

Pupil Premium Strategy 2026–2029

School overview

- **School name:** Whitchurch Primary School
- **Number of pupils:** Approximately 140
- **Proportion of pupils eligible for pupil premium:** Small cohort (typically 7–11 pupils)
- **Strategy period:** 2026–2029
- **Pupil premium lead:** Headteacher
- **Governor oversight:** Curriculum Committee

Part A: Statement of intent

At Whitchurch Primary School, our pupil premium strategy for 2026–2029 is driven by a commitment to equity, inclusion and high expectations for all pupils. Our aim is to ensure that disadvantaged pupils make strong progress from their individual starting points and are supported to thrive academically, socially and emotionally.

We recognise that disadvantage is often complex and overlapping. A high proportion of pupils eligible for pupil premium at Whitchurch also experience additional needs, including SEND, speech and language difficulties, and challenges with emotional regulation or learning behaviours. Our strategy therefore focuses on addressing barriers to learning in a joined-up and proportionate way.

Informed by evidence from the Education Endowment Foundation and the Research Schools Network, our approach prioritises high-quality teaching as the foundation for success, complemented by targeted academic support and wider strategies that remove barriers to learning. Decisions are guided by assessment information, professional judgement and an understanding of our local context.

This three-year strategy is designed to provide clarity and continuity, with annual review points that allow us to refine provision in response to evidence and pupil need. Through this approach, we aim to secure sustained improvement in outcomes for disadvantaged pupils while ensuring that support remains responsive, ethical and effective.

In developing this strategy, the school has prioritised evidence-informed decision-making, ethical use of funding and meaningful evaluation of impact, taking full account of the small cohort size and the high level of overlapping need.

Context: Profile of disadvantaged pupils

Pupils eligible for pupil premium funding at Whitchurch Primary School form a small and diverse cohort. Many experience overlapping challenges, including family instability, financial hardship, parental mental health or neurodiversity, and disruption to routines. Some pupils

have joined the school following significant change or transition, which can affect emotional wellbeing and engagement with learning.

A high proportion of disadvantaged pupils also have identified or emerging SEND, including attention and communication needs. While some pupils are working at age-related expectations, others are below expected levels, particularly in writing and mathematics. Progress is often affected by emotional regulation, confidence and consistency rather than by ability alone.

Part B: Challenges

Analysis of assessment information, including INSIGHT progress data (2023–24 to 2024–25), alongside teacher assessment, SNAST profiles and professional judgement, indicates that disadvantaged pupils at Whitchurch Primary School face a small number of recurring and interrelated barriers. Due to the small cohort size, these barriers are identified through patterns over time rather than headline attainment measures.

Barrier 1: Language, transcription and writing demands

INSIGHT progress data shows that, while many disadvantaged pupils make expected progress in reading and mathematics, progress in writing is weaker and more variable. This suggests ongoing barriers linked to oral language development, transcription fluency, stamina and confidence when recording ideas independently.

Barrier 2: Inconsistent transfer of skills into independent classroom learning

Assessment and review evidence indicates that some pupils make progress during targeted interventions but do not consistently transfer strategies into whole-class learning. This is particularly evident where tasks place higher demands on independence, organisation and self-regulation.

Barrier 3: Emotional regulation and learning behaviours impacting progress

For some disadvantaged pupils, difficulties with emotional regulation, attention and self-management continue to act as a barrier to sustained engagement with learning. These needs can limit pupils' ability to demonstrate their knowledge, particularly in writing and problem-solving contexts.

Barrier 4: Overlapping vulnerability, including SEND

A high proportion of pupils eligible for pupil premium also experience additional needs, including SEND and speech and language difficulties. This overlap increases the complexity of need and requires carefully aligned, adaptive teaching and targeted support rather than isolated interventions.

Part C: Intended outcomes

By the end of the 2026–2029 strategy period, disadvantaged pupils at Whitchurch Primary School will demonstrate the following outcomes. Outcomes are reviewed annually and evaluated using progress data, assessment information and professional judgement, with due regard to small cohort size.

Intended Outcome	Success criteria (how we will know this has been successful):
<p>Outcome 1: Improved progress in writing</p> <p>Disadvantaged pupils make stronger and more consistent progress in writing from their individual starting points, as evidenced through INSIGHT progress data, school assessment information and work scrutiny. Improvements reflect increased transcription fluency, stamina and confidence in recording ideas independently.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils show sustained progress in writing from individual starting points over time • Work scrutiny shows improved transcription accuracy, writing stamina and independence • Teachers report increased confidence and willingness to write independently • Gaps between disadvantaged pupils and their peers reduce where appropriate
<p>Outcome 2: Secure progress in reading and mathematics</p> <p>Disadvantaged pupils continue to make at least expected progress in reading and mathematics over time, with an increasing proportion making above-expected progress where appropriate. Progress is sustained across year groups and supports access to the wider curriculum.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils make at least expected progress in reading and mathematics from their starting points • An increasing proportion of disadvantaged pupils make strong or above-expected progress where appropriate • Assessment information indicates that progress is sustained year-on-year

	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate increased confidence and engagement in curriculum subjects that rely on reading and mathematical understanding
<p>Outcome 3: Improved transfer of skills into independent learning</p> <p>Disadvantaged pupils increasingly apply strategies learned through targeted support within whole-class learning contexts. This is evidenced through classroom observation, reduced reliance on adult support and improved completion and quality of independent work.</p>	<ul style="list-style-type: none"> Classroom observations show disadvantaged pupils independently applying taught strategies Reduced reliance on adult prompting or scaffolding over time Independent work shows improved quality, completion and perseverance Teachers report increased independence and resilience in learning behaviours
<p>Outcome 4: Improved emotional regulation and learning behaviours</p> <p>Disadvantaged pupils demonstrate improved emotional regulation, attention and self-management, enabling them to engage more consistently with learning tasks. This is reflected in improved engagement, reduced incidents of disengagement and positive feedback from staff and pupils.</p>	<ul style="list-style-type: none"> Improved engagement and time-on-task for disadvantaged pupils Reduction in incidents of disengagement or emotional dysregulation that impact learning Staff observations indicate improved self-regulation and readiness to learn Pupil voice reflects increased confidence and sense of security in learning
<p>Outcome 5: Reduced impact of overlapping vulnerabilities</p>	<ul style="list-style-type: none"> Disadvantaged pupils with SEND make progress from individual starting points

<p>Teaching and support approaches are increasingly well aligned to meet the needs of pupils with overlapping disadvantage and SEND. Pupils experience coherent support that enables progress without unnecessary duplication of intervention.</p>	<ul style="list-style-type: none"> ● Support and intervention planning shows clear alignment and reduced duplication ● Staff demonstrate a shared understanding of barriers and effective strategies ● Pupils experience consistent approaches across classrooms and interventions
<p>Outcome 6: Sustained access to enrichment and wider opportunities</p> <p>Disadvantaged pupils continue to access enrichment activities, clubs and educational visits alongside their peers. Participation supports confidence, belonging and engagement with school life.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils participate in enrichment activities and educational visits at comparable rates to peers ● Barriers to participation (financial or practical) are reduced or removed ● Pupil voice and staff feedback indicate increased confidence, engagement and sense of belonging ● Attendance and engagement data show positive correlation with enrichment participation

Part D: Strategy implementation

Our pupil premium strategy is implemented using the Education Endowment Foundation (EEF) tiered approach, supported by guidance from the Research Schools Network (RSN). Decisions are informed by evidence of what has the greatest impact on outcomes for disadvantaged pupils, alongside professional judgement and the specific context of a small cohort with overlapping needs.

The strategies outlined below are mapped directly to the barriers identified in Part B (summary below) providing a clear line of sight between need, evidence-informed action and intended outcomes for disadvantaged pupils.

Barrier 1 – Language, transcription and writing demands

Barrier 2 – Inconsistent transfer into independent learning

Barrier 3 – Emotional regulation and learning behaviours

Barrier 4 – Overlapping vulnerability, including SEND

Teaching (priority tier)

Indicative cost: approx. £6,500

Rationale and evidence base

The EEF identifies high-quality teaching as having the greatest impact on outcomes for disadvantaged pupils. RSN guidance emphasises the importance of adaptive teaching, clear instructional routines and reducing cognitive load, particularly for pupils with additional needs.

Key approaches	Evidence That supports this approach	Barriers addressed
Strengthening early reading, language and writing instruction through consistent, well-sequenced teaching.	<i>(EEF: Phonics +4 months; Oral language interventions +6 months)</i>	1,4
Improving writing outcomes by reducing transcription demands and supporting fluency and stamina.	<i>(EEF: Writing requires secure foundations in language and transcription)</i>	1
Embedding strategies to support self-regulation and independence within everyday classroom practice.	<i>(EEF: Metacognition and self-regulation +7 months; RSN: learning behaviours and classroom routines)</i>	2,3,4

Intended impact

Improved consistency of progress in writing, secure progress in reading and mathematics, and increased independence in classroom learning.

Targeted academic support

Indicative cost: approx. £5,250

Rationale and evidence base

EEF evidence indicates that targeted academic support is most effective when it is well matched to pupil need, time-limited and delivered alongside high-quality teaching. RSN

guidance highlights the importance of ensuring that learning from interventions transfers into everyday classroom practice.

Key approaches	Evidence That supports this approach	Barriers addressed
Targeted small-group and 1:1 support in reading, writing and mathematics, informed by assessment evidence.	<i>(EEF: Small group tuition +4 months; 1:1 tuition +5 months)</i>	1,4
Targeted writing and language interventions to address identified gaps in oral language, transcription and confidence.	<i>(EEF: Oral language interventions +6 months)</i>	1
Support for pupils to apply strategies learned in interventions within whole-class contexts.	<i>(RSN: securing transfer and reducing intervention dependency)</i>	2

Intended impact

Accelerated progress for pupils who require additional support, with improved transfer of skills into independent learning.

Wider strategies

Indicative cost: approx. £3,000

Rationale and evidence base

The EEF recognises that wider strategies, including social and emotional support, are most effective when they remove barriers to learning and support pupils' readiness to engage with academic work. RSN guidance emphasises the importance of aligning wellbeing provision with learning priorities.

Key approaches	Evidence That supports this approach	Barriers addressed
Targeted social and emotional learning support to improve emotional regulation, engagement and confidence.	<i>(EEF: Social and emotional learning +4 months)</i>	3
Continued access to enrichment activities, clubs and educational visits to support belonging and engagement.	<i>(EEF: Wider strategies support engagement and motivation)</i>	3,4
Close alignment between wellbeing support and classroom expectations to support learning behaviours.	<i>(RSN: coherence between pastoral and academic provision)</i>	2,3,4

Intended impact

Improved readiness to learn, sustained engagement and reduced barriers linked to emotional and social need.

Where appropriate, support is delivered in partnership with families to strengthen consistency, engagement and impact.

Total indicative Pupil Premium spend: £14,750

Part E: Monitoring and evaluation

Monitoring and evaluation of the pupil premium strategy is proportionate, evidence-informed and responsive to pupil need. Due to the small cohort size, impact is evaluated through patterns over time rather than headline attainment measures.

Identification, monitoring and use of assessment information

The school uses a triangulated approach to assessment to identify pupils eligible for pupil premium support and to evaluate the impact of provision. INSIGHT is used as the core system for tracking attainment and progress in reading, writing and mathematics over time, with a particular focus on pupils' progress from individual starting points.

This information is complemented by additional assessment and diagnostic tools, including phonics and reading assessments, SNAST profiles, and ongoing teacher assessment and observation. Together, these sources support accurate identification of barriers to learning, including gaps in language development, writing fluency and self-regulation.

Due to the small number of pupils eligible for pupil premium, assessment information is interpreted proportionately and alongside qualitative evidence such as SEN reviews, wellbeing information, attendance data and pupil voice.

Review cycle

- Pupil progress and engagement are discussed regularly between class teachers and senior leaders.
- Progress data from INSIGHT and other assessment information is reviewed at least termly.
- The impact of pupil premium-funded provision is evaluated annually against the intended outcomes set out in this strategy.
- Where evidence indicates limited impact, provision is adapted, refined or discontinued.

Governance and accountability

Governors provide strategic oversight of pupil premium spending through regular review within the relevant committee. Governors receive updates on the progress of disadvantaged pupils, the effectiveness of provision and emerging priorities.

The Headteacher is responsible for ensuring that a pupil premium strategy is in place, implemented effectively and reviewed regularly. The strategy is reviewed annually and updated as required in response to evidence, guidance and the changing needs of pupils.

Part F: Proportionality and small cohort statement

Whitchurch Primary School has a small number of pupils eligible for pupil premium funding. As a result, the school evaluates impact proportionately, focusing on individual and group progress over time rather than headline attainment figures or national comparisons.

Assessment information is interpreted alongside professional judgement, qualitative evidence and knowledge of pupils' wider needs. Some details of provision and impact are not published in full in order to protect pupil anonymity. This approach ensures that evaluation remains meaningful, accurate and ethical.

Appendices (optional)

Appendix A: Evidence base referenced

This strategy is informed by the following evidence and guidance:

- Education Endowment Foundation (EEF):
 - Using Pupil Premium guidance and tiered model of spending
 - Phonics (+4 months)
 - Oral language interventions (+6 months)
 - Small group tuition (+4 months)
 - One-to-one tuition (+5 months)
 - Metacognition and self-regulation (+7 months)
 - Social and emotional learning (+4 months)
- Research Schools Network (RSN):
 - Adaptive teaching and reducing cognitive load
 - Securing transfer from intervention to classroom practice
 - Aligning pastoral and academic provision
- Department for Education:
 - Pupil Premium Strategy Statement guidance

This evidence base is reviewed periodically to ensure alignment with current research and best practice.