# Pupil premium strategy statement – Whitchurch Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our priority pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for priority pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 233 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024,2024-2025,**2025-2026** |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | C Hornsby, Headteacher |
| Pupil premium lead | C Hornsby, Headteacher |
| Governor / Trustee lead | J Smith, Chair of Governors |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 84680 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium funding carried forward from previous years | 0 |
| **Total budget for this academic year** | 84680 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Our ultimate objective for our pupil premium and priority pupils is that we want them to achieve academically, socially and emotionally in line with their peers. Disadvantage should not be a hindrance to a child in any of these areas, whether it being a child hungry or tired and distressed, to simply not being able to afford a school trip or essential. In short, we want all children at our school (and those from outside our school who may need a new establishment) to ‘Achieve their best together’. * We have analysed through professional judgement, classroom observation and parental survey the factors that challenge children in our school, and therefore place them at disadvantage. Such factors hinder the children educationally, socially and emotionally, and in terms of health. Our pupil premium is spent to help in all these areas, striving for children who are well educated, happy and healthy. They will go on from our school leading happy and successful lives. * The key principle of our plan is to provide priority pupils with educational support (in particular language development), through additional classroom support and teaching; emotional support, chiefly through our mental health interventions, and social support through our partnership with external services and pupil premium invited clubs (In 24-25 our aim of having 100% of PP attending a club and all trips was almost met, with one child missing one trip). Finally, we aim to give children opportunities, enrichments and experiences they may not get otherwise. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social, mental and emotion health/ well being barriers. |
| 2 | Low household income= right to a high standard of life/ enrichment barrier.  (Although our location is in the top 20-40% of most affluent areas, our cohort of children are from backgrounds in the lowest 20-40% of affluence) |
| 3 | Families needing social service intervention and support. |
| 4 | Ill health in the Whitchurch Area  (Office for National Statistics shows 3% of the Whitchurch area rate their health as very bad, compared to 0.9% in BANES, 1.3% in Bristol and 1.2% nationally). |
| 5 | Attendance. |
| 6 | English as an additional language. We welcome children from our local social housing. As a result, EAL numbers fluctuate regulalrly due to pupil movement. |
| All of the above factors contribute to a barrier to learning. | |

## 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.

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| Intended outcome | Success criteria |
| SMEH/ well being barriers to have been addressed. | Termly reduction in CPOMs incidents relating to SMEH/ Well being needs and behaviour in general.  Children to be settled in class, monitored through teacher professional judgement.  25-26: Specific support plans for children with particular needs. |
| Language and Literacy (added 2024-2025) | Children to develop their language and literacy skills, impacting on their outcomes. |
| Adaptive Teaching (added 2025-2026) | Our pedagogy will be honed to accommodate the needs of priority pupils using in-house research and support from our trust |
| All children able to access all enrichment opportunities. | 100% attendance on **all** school excursions and experiences. **All** priority to attend a school club/ extra curricula activity free of charge. |
| All relevant stakeholders to have an awareness of social service intervention | A termly updated register of children benefitting from social service intervention.  In 24-25 we introduced necessary social service intervention updates into our weekly briefing for all staff.  Weekly SMT meeting on bullying.  Termly governor meeting on bullying.  Parents/carers their children and families to feel and be supported by the school in all elements of life. |
| Children to attend school on time, every day. | Attendance to be above 95% and persistent absence to be below 10%. |
| All priority pupils to be learning to their full potential at Whitchurch Primary School | Children in disadvantaged groups to be performing above national averages for similar children. |
| EAL to not be a barrier | EAL children will be making in-line or better progress when compared to non EAL children. |

## 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: **£60586**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teacher and LSA led sessions | |  |  |  |  | | --- | --- | --- | --- | | KS2 results  (PP in red) | Reading | Writing | Maths | | 2017 | 70% | 73% | 76% | | 2018 | 55% | 71% | 71% | | 2019 | 80% | 80% | 90% | | 2022 | 87%  86% | 71%  57% | 74%  43% | | 2023 | 60%  43% | 85%  71% | 70%  43% | | 2024 | 79%  57% | 90%  71% | 69%  57% | | 2025 | 79%  57% | 75%  71% | 75%  71% | | All |
| LSA sessions outside the classroom (ie reading mentors, additional 1+1) | All |
| 1 |

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

Budgeted cost: **£11730**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Specialist and follow up teacher  £5,184  +  £2000 (Estimate term 5 and 6) | As above. Children from a disadvantaged background are also 15-16% more likely to develop additional learning needs such as S&L, Hyperactivity or other SEN’s.  Total 20 chn approx  S&L specialist once a week 3 hours  LSA 2.5 days interventions across the school | All |
| Educational Psychologist  £4240 | To support on-going provision for SEMH, S&L, ELSA, Thrive and in class small group support. Most vulnerable children. Reports inform teaching practice to personalise learning more accurately for the child’s additional needs. Used as evidence for EHCP applications. BANES/Bristol and Somerset have different expectations, EP report adds academic weight beyond parent/teacher expertise surrounding unique learning needs. | 1 |
| SEN Equipment  £306 | Specific equipment and intervention materials recommended from SALT and EP reports | All |

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

Budgeted cost: **£12602**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor & Emotional Literacy Support Assistant (ELSA)  £2340 | 100% of PP children identified as needing emotional literacy support received it. | 1, 5. |
| Cooking  £86 | 100% of PP children can attend enrichment sessions. | 2, 3, 4, 5 |
| YR Chicks  \*£98 | 100% of PP children can attend enrichment sessions. | 1, 2. |
| Educational visits  £2244 | 100% of PP children can attend educational visits. | 1,2,4,5. |
| School equipment and supplies  £4154 | Assorted items for PP children to engage fully with schooling (ie School uniform, ear defenders, EP/ Salt report recommendations) | 2, 6 |
| Purple Room  £975 | Children were able to eat in a smaller, calmer environment if required. | 1,4 |
| Breakfast club  £2305 | Children invited by school to attend breakfast club to enhance attendance and health. |  |
| Together Championships  £400 | Contribution to a PP football scheme allowing children to meet and play against different soci0-economic and cultural schools |  |

**Total budgeted cost: £84918**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Intended outcome | Success criteria | Actual outcome |
| SMEH/ well being barriers to have been addressed. | Termly reduction in CPOMs incidents relating to SMEH/ Well being needs and behaviour in general.  Children to be settled in class, monitored through teacher professional judgement. | Behaviour incidents reduced:   |  |  | | --- | --- | | 2021-2022 | 337 | | 2022-2023 | 203 | | 2023-2024 | 230 (Jan-March seeing a spike which was carefully resolved) | | 2024-2025 | 198 |   OFTED 2025 reports positive behaviour. |
| All children able to access all enrichment opportunities. | 100% attendance on school excursions and experiences. All disadvantaged children to attend a school club/ extra curricula activity free of charge. | 100% of children were **offered** an afterschool club.  A specific club was created for PP children.  100% of children went on a school trip or experience  In 24-25 we aim to have 100% of PP children **in** a club, and attending **all** trips. |
| All relevant stakeholders to have an awareness of social service intervention | A termly updated register of children benefitting from social service intervention.  Weekly SMT meeting on bullying.  Termly governor meeting on bullying.  Parents/carers their children and families to feel and be supported by the school in all elements of life. | This has been created and is in use. (In 24-25 staff inputted into TACs and TAFs)  Discussed termly in governor minutes.  95%of parents carers report their children feel happy and safe in school (Parentview 2024-2025) |
| Children to attend school on time, every day. | Attendance to be above 95% and persistent absence to be below 10% (National being 94% and 19% at time of edit) | Attendance was 93%  Persistent absence was 19%  **These are a target for 25-26** |
| All disadvantaged children to be learning to their full potential at Whitchurch Primary School | Children in disadvantaged groups to be performing above national averages for similar children. | 57% of PP achieved Reading, writing and maths combined in KS2 SATS. |
| EAL to not be a barrier | EAL children will be making in-line or better progress when compared to non EAL children. | 67%% of EAL achieved Reading, writing and maths combined in KS2 SATS.. |

## Externally provided programmes

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| Programme | Provider |
| Lunchtime sports clubs | PHSports  World Sport Ministries |
| Forces support | Student and Family support service |

## Service pupil premium funding (optional)

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| **How our service pupil premium allocation was spent last academic year** |
| Emotional support for our Service children was required when parents/carers were deployed away. This was completed through ELSA and the Student and Family Support Service.  Funding was used to ensure children could access all school activities (swim/gym/ educational visits) at parents’ request. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Decline in behaviour incidents as documented.  100% of Service children accessed all school educational experiences\*\* |

# Further information (optional)

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| **Purple Room**- Nurture Group at lunch time to support vulnerable groups. Run daily by an LSA. Children with EHCP, SEN, PP, L20% or other vulnerable groups welcome.  Current annual cost 2.5 hours per week £975 based on an hourly rate.  Impact of this supports behaviour in the hall with eating, manners, expectations at meal time and helps maintain routine and avoid difficulties later in the lunch hour such as disputes, emotional upset, arguments and falling out. This has been running for 3 years.  **Library Club**-daily reading with a member of SLT/teacher for 30 mins a day. Different year groups/classes each day. Children to have the opportunity to explore reading for pleasure with other peers encouraging discussion and exploring different texts.  **2024-2025: EAL phonics groups-** We have had an increase in percentage of EAL children joining the school from countries such as Romania and the Ukraine. As a result we have introduced EAL phonics groups to all year groups where these children are based.  Current annual cost 2.5 hours per week £975 based on an hourly rate. |