Pupil premium strategy statement – Whitburn Village 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 (Rec-Y6)	203
Proportion (%) of pupil premium eligible pupils	9.3% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026 to 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Joanne Beavers
Pupil premium lead	Joanne Beavers
Governor / Trustee lead	Sarah Culley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,620
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£40,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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 non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Targeted academic support will be carefully planned and delivered for those individuals who are not making good progress across the spectrum of achievement. One to one or small group intervention will be linked to classroom teaching.

Our strategy is also integral to wider school plans for high attainment. Non- academic barriers are addressed with an importance on ensuring our pupils, particularly disadvantaged pupils, have good attendance, behaviour and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Deliver an aspirational, inclusive and holistic approach across the curriculum
- Act early to intervene at the point need is identified
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessment and observation suggest disadvantaged pupils are not making the same progress in phonics as their peers. This results in disadvantaged pupils not developing sufficient fluency in reading by the end of Key Stage 1. (25-26: PP 66.7%, Non- PP 85.7%)
3	Disadvantaged pupils do not always develop a love of reading in Key Stage 2 or read widely enough. Understanding and use of higher-order vocabulary is not yet developed meaning disadvantaged pupils do not attain the higher reading standard. (25-26: PP 57%, Non-PP 75%)
4	Fluency in maths (number) remains a barrier as disadvantaged pupils are less likely to engage with homework or online fluency programmes. As a result, Maths attainment amongst disadvantaged pupils is lower than non-disadvantaged pupils. (25-26: PP 43%, Non- PP 80%)
5	Assessments, work scrutiny and teacher observations indicate that a proportion of disadvantaged pupils have less secure handwriting fluency and automaticity. Difficulties with letter formation, consistency, writing speed and stamina increase the cognitive demand of transcription, which can affect pupils' ability to record ideas fluently and produce writing that reflects their oral language and curriculum knowledge.
6	Our attendance data over the indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils over the past three years. 35.4% of disadvantaged pupils have been 'persistently absent' compared to 10.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
	External Barriers
7.	Pupils in low-income families do not access sufficient extra-curricular activities

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils	Year 1 phonics screening check outcomes in 2026/27 show that more than 70% of disadvantaged pupils meet the expected standard, reducing the gap with non-disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard and gaps between non-disadvantaged pupils are narrowed.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard and gaps between non-disadvantaged pupils are narrowed.
To achieve and sustain improved handwriting fluency and automaticity.	Handwriting assessments and overall presentation indicates significant improvements in legibility of handwriting. This is evident in discrete handwriting lessons, across the curriculum and in book scrutiny.
All disadvantaged pupils attend school regularly. They access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest is high.	All disadvantaged children return to school and attend regularly. Disadvantaged pupils access extra-curricular activities including all learning opportunities and experiences such as residential activities. Increase disadvantaged pupils' attendance from 90.4% in 2025–26 to at least 93% in 2026–27, while reducing the proportion of disadvantaged pupils who are persistently absent. At least 50% of disadvantaged pupils participate in at least one extracurricular activity during the academic year.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

- Participation in Voice 21 Oracy project - £2,000
- KS1 Talk Boost training and dissemination to staff £1,000
- Little Wandle phonics scheme, training and books - £3,500
- White Rose/Sumdog - £1,000
- Penpals handwriting - £1,500
- NFER diagnostic tests - £6,000
- Staffing release/CPD - £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Day care and Nursery staff continue to embed Talk Boost approaches, with further training provided where identified as necessary. • Monitor and evaluate the implementation and impact of Talk Boost, adapting provision in response to assessment and observation. • Continue to enhance communication and language provision across EYFS/KS1, with a particular focus on developing vocabulary, speaking and listening. • EYFS/KS1 staff access relevant LA training and CPD to further develop communication and language practice, implementing agreed approaches consistently across the curriculum. Participate in Voice North East project to strengthen oracy across the curriculum.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Teaching and Learning Toolkit | EEF The **Education Endowment Foundation (EEF)** Teaching and Learning Toolkit rates **oral language interventions as high impact and very low cost**, with an average impact of approximately **+6 months' additional progress**. The EEF describes effective approaches as those which deliberately develop spoken language and verbal interaction and integrate speaking and listening into classroom teaching.	1, 2, 3
Continue to embed the Little Wandle validated phonics programme, with daily systematic synthetic phonics teaching in Reception and Year 1. Purchase and update decodable reading books and resources as required. • Ensure staff delivering phonics receive appropriate Little Wandle training and ongoing CPD to	Phonics approaches have a strong evidence base demonstrating a positive impact on pupils' reading, particularly for disadvantaged pupils. Systematic phonics teaching, supported by targeted intervention where required, will be used to ensure pupils develop secure decoding skills. High quality teaching of reading will build upon these foundations to develop	2

maintain consistency and fidelity to the programme. • Continue to develop reading fluency through high-quality whole-class teaching, with particular attention to disadvantaged pupils. • Continue to develop staff expertise in the teaching of reading, including structured approaches to fluency and comprehension, supported by relevant CPD and training.	fluency and comprehension. Phonics | Toolkit Strand | Education Endowment Foundation | EEF effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	
Continue to promote a love of reading through a rich and engaging reading curriculum and access to a wide range of high-quality, diverse texts. • Maintain and further develop inviting, well-resourced classroom reading areas that encourage pupils to read widely and regularly. • Monitor disadvantaged pupils' reading engagement and ensure they have equitable access to high quality texts both within and beyond the taught curriculum	The Centre for Literacy in Primary Education (CLPE) and Stronger foundations for writing evidence the importance of using high quality texts to support children in learning to read. They provide suggested high-quality texts and evidence their success in teaching and learning. 3, 7 6 quality texts both within and beyond the taught curriculum.	3
Continue to use NFER standardised tests to support diagnostic assessment and identification of gaps affecting disadvantaged pupils.	The **EEF Teaching and Learning Toolkit – Feedback** highlights the importance of obtaining information about pupils' learning and using this to inform subsequent teaching. Diagnostic assessment enables teachers to identify what pupils already understand, where misconceptions or gaps exist, and what teaching is required next. EEF: Feedback	
Embed the Penpals handwriting programme across school to implement a consistent, structured approach to handwriting across the primary phase, supplemented by targeted small-group and individual intervention for disadvantaged pupils who require additional support.	The approach recognises that handwriting needs to become sufficiently fluent and automatic so that pupils can devote greater cognitive attention to composition, vocabulary, spelling and sentence construction. The **Education Endowment Foundation (EEF) Improving Literacy in Key Stage**	5

Provision will include explicit teaching and modelling of correct letter formation, posture, pencil grip and joining; regular opportunities for deliberate handwriting practice; and targeted fine-motor activities where appropriate. Pupils' handwriting fluency and legibility will be monitored alongside their ability to produce sustained pieces of writing.	**1** guidance recommends developing pupils' transcription skills, including handwriting, through extensive and purposeful practice. The **EEF Improving Literacy in Key Stage 2** guidance similarly highlights the importance of pupils developing fluent transcription skills so that they can concentrate on the content and quality of their writing. EEF:Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	
Continue to develop high-quality teaching of mathematics, with a particular focus on fluency, reasoning and problem-solving. • Continue to embed strategies arising from NCETM mathematics training across EYFS and Key Stage 1, with a focus on developing secure number fluency. • Provide ongoing staff CPD on developing mathematical reasoning and problem-solving, including opportunities for pupils to explain, justify and apply their mathematical thinking. • Continue to embed and monitor the use of TT Rockstars and Sumdog to develop pupils' fluency and automaticity in number, with particular attention to the engagement and progress of disadvantaged pupils. • Engage with Local Authority development work focused on mathematical fluency and the Multiplication Tables Check (MTC), implementing and evaluating recommended approaches to strengthen pupils' fluency and multiplication fact recall, particularly for disadvantaged pupils.	EEF evidence identifies high quality teaching as the most important lever schools have to improve pupil outcomes, particularly for disadvantaged pupils. Developing effective teaching of mathematical fluency, reasoning and problem-solving will support disadvantaged pupils to develop secure mathematical knowledge and apply this confidently in different contexts. 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: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

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

Budgeted cost - £13,000

Staff time for interventions -£10,000

Little Wandle catch up resources £ 2,000

Workshops – staff time and resources £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Identified Nursery children attend three 30- minute Talk Boost sessions per week, delivered during the Spring and Summer terms (20 weeks). • Identified Reception children attend an additional two 15-minute individual sessions per week to support Communication and Language.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF : Oral language	1
• Daily 15 minute 'keep up' sessions per week. EYFS phonic group intervention. • Daily 15 minute 'keep up' sessions per week. Year 1 phonic group intervention. • Daily 15 minute 'catch up' sessions per week. Year 2 phonic group intervention. • Daily 15 minute 'catch Up' phonic intervention for Year 3 and 4. Daily 15 minute 'catch Up' phonic intervention for Year 5 and 6. • 1 extra-curricular reading club session per week for 6 weeks. To run termly.	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: EEF tuition 1:1 and small groups EEF : Small group tuition	2

• Year 6 targeted intervention group in Spring Term – 2 x 20 minute sessions		
• Purchase and implement 'Mastering Number' in EYFS, KS1 and KS2. • Access to TT Rock Stars at home with ICT equipment. • Access to Numbots at home with ICT equipment	EEF research highlights the importance of developing secure number knowledge, mathematical fluency and regular opportunities for practice. Targeted interventions and digital learning programmes can help address gaps in understanding, improve recall of number facts and support disadvantaged pupils' progress. Providing ICT equipment ensures equitable access to learning at home. EEF: Improving Mathematics in the Early Years and Key Stage 1 EEF: Using Digital Technology to Improve Learning	4
• Reading and maths workshops held with parents. • Face to Face workshops phonics, reading, maths. • All families of disadvantaged pupils can access ICT equipment for home	EEF reports children can make on average +4 months additional progress with continued parental engagement and support. School experience over the last 2 years has shown that online approaches have proved effective in engaging parents. EEF:Parental engagement	3, 4

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

Budgeted cost: £7,620

Reading books for library/classes and reading areas - £2,000

Parent workshops – staff time and resources - £1,000

Music tuition - £500

Extra-curricular activities - £1,000

Author visit - £500

A Star attendance tracker - £1,495

Assembly attendance incentives – certificates and rewards - £500

TT Rockstars - £100

Residential/uniform - £525

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Promote reading for pleasure through curriculum, reading week and author visits. • Purchase class library books for each class reading area. • Deliver parental workshops for EYFS, Y1-Y3 supporting a child's reading development.	The DFE details in their research the importance of reading for pleasure for both educational purposes as well as personal development. As a school we understand making children the best readers possible will ensure they can engage positively with a broad curriculum.	3
• Use A Star attendance tracker to identify emerging attendance concerns among disadvantaged pupils and enable timely, targeted intervention with pupils and families • Provide free music tuition to families on low income and in receipt of FSM. • Provide free extra- curricular activities to families on low income and in receipt of FSM. • Financial support will be provided where cost would otherwise prevent disadvantaged pupils from accessing essential school opportunities, including residential activities and appropriate school uniform. • Celebration assemblies with incentives for attendance. Targeted recognition and incentives to support improved attendance among disadvantaged pupils experiencing attendance barriers • Provide parents with attendance information through	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

the parent portal (Arbor) and a weekly newsletter		
Provide extra- curricular activities including curriculum subjects, arts and sports.	The EEF, believe enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It can be argued that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.	7

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Attainment KS2 May 2026		
Number of pupil Premium children in Year 6 = 7	Pupils eligible for PP 25/26	Pupils not eligible for PP 25/26
% achieving the expected standard in reading, writing and maths	29%	60%
% achieving the expected standard in reading	57%	75%
% achieving the expected standard in writing	43%	85%
% achieving the expected standard in maths	43%	80%
Attendance	90%	96%

Intended outcome 25/26	Impact July 2026
To ensure quality first teaching across all key stages where all teaching is good and some outstanding	Robust and transparent monitoring schedule are in place. Lesson observations, learning walks, book scrutinies, pupil voice has ensured consistency; this will be further enhanced through targeted coaching and CPD to sustain and share best practice.

Identified gaps in children's basic skills in reading, writing and mathematics eradicated	The majority of children in each key stage meet their curriculum end points. GLD = 80% above national average 68%. (100% of disadvantaged pupils achieved GLD) Phonics = 82% above national average 80% MTC = 44% above national average 37% Average score of 21.7, above national average of 21.0
Increase the percentage of pupil premium pupils passing the Year one phonics screening test	4 out of 6 (67%) disadvantaged pupils achieved the expected phonic standard at the end of Year 1and can decode fluently.
To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	Oracy focused activities in EYFS have improved disadvantaged pupils vocabulary and communication skills. 100% of disadvantaged pupils achieved GLD.
All SEND children have support plans that are SMART. Interventions for these children are delivered to a high standard. The curriculum is being successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding.	Send pupils with SMART support plans have made measurable progress with interventions and adjustments removing barriers to learning.
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Personalised pastoral support, via referrals to the Healthy Minds and Emotional Resilience Teams, has strengthened pupils' wellbeing and engagement. Next year, this provision will be extended to build resilience and ensure children remain happy, secure and ready to learn.

Parents and carers have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges	Parents have engaged more actively with workshops and school events, reporting increased confidence in supporting both academic and emotional aspects of their children's learning. Continued parental workshops and targeted family sessions will strengthen this further.
Children have the opportunities to experience the wider curriculum and enhance their cultural capital. Funding set aside to support pupils with a range of financial aspects e.g., trips, residentials, extracurricular activities and equipment	Access to trips, residential visit, extra-curricular clubs and wider cultural experiences has broadened children's horizons and enhanced their cultural capital. These opportunities linked directly with the curriculum and raised pupil motivation. This provision needs to be maintained an extended, ensuring equitable access for all disadvantaged pupils.

Externally provided programmes

Programme	Provider
Little Wandle	Wandle Learning Trust
Ed Shed	Education Shed Ltd
Penpals	Cambridge University Press
TT Rockstars	Maths Circle Ltd
Sumdog	Sumdog Ltd
Number Sense	Oxford University Press