

Pupil premium strategy statement – Whatfield Primary School

This statement details our school's use of pupil premium (and recovery 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	44
Proportion (%) of pupil premium eligible pupils	29% (13) Incl. service child 50% (9)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Julia Shaw (Executive Head Teacher)
Pupil premium lead	Adam Hitchin (Acting Head of School)
Governor / Trustee lead	Heather Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
Service Children	£2,450
Total budget for this academic year	£11,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all pupils, irrespective of background, disadvantage or individual circumstance**, experience a **high-quality, inclusive education** that enables them to achieve well and make strong progress across all subject areas **[ALIGNED]**. Our pupil premium strategy reflects a commitment to **equity, inclusion and high ambition**, ensuring that disadvantaged pupils – including those who are already high attainers – are supported to fulfil their academic potential.

As a small rural school at the heart of its community, we recognise that disadvantage is not always immediately visible or formally identified [NEW]. We therefore work proactively to support families who may be **on the cusp of eligibility**, experiencing temporary hardship, or who have not yet applied for pupil premium. This includes close liaison with families, pastoral support, signposting, and practical assistance to ensure barriers to learning are reduced before they become entrenched.

We have a number of **service children**, who may be disadvantaged by school mobility or parental absence, and **vulnerable pupils such as young carers**, whose wellbeing and engagement may fluctuate. Our provision is therefore designed to **identify and remove barriers early**, enabling all pupils to access the curriculum and succeed **[ALIGNED]**.

High-quality teaching is at the heart of our approach, with a focus on **high-quality interactions**, particularly in **early reading, phonics, maths, handwriting and writing**, where disadvantaged pupils often require the most support **[ALIGNED – Ofsted focus on quality of education & inclusion]**. This approach is proven to have the greatest impact on closing attainment gaps while benefiting all pupils.

Assessment, behaviour, wellbeing and mental health information indicate that some pupils continue to experience the legacy of disruption caused by COVID-19. **This is particularly evident in older pupils**, where gaps in learning readiness and emotional regulation can affect progress **[ALIGNED]**. Our strategy therefore places a strong emphasis on **personal development, emotional wellbeing and readiness to learn**, recognising these as integral to sustained academic success.

Whole-school approaches including ELSA, Hamish and Milo, Zones of Regulation and Quality Interaction strategies are used to support pupils' social, emotional and mental health **[NEW]**. These approaches align with **current Ofsted expectations around inclusive practice, adaptive teaching and personal development [NEW – Ofsted language]**.

Our approach is underpinned by **robust diagnostic assessment**, including **Smartgrade for reading and maths**, Little Wandle phonics assessments, and ongoing teacher assessment, ensuring support is **precisely matched to need rather than assumptions about disadvantage [NEW/ALIGNED]**.

To ensure effectiveness, we will: - act early to intervene at the point need is identified - adopt a whole-school approach where all staff are responsible for disadvantaged pupils' outcomes - maintain high expectations and ambition for all learners

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing and mental health of our disadvantaged children is a concern. 60% of the disadvantaged cohort find learning difficult to engage with. This is due to either family circumstances or their self-esteem which we focus on in school.
2	33% are either SEND support or monitoring in all three core subjects. The need is often related Communication and Interaction which could be an impact from COVID – 19.
3	Latest internal assessments indicate that 35% disadvantaged/Service children across the school have been assessed as being just below and 8% well below the expected standard in Maths. In 2024 56% of disadvantaged children achieved the expected standard in the Maths. Sat compared to 62% nationally although this increased to 80% in 2025.
4	Continue to review attendance rate of Pupil Premium children to prevent the gap from widening to maintain achieved percentages 2024 –25 Attendance of Pupil Premium (including service children) overall 95.65%. Non-Pupil Premium 95.46%.
5	2024 – 25 Outcomes for our Pupil Premium children showed at expected. Reading – 72% Writing – 33% Maths – 56%

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 ensure that pupils in receipt of pupil premium, including those with SEND and our service children, make expected progress from their starting points.	High quality teaching and use of interventions to support children make expected progress from their starting point. The implement the use of WalkThru to ensure all children can access their learning. Use Smart Grade assessment to monitor progress, identify specific gaps in learning, and inform adaptive teaching and targeted intervention. (NEW)
To ensure that the wellbeing and emotional needs of pupil premium children are being met and that they are ready to learn	Observations show that pupils are settled in school and ready to learn so that interventions have enhanced impact. Attendance rates are high. High-impact wellbeing and emotional support packages, including ELSA and Hamish

	and Milo, are used to deliver focused, tailored support that removes barriers to learning and supports pupils' readiness to learn. (NEW)
To identify pupil premium children who are at risk of not achieving expected in Writing and Maths.	High quality teaching and use of interventions to support children achieving expected in Writing and Maths. High-quality teaching, supported by adaptive teaching and targeted intervention, enables pupils to achieve the expected standard in Writing and Maths. This is informed by Smartgrade maths and grammar assessment, precision teaching to address specific gaps, and regular writing moderation with local schools to ensure accuracy and consistency of judgement (NEW)

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: £5940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of standardised diagnostic assessment, including Smartgrade for maths, reading and grammar, (NEW) White Rose Maths and Little Wandle Phonics, to analyse outcomes and implement targeted interventions.	White Rose/Smart Grade provides reliable insights into the specific strengths and weaknesses of each pupil. Reports are then generated to show which interventions children need and these are then implemented. (ALIGNED) Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4
Embed oral language approaches across the curriculum, including Talk for Writing, drama and stem sentences, alongside the use of Drawing Club in EYFS and KS1. These approaches develop spoken language, narrative structure,	Securing foundational knowledge by the end of KS1. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school Writing Framework 2025	2,4

<p>vocabulary, imagination and comprehension, enabling pupils to articulate ideas, consolidate understanding and extend vocabulary. vocabulary. (NEW)</p>	<p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p> <p>Improving Literacy in KS2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/introduction/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669</p>	
<p>(THIS SECTION IS ADDED TO ALIGN WITH BILDESTON WITH ADDITIONS)</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, and the Mastery approach.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and the mastery approach, supported by Smart Grade assessment to diagnose gaps in understanding, track progress over time and inform adaptive teaching and targeted intervention. (NEW)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mastering number for EYFS and KS1</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Enhancement of our teaching of writing to ensure that spelling, punctuation and grammar foci are clearly identified within the writing long-term plan, supported by follow-up Smart Grade grammar assessment to identify gaps and inform adaptive teaching and targeted intervention. (NEW)</p> <p>To review the teaching of basic skills and ensure that they are embedded in EYFS/ KS1, and these skills are full supported in KS2 where necessary</p>	<p>Securing foundational knowledge by the end of KS1.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</p> <p>Writing Framework 2025</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p> <p>Improving Literacy in KS2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/introduction/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669</p>	<p>2,4</p>

<p>Continuation of Zones of Regulation to support pupils in understanding and regulating their emotions, supported by staff CPD. This is complemented by targeted ELSA, Hamish and Milo and THRIVE support, which together strengthen emotional literacy, self-regulation and wellbeing, reducing barriers to learning and enabling pupils to be more settled and ready to engage with learning. (NEW)</p>	<p>Evidence shows that disadvantaged children have weaker social and emotional literacy skills. Research has shown that if children can place and understand their feelings can help with decision making, interaction with others and self-management of emotions. These needs need to be met before a child is ready to engage in their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>
<p>To embed the practice of Walkthrus as a core component of our coaching strategy, aimed at systematically raising teacher standards, enhancing instructional effectiveness, and fostering a culture of continuous professional growth and reflective practice.</p>	<p>A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning evidence from the study of effective professional development. Through our books and materials, we draw on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst.</p>	<p>2,4</p>
<p>To use EEF Training for Metacognition to ensure that strategies utilised in school are enabling all children to learn effectively.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,2,4</p>

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

Budgeted cost: £2350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement a variety of interventions to support and accelerate progress. Interventions may include</p> <ul style="list-style-type: none"> - Wellcomm - Ed Shed 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>High quality one-to-one and small group tuition -Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence</p>	<p>2,4</p>

<ul style="list-style-type: none"> - White Rose based interventions - Precision teaching 	<p>indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.</p>	
<p>Additional phonics sessions targeted at pupils who require further support and disadvantaged pupils.</p> <p>Little Wandle – individual/group keep up Little Wandle – Rapid Catch up</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,4
<p>Tutoring for maths at end of KS2.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2,4
<p>Analysis White Rose Maths Assessments and Head Start reading and grammar assessments</p>	<p>Reports are then generated to show which interventions children need and these are then implemented.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,4

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Use of new Arbor system to provide</p>		

<p>enhanced monitoring of attendance.</p> <p>Use My Concern to enhance monitoring of attendance concerns (ALIGNED)</p>		
<p>Developing staff skills and abilities to support pupil wellbeing, social skills and dealing with anxiety</p> <p>Training for support staff – Mental Health First Aid Awareness and sharing of strategies</p> <p>Training for senior staff - A strategic approach to Whole School Emotional Health and Wellbeing (Thrive)</p> <p>Continued training on Zones of Regulation</p> <p>Interventions may include:</p> <ul style="list-style-type: none"> · Nurture Groups · Drawing and Talking · THRIVE · ELSA · Hamish and Milo 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF note that 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF note that 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1

Total budgeted cost: £11540

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

As a small school, our student cohort sizes are often too small for standardised results to be published publicly. This is in line with privacy and data protection guidelines. While our academic outcomes may not always be reflected in official reports, we are committed to providing a high-quality education and supporting each student to achieve their personal best.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Math (NEW)	
Smart Grade Assessment (NEW)	
Spelling Shed/Math Shed	Ed Shed
Times Table Rock Stars	Maths Circle Limited

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

2024/25 - Service pupil premium funding was spent on ELSA support for our families. All of our service children have accessed this service. This academic year 2025/26 maths tutoring is being used to support five of our service families.

Smartgrade assessment being used to identify gaps within learners in maths, reading and grammar.

Support is offered with clubs and trips where needed.

The impact of that spending on service pupil premium eligible pupils

Monitor.