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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	581 excluding Nursery
Proportion (%) of pupil premium eligible pupils	35.1%
Academic years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023/24 – 2026/27
Date this statement was published	08/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mr R Wade
Pupil premium lead	Mr R Wade
Governor / Trustee lead	Mr T Forbes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,200
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£316,200

Part A: Pupil premium strategy plan

Statement of intent

At Whitmore Primary School, we have high aspirations for all our pupils, irrespective of their background or the challenges they face. We want them to 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 higher attaining pupil premium pupils. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that nondisadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is intended to improve outcomes for all pupils and is closely linked to our whole school development plan. This approach is responsive to contextual challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Targeted support will be used throughout the year to support disadvantaged pupils to catch up. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- develop oracy and language so that disadvantaged pupils have the necessary speech and language skills to access the curriculum
- act early to intervene at the point needed in lessons and through effective feedback and in the moment interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some children's acquisition of early language is poor, they join the school's nursery or reception with limited language and understanding. They lack the necessary skills to understand and use language in the curriculum. This has a compounding impact as the children move through the school.
2	The COVID-19 pandemic has continued to have a detrimental impact on disadvantaged pupil's attainment and progress in reading, writing and maths. End of year and key stage data was below the national average for both disadvantaged and non-disadvantaged pupils.
3	Attendance - the school has worked extensively with families to support them which has had some good results but swifter action is required. A more robust policy has been put in place that enables the school to take swifter action to hold parents to account.
4	There are some pupils who are continuing to be affected by social, emotional and mental health issues. The school has 2 pastoral support members of staff and a family support officer who work with pupils and families who are experiencing these issues The number of pupils who are now disadvantaged is 35.1% (down from 41% in 2023/4). The school recognises the importance of the support they can offer families – this is an on-going area of need especially in the climate of financial hardship due to rising costs of living.

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 improve Oracy, vocabulary, speech and language acquisition of pupils across the school	▪ Maximise opportunities for oracy for all children ▪ Teachers will have a stronger understanding of what constitutes good oracy in different contexts and can support pupils to deepen and enhance their knowledge and understanding within a given subject ▪ Oracy is woven into the curriculum ▪ Pupils will become more articulate ▪ Continue with support from the speech therapist and Speech & Language LSA
To rapidly improve attainment and progress in reading, writing and maths	▪ Progress and attainment in reading, writing and maths with increase term on term

	▪ A greater % of pupils will be meeting age related expectations by the end of the academic year ▪ Interventions will be impactful in raising standards
To rapidly improve attendance	▪ There is a sharp improvement in the % of pupils attending school ▪ Persistent absence will decrease ▪ The robust policy now in place will ensure that swifter action is taken when attendance is a concern
To continue to support SEMH for the most vulnerable pupils	▪ Continue to use pastoral support members of staff and the FSO for those pupils and families who need it ▪ Continue to promote mental health awareness throughout the school in assemblies and promotional materials ▪ Further train staff in mental health awareness

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

Budgeted cost: £94,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading books	EEF Phonic approaches EEF Reading comprehension strategies	1,2
Speech Therapy	EEF Oral language interventions	1,2
High quality teaching – additional teachers for interventions in KS1 and KS2	EEF Pupils Premium guidance report EEF Pupil Premium Guidance	1,2,3,4

Targeted academic support

Budgeted cost: £110,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSAs for interventions	EEF Pupil Premium Guidance	1,2

Wider strategies

Budgeted cost: £111,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
BCCS Counsellor	EEF Pupil Premium Guidance	1,3,4
Pastoral support LSAs Inc additional midday assistant for EYFS	EEF Pupil Premium Guidance	1,2,3,4
Breakfast Club staff	EEF Pupil Premium Guidance	4
Attendance Officer	EEF Pupil Premium Guidance	3,4
Support for families e.g. trips, uniform	EEF Pupil Premium Guidance	4

Total budgeted cost: £316,200

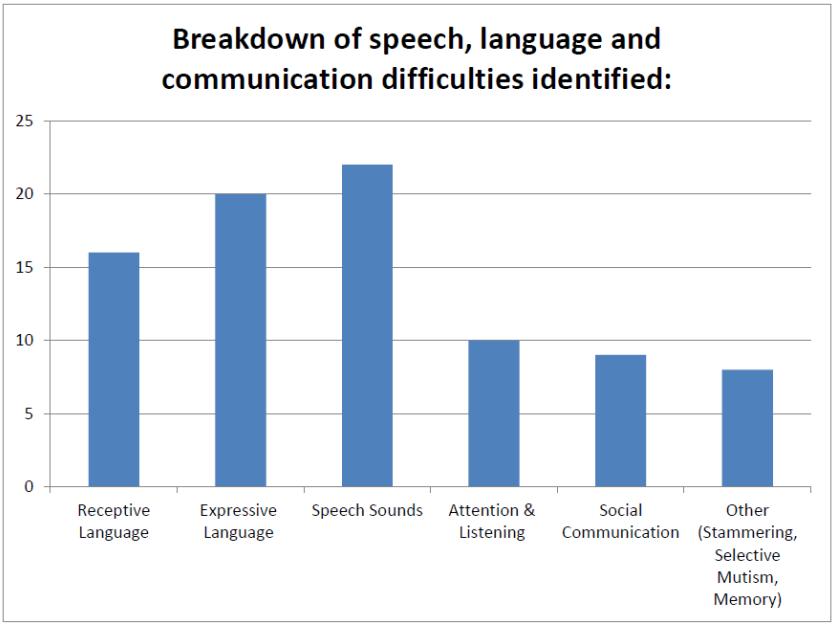
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Language Acquisition

There is a tangible impact of the embedded whole-school approach to oracy which has been explicitly taught, children are now more articulate in how to talk and communicate with others. The approach has been embedded into the school's lesson structure across the curriculum and children are increasingly confident at articulating and sharing their ideas with peers and adults. Following monitoring visits from Voice21, the school has been commended on the building year progress and impact that can be seen within classrooms and lessons.

Speech therapy has continued to support our children who experience barriers with their early speech. In 2025/26, 280 speech therapy sessions took place and of the children who took part, 60% of children met their targets with 27.6% of children partly meeting their targets.



High Quality Teaching

EEF Research around high-quality teaching has been adopted and implemented within and across the school. To further support this, more teachers have successfully taken part in NPQs to further enhance high quality teaching. Both internal and external data shows that the school is closing the gap between children eligible for PP and those children who are not. Through effective deployment, CPD and understanding of individual barriers, teaching and support staff have provided impactful support to all children including those in receipt of Pupil Premium funding.

Summer 2025/26 EoY Data									
	Reading			Writing			Maths		
	PP	Not PP	Var	PP	Not PP	Var	PP	Not PP	Var
Y1	68%	71%	3%	68%	71%	3%	77%	77%	0%
Y2	59%	80%	21%	59%	80%	21%	67%	78%	11%
Y3	46%	64%	18%	54%	64%	10%	54%	76%	22%
Y4	50%	77%	27%	58%	83%	25%	55%	92%	37%
Y5	62%	71%	9%	74%	92%	18%	64%	83%	19%
Y6	51%	67%	16%	71%	84%	13%	56%	68%	12%

The use of the therapist, Social Worker and the school artist have supported children in the social, emotional and mental health. The school carriers out pupil voice and the children can articulate the impact of these professionals and how they help them.

Externally provided programmes

Programme	Provider
Oracy 21	Voice 21