

# Pupil Premium Strategy Statement 2025 2028

## Whaley Thorns Primary School



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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/ 2026 2026/ 2027 2027/ 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Joanna Crook, Principal  Nicola Rees, TEAM Education Attendance and Safeguarding Manager with Trust responsibility for Pupil Premium,  Rachel Watson, TEAM Director of Education
Pupil Premium Lead	Joanna Crook, Principal
Governor / Trustee Lead	Ross Wormall, Lead for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535.
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0

<b>Total budget for this academic year</b>	£104,535
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# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Whaley Thorns Primary School, our ambition is to provide an inclusive, aspirational and high-quality education in which all pupils—particularly those in receipt of Pupil Premium—are enabled to achieve their full potential academically, socially and emotionally. We recognise that a significant proportion of our pupils face barriers related to disadvantage, including low starting points, speech and language delay, social and emotional needs, reduced access to enrichment and inconsistent support for learning at home. Our pupil premium strategy is therefore carefully designed to remove these barriers and ensure equity of opportunity for every child.

Our approach is rooted in *The Whaley Way*—our whole-school, evidence-informed model of teaching and learning—which places high-quality teaching at the heart of school improvement. Consistent with EEF guidance, we prioritise strong classroom practice through adaptive teaching, effective feedback, metacognitive strategies and high-quality assessment, recognising that these approaches have the greatest impact on outcomes for disadvantaged pupils. Sustained professional development, instructional coaching and skilled deployment of staff ensure that teaching is responsive to pupils' needs and underpinned by a deep understanding of how pupils learn.

We place a strong emphasis on early identification and timely intervention, particularly in the early years and for pupils with emerging SEND. Robust assessment systems, speech and language screening and targeted interventions enable us to address gaps swiftly, preventing them from widening over time. Academic support is carefully aligned with classroom learning to ensure coherence, impact and sustainability.

Recognising that learning cannot be separated from wellbeing, our strategy also prioritises pupils' social, emotional and mental health. Through a graduated approach that includes ELSA support, wellbeing programmes and calm, inclusive learning environments, we work to develop pupils' resilience, self-regulation and confidence so they are ready and able to learn. Positive behaviour, strong attendance and a sense of belonging are seen as essential foundations for success.

We are committed to broadening horizons and building cultural capital for our disadvantaged pupils. Through enriched curricular and extra-curricular experiences—including Forest School, educational visits, clubs and leadership opportunities—we ensure that all pupils can access the wider life of the school and develop aspiration, independence and pride in their achievements.

Partnership with parents and carers is central to our strategy. We actively support families to engage with their child's learning through workshops, communication, and

practical guidance, recognising that strong home–school relationships have a positive impact on attendance, progress and wellbeing.

Our pupil premium strategy is underpinned by rigorous monitoring and evaluation. We use data, pupil voice, parental feedback and ongoing review to ensure that funding is used effectively, impact is maximised and provision is continually refined. Ultimately, our aim is not only to close attainment gaps, but to ensure that disadvantaged pupils leave Whaley Thorns Primary School as confident, resilient learners, fully prepared for the next stage of their education and for life beyond school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These emboldened challenges will remain the same throughout the duration of the three-year strategy period, although the accompanying explanations will be modified year on year as the impact of school’s work develops.

Number	Detail of Challenge	Links with SIP
1	Attainment gap in reading, writing and maths; low starting points on entry	Priority 1, 2, 3, 4, 5, 6
2.	Oral language and communication delays, especially in EYFS and KS1	Priority 1, 2, 3,4, 5, 6
3.	Social, emotional and behavioural needs impacting learning and attendance	Priority 1, 2, 3, 4, 5, 6
4.	Limited access to enrichment experiences and cultural capital	Priority 1, 2, 3, 4, 5, 6
5.	Parental engagement and support for learning at home	Priority 1, 2, 3, 4, 5, 6
6.	Reduced resilience, confidence and self-regulation among disadvantaged pupils	Priority 1, 2, 3, 4, 5, 6

## 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
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Improved attainment and progress in core subjects	Disadvantaged pupils make accelerated progress; attainment gap narrows
Stronger communication and early identification of SEND	Improved SALT screening data and timely interventions
Increased emotional wellbeing and resilience	Reduced behaviour incidents; positive pupil voice feedback
Greater engagement in enrichment and leadership	Increased PPG participation in clubs, visits, and pupil leadership
Improved parental engagement	Higher attendance at parent events to support home learning; improved survey feedback
Higher attendance and punctuality	PPG attendance > 95%; reduced persistent absenteeism

## Activity in this Academic Year

### Priority 1: High-Quality Teaching and Assessment (The Whaley Way)

- CPLD in metacognition, feedback and adaptive teaching
- Instructional coaching for ECTs and all teachers
- Targeted tuition in reading and maths

EEF Evidence Base: Feedback (+6 months), Metacognition (+7 months), Small group tuition (+4 months)

### Priority 2: EYFS & SEND – Early Identification and Support

- Speech & Language therapist input and NELI Interventions.
- Early assessment and provision mapping
- Parent workshops on phonics and early maths

EEF Evidence Base: Oral language interventions (+6 months), Early years interventions (+5 months)

### Priority 3: Wellbeing and Behaviour for Learning

- Take 5 breathing programme

- ELSA-led support
- Calming and sensory spaces

EEF Evidence Base: Social and emotional learning (+4 months), Behaviour interventions (+3 months)

#### **Priority 4: Inclusion and Staff Capacity**

- Training TAs in high-impact strategies
- Coaching on adaptive practice
- Inclusive classrooms (visuals, tools, routines)
- Improve attendance through partnerships with parents.

EEF Evidence Base: Teaching Assistant Interventions (+4 months), Inclusive teaching

#### **Priority 5: Enrichment, Leadership & Community Engagement**

- Funded clubs, trips, Forest School access
- Pupil leadership roles
- Launch PTA
- Host Termly Workshops for parents to support children learning at home (eg phonics, reading, maths)

EEF Evidence Base: Arts participation (+3 months), Outdoor learning, Parental engagement

#### **Priority 6: Learning Environment & Digital Inclusion**

- Expand tech provision
- Climate action learning projects
- Environment audit aligned with sensory & inclusion needs

EEF Evidence Base: Digital technology (+4 months), Learning environment impact

**Total budgeted cost: £104,535.**

## **Part B: Monitoring and Evaluation**

### **Implementation Approach**

- Termly data analysis and pupil progress meetings
- Regular learning walks and book scrutinies with PP focus
- Parent voice and pupil voice tracking
- SLT to report impact termly to governors

### **Review Schedule**

- Annual Full Strategy Review: July 2026 and July 2027
- Mid-Year Review: January each academic year

## Part C: Pupil Premium Spend Overview

### Teaching

Budgeted cost: **£47,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD focused on high-quality teaching, adaptive teaching, metacognition and feedback (The Whaley Way)	The EEF states that <b>high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</b> . Approaches such as <b>metacognition (+7 months)</b> and <b>feedback (+6 months)</b> have high impact when embedded through sustained professional development rather than isolated training.	1,2 3,6
Instructional coaching for ECTs and all teaching staff	The EEF highlights that <b>coaching is more effective than standalone CPD</b> , particularly when it includes modelling, observation and feedback. Consistency of pedagogy improves outcomes for disadvantaged pupils.	1, 2 6
Deployment and training of teaching assistants to deliver high-impact classroom support	EEF guidance on <b>Teaching Assistants (+4 months)</b> emphasises the importance of structured deployment, training and alignment with classroom teaching to avoid negative impact.	1, 2 ,4
Investment in high-quality assessment tools and moderation to inform responsive teaching	The EEF stresses that <b>effective diagnostic assessment enables adaptive teaching</b> , ensuring pupils receive appropriately pitched instruction and timely intervention.	<b>1, 2</b>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group tuition in reading and	<b>Small group tuition (+4 months)</b> is identified by the EEF as a cost-effective	<b>1</b>

maths (qualified teachers and trained TAs)	strategy when groups are small, sessions are regular, and tuition is aligned to classroom learning.	
Early language interventions including NELI and Speech & Language Therapy support	The EEF reports that <b>oral language interventions (+6 months)</b> are particularly effective in EYFS and KS1, especially for pupils with low starting points. Early intervention reduces later attainment gaps.	<b>2</b>
Structured phonics, reading fluency and comprehension interventions	According to the EEF, <b>phonics (+5 months)</b> and <b>reading comprehension strategies (+6 months)</b> have strong evidence bases, particularly when delivered consistently and monitored closely.	<b>1, 2</b>
SEND screening, provision mapping and targeted interventions	The EEF SEND guidance stresses the importance of <b>early identification</b> , graduated response and targeted support to remove barriers to learning.	<b>2, 3</b>

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

Budgeted cost: **£21,035**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA-led emotional wellbeing support and Take 5 breathing programme	The EEF identifies <b>Social and Emotional Learning (+4 months)</b> as having a positive impact on both wellbeing and academic attainment, particularly for disadvantaged pupils.	3, 6
Attendance monitoring, parental engagement support and early help interventions	The EEF highlights that <b>improving attendance is a prerequisite for learning</b> , and that targeted family support can reduce persistent absenteeism when combined with clear systems.	3, 5
Funded enrichment activities, Forest School provision, trips and clubs	Evidence from the EEF suggests <b>arts participation (+3 months)</b> and outdoor learning can increase	4, 6

	engagement, motivation and self-confidence, particularly for disadvantaged pupils.	
Parent workshops and family learning events (phonics, early maths, reading)	The EEF reports that <b>parental engagement has a positive impact (+4 months)</b> when focused on practical strategies to support learning at home.	5
Digital inclusion: devices, software and access to online learning platforms	The EEF finds <b>digital technology (+4 months)</b> can support learning when used purposefully alongside high-quality teaching.	1, 4

## Outcomes for Disadvantaged Pupils

As this is a **new three-year strategy (2025–2028)**, outcomes will be formally reported following the first annual review in **July 2026**.

Impact will be measured through:

- Attainment and progress data in reading, writing and maths and phonics evaluating progress from previous years.
- Attendance and persistent absence figures
- Behaviour and wellbeing tracking
- Pupil voice and parent feedback
- Participation rates in enrichment and leadership opportunities

## Externally Provided Programmes

Programme	Provider
CASY Counselling Provision	CASY