracy	Targeted pupils show measurable improvement in spelling assessments and independent writing. Taught patterns, morphology, dictation and proofreading are increasingly applied without adult prompting.
3. Secure reading and phonics	Any pupil below expected reading/phonics milestones receives rapid support. RWI/reading assessments show good progress, improved fluency and stronger comprehension/vocabulary.
4. Improve attendance and engagement	Targeted PP attendance is monitored at least half-termly, with an aspiration of 95%+ unless there are exceptional individual circumstances. Persistent absence triggers early support and a clear action plan.
5. Strengthen inclusion and wellbeing	Pupils can identify trusted adults, feel safe and included, and participate successfully. SEMH/SEND barriers are identified quickly and provision is reviewed for impact.
6. Equal access to enrichment and aspiration	100% of targeted PP pupils are able to take part in curriculum visits, residential and agreed wider opportunities. Each targeted PP pupil has access to at least one sustained wider opportunity matched to interests or need.
7. Strengthen curriculum learning	Monitoring shows disadvantaged pupils know and remember more over time. Teachers consistently use prior knowledge, explicit vocabulary, retrieval and assessment to adapt teaching and close gaps.

Activity in this academic year

The school will use the available £5,010 strategically. Because the grant is significantly smaller, funding will be concentrated on actions with the strongest direct link to identified need. Wider school funding will supplement provision where necessary.

Teaching – high-quality teaching for all

Activity	Why this approach	Challenge(s)
Mathematics improvement: work with Maths Adviser; strengthen fluency, reasoning, problem solving, vocabulary and adaptive teaching; use EYFS Maths Mastery learning to strengthen early foundations.	High-quality classroom teaching has the greatest sustainable impact. Improving core teaching reduces the need for repeated catch-up and benefits disadvantaged pupils without lowering ambition.	1, 6
Spelling and writing: systematic teaching of spelling patterns and morphology; dictation, proofreading and deliberate transfer into independent writing; staff moderation and work scrutiny.	Explicit instruction, modelling, guided practice and feedback help pupils secure transcription and free working memory for composition.	2, 6
Reading and phonics: maintain systematic RWI; regular assessment and regrouping; targeted fluency/vocabulary work; Accelerated Reader and matched reading materials.	Early, accurate assessment and structured teaching support rapid catch-up in decoding, fluency, vocabulary and comprehension.	3, 6
Curriculum teaching: strengthen progression, prior knowledge, retrieval, subject vocabulary, assessment and National Curriculum coverage across subjects; particular focus on RE and new PSHE/RHE curriculum implementation.	Directly addresses the school's curriculum improvement priorities and ensures disadvantaged pupils access the same ambitious curriculum as their peers.	6

Planned contribution from PP funding

Approximately £1,400 will support resources, assessment, targeted teaching time and curriculum materials linked directly to Mathematics, spelling/writing, reading/phonics and rapid identification of gaps.

Targeted academic support

Activity	Challenge(s)	How impact will be measured
Short, regular Mathematics intervention matched precisely to assessed gaps, including fluency, number facts, reasoning and pre-/post-teaching where needed.	1	Half-termly assessment, pupil work, fluency checks and teacher evaluation.
Targeted spelling and writing support using systematic spelling, morphology, dictation, editing and proofreading, with explicit expectation that skills transfer into independent writing.	2	Spelling assessment, independent writing samples and book scrutiny.
RWI/reading catch-up, fluency practice, additional reading and vocabulary support where assessment identifies need.	3	RWI assessments, reading records, Accelerated Reader/Star information and teacher assessment.
Additional adult support for targeted pupils at points where access to learning would otherwise be reduced by SEND, SEMH or a specific identified barrier.	3, 5, 6	Provision-plan review, pupil voice, observations and progress against individual targets.

Planned contribution from PP funding

Approximately £1,750 will be directed to targeted academic intervention and additional adult support. Provision will be adjusted termly according to progress and emerging need.

Wider strategies – attendance, wellbeing, inclusion and family support

Activity	Challenge(s)	How impact will be measured
Attendance monitoring and early family support; personalised action where attendance falls or persistent absence risk emerges.	4, 5	Attendance improves or remains strong; barriers are identified promptly; actions are recorded and reviewed.
SEMH and communication support through Talkabout, Thrive, emotion coaching, Forest School or other targeted approaches where appropriate.	5	Improved regulation, participation, confidence and readiness to learn; pupil and staff feedback.
Family signposting and practical help, including links to external agencies, support with access and transport, and flexible communication.	4, 5	Families access appropriate support; pupils maintain participation and attendance.
Inclusive adaptations and specialist advice, including HINT advice, sensory approaches and other evidence-informed strategies where required.	5, 6	Provision is implemented consistently and reviewed through case studies, learning walks and progress evidence.

Planned contribution from PP funding

Approximately £860 will support wellbeing, attendance and inclusion activity. The school will supplement this from core/SEND/other funding where a pupil's needs require provision beyond the PP allocation.

Enrichment, cultural capital and aspiration

A key principle of the strategy is that financial disadvantage must not narrow a child's experience of school. The school will therefore protect access to enrichment despite the reduced grant.

Area	2026–27 commitment	Challenge(s)
Curriculum visits, visitors and cultural experiences	Targeted PP pupils will be fully funded where a charge or voluntary contribution would otherwise prevent participation.	4, 6
Residential experiences	Targeted PP pupils will receive financial support so that cost is not a barrier to participation.	4, 5
Rocksteady music tuition	Where Rocksteady tuition is appropriate to a targeted PP pupil's interests, confidence, wellbeing or wider development, the school will fully fund tuition.	4, 5, 6
Sport, swimming and competitions	Targeted PP pupils will be supported to access inclusive sport, competitions, swimming and wider physical activity opportunities.	4, 5
Books, equipment and curriculum resources	School will provide or subsidise essential items where lack of resources would restrict participation or learning.	3, 4, 6
Clubs, outdoor learning and Forest School	Targeted pupils will be encouraged and supported to take part in sustained activities that build confidence, social skills and belonging.	4, 5

Planned contribution from PP funding

Approximately £1,000 will be protected for enrichment and removal of financial barriers, including fully funded Rocksteady music tuition for targeted PP pupils where required.

Service Pupil Premium

The school receives £360 Service Pupil Premium for one pupil. This funding will be used flexibly to support the pupil's pastoral, academic or participation needs, recognising the distinctive challenges service children can experience.

The £360 is included within the total £5,010 available budget and will be reviewed against the individual pupil's needs and outcomes.

Budget summary 2026–27

Planned area	Indicative allocation
Teaching: Maths, spelling/writing, reading/phonics and curriculum resources/assessment	£1,400
Targeted academic support and additional adult intervention	£1,750
Attendance, wellbeing, inclusion and family support	£860
Enrichment and financial-barrier removal, including Rocksteady where required	£1,000
Total planned spend	£5,010

Allocations are indicative and may be moved between headings in response to individual need. Any reallocation will be recorded, justified and evaluated through the termly Pupil Premium review.

Monitoring and evaluation

The Headteacher/Pupil Premium Lead will review the strategy termly with governors. Monitoring will include:

- Assessment and progress information in Mathematics, reading, phonics, spelling and writing.
- Work scrutiny, pupil voice and lesson/learning-walk evidence, with particular attention to progression, prior knowledge, vocabulary, retrieval and assessment.
- Attendance and persistent absence data for each targeted pupil.
- Individual case studies showing the barrier, support provided, participation and measurable impact.
- Participation in enrichment, clubs, visits, residentials, music, sport and wider opportunities.
- Parent/carer feedback and evidence of successful support or signposting.
- Value for money: whether funded provision is having sufficient impact to continue, adapt or stop.

Termly milestones

Review point	Required evidence/action
Autumn 2026	Baseline each targeted pupil; confirm individual barriers and intended outcomes; establish Maths/spelling/reading support; confirm enrichment and Rocksteady needs; review attendance.
Spring 2027	Evaluate progress and intervention impact; scrutinise books; review attendance and pupil voice; adjust provision/funding where impact is insufficient.
Summer 2027	Final evaluation against success criteria; analyse attainment/progress, attendance and participation; identify provision to sustain into 2027–28.

Part B: Review framework for the end of 2026–27

The final review will evaluate not only whether activities were delivered, but whether they improved outcomes for individual disadvantaged pupils.

Area	End-of-year evaluation question
Mathematics	What progress did each targeted pupil make? Which gaps narrowed? Is fluency/reasoning/problem solving more secure?
Spelling and writing	Do assessments and independent writing show improved accuracy and transfer of taught spelling knowledge?
Reading and phonics	Did pupils below expected milestones catch up? Is fluency, vocabulary and comprehension stronger?
Attendance and behaviour	Did attendance improve or remain strong? Were persistent-absence risks addressed promptly?
Inclusion and wellbeing	Are pupils better regulated, confident, included and able to participate in learning?
Curriculum	Do work and pupil voice show that disadvantaged pupils know and remember the intended curriculum over time?
Enrichment	Did every targeted PP pupil access the same opportunities as peers? What difference did music, sport, residential, visits or clubs make?
Family support	Did practical help or signposting reduce barriers for the child?
Value for money	Which approaches had the strongest impact and should be sustained, changed or stopped?

Overall strategic target for 2026–27

By July 2027, disadvantaged pupils will have received precise, evidence-informed support that responds to their individual barriers. The school will be able to demonstrate that targeted pupils have made strong progress from their starting points, have equitable access to the full life of the school and are increasingly independent, confident and successful learners.

School commitment

Although the Pupil Premium grant available to Whittingham C of E Primary School is significantly lower in 2026–27, our ambition for disadvantaged pupils is not reduced. We will continue to use school resources creatively, know each child well and act quickly where a barrier emerges. Funding decisions will be purposeful, proportionate and focused on measurable benefit to the pupil.