



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Whitemoor Academy
Number of pupils in school	387 (including Nursery)
Proportion (%) of pupil premium eligible pupils	30% (115 pupils)
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 July 2026
Statement authorised by	Rob Lord
Pupil premium lead	Pete Bevington
Governor / Trustee lead	Elaine Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,225.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£174,225.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Whitemoor, irrespective of their background, starting point, or challenges, will achieve the very best outcomes. Each child will have their wellbeing supported and their lives enriched through experiences and opportunities which extend beyond the classroom. We intend to remove potential barriers to attendance, participation, and inclusion in the full life of our school. We want every pupil to feel valued and truly part of Whitemoor Academy. There will be a culture of belonging, where every child feels like an important member of our school community and is nurtured and challenged to become their 'Best Self'. This will be developed through a focus on the 'Whitemoor Way', supported by regular communication about these values to pupils and parents/carers. If required, additional support for social and emotional issues, behaviour, and learning needs will be provided by a range of staff.

A highly effective pastoral system will be the foundation of this culture. Strong relationships will be fostered between school staff, pupils, and their families. Our core principles - 'Working Hard, Independent Thinking, Everybody Matters, Outstanding Opportunities, Resilience' - help shape our strategy and approaches. Our intention will be shared with all stakeholders, including governors, and owned by all who work with our pupils.

High-quality teaching and learning sits at the heart of our approach, with a laser-like focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers. There will be high expectations, with carefully scaffolded steps to ensure access for all learners.

Our continuous professional development and strategic decision-making will ensure that every teacher and member of support staff is trained in evidence-based approaches that make the greatest impact on the outcomes of our learners. Our curriculum will be ambitious, broad, and inclusive in order to meet the needs of all pupils.

Our statement of intent can be summarised in the diagram on the following page.





Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance (written by P Bevington)</p> <p>Over the last three academic years, the attendance rate of our Pupil Premium grouping increased from 85.8% to 91.1%. What's more, the percentage of this cohort classified as being 'persistently absent' reduced from 66.2% to 27.0%.</p> <p>However, our most recent Department for Education comparison report highlights that attendance of pupils in receipt of Pupil Premium funding is lower than at least a quarter of similar schools. It notes that if we increased attendance of this grouping to 93.3%, overall attendance would rise by 1 percentage point and our overall persistent absence percentage would drop by 3.2 percentage points.</p> <p>This is a complex and nuanced challenge which requires an individualised approach and, therefore, investment of time and staffing, as well as clear tracking systems and a graduated response.</p>
2	<p>Decoding (written by D Waterfall)</p> <p>Similar to last academic year, the challenges our disadvantaged pupils face with regard to early reading are as follows:</p> <ul style="list-style-type: none"> a) Pupils have limited vocabulary, which makes unfamiliar words harder to decode. b) Pupils demonstrate lower levels of attention during phonics lessons, reflecting less-established learning behaviours. c) Pupils lack sufficient reading exposure at home; some parents may require support with strategies for reading with their children. This is coupled with low attendance at parent meetings about reading.
3	<p>Comprehension (written by K Parry)</p> <p>Our observations and assessments indicate that a high proportion of our disadvantaged pupils have low reading speeds, compared with their non-disadvantaged peers. This is reflected in our latest KS2 outcomes (40.9% of PP children achieved the expected standard in reading, compared to 54.1% of other pupils and 63.0% nationally).</p> <p>These lower reading speeds, alongside reduced automaticity, are likely to inhibit fluency and make it challenging to comprehend age-appropriate texts.</p>



	<p>National evidence highlights that reading fluency strongly correlates with reading comprehension; therefore, we need to implement high-impact approaches to strengthening fluency for our disadvantaged pupils.</p>
4	<p>Maths (written by D Hickman)</p> <p>Pupils are arriving in their respective year groups with weak knowledge of key number facts from the previous year. This hinders their ability to build on prior learning. It also affects the instant recall aspect of times tables, as pupils are still having to 'work out' times-table facts that should be automatic.</p> <p>Pupils are struggling to move away from 'tricks' (counting on fingers, drawing circles and dots, etc.), which limits retention when learning new strategies and concepts.</p> <p>Despite a renewed emphasis, engagement with Times Table Rock Stars/NumBots is inconsistent. While the reasons for this remain unclear, pupil voice has raised the following issues: limited or no Wi-Fi, no device or a shared device, broken devices, and lack of time. Older pupils have cited 'doomscrolling' and social media as distractions from times-table practice.</p>
5	<p>Wider Opportunities (written by P Bevington)</p> <p>Our discussions with families suggest that pupils in receipt of Pupil Premium funding often do not have access to the rich and varied experiences enjoyed by their more advantaged peers. This limits opportunities to build knowledge of the wider world and develop vocabulary.</p>



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(s)	Success criteria
To achieve and sustain improved attendance for all children, particularly those in receipt of Pupil Premium funding.	<ul style="list-style-type: none"> • The attendance rate of our Pupil Premium cohort improves by at least 1.1 percentage points. • The persistent absence rate for children receiving Pupil Premium funding decreases again this academic year. • Greater involvement from the Educational Welfare Service, challenging poor attendance of identified pupils through the implementation of Notices to Improve and Formal Warning Notices.
To improve the phonetic knowledge and decoding skills of disadvantaged pupils in Year 1 and Year 2, and to improve parental engagement with early reading.	<ul style="list-style-type: none"> • 80% of Pupil Premium children will pass the Year 1 Phonics Screening Check by Summer 2026. • 90% of our Year 2 Pupil Premium cohort will pass the re-take Phonics Screening Check. • An increased proportion of Year 1 and Year 2 parents read at home with their child(ren), as evidenced by Celebration Assembly data.
To improve the reading fluency and, subsequently, reading comprehension of Pupil Premium children in KS2.	<ul style="list-style-type: none"> • Pupils in Years 3-6 improve their Words Correct Per Minute (WCPM) scores from the Spring term to the Summer term. • 43% of Pupil Premium children in Year 6 achieve the expected standard in Reading SATs. • 38% of Pupil Premium children in Years 3-5 achieve expected or above in Reading by the Summer term (32.2% achieved this in Summer term 2025).
To improve Maths attainment for disadvantaged pupils, as a result of a renewed focus on number sense.	<ul style="list-style-type: none"> • Pupils demonstrate improved fluency with age-appropriate number facts, evidenced through NCETM assessments, KS1 Mastering Number grids, and termly screening (including the Multiplication Tables Check for Year 4 and times-table checks for Year 5). • Pupils will make measurable progress in termly White Rose assessments (tracked using Sonar). • Pupils will increasingly use efficient calculation strategies rather than over-reliance on counting-based or procedural 'blanket' approaches. • Pupils will improve recall of number facts through increased regular practice, including participation in Times Table Rock Stars/NumBots sessions or paper-based alternatives.



To increase enrichment opportunities for our Pupil Premium children, as relevant, and ensure that the wider curriculum exposes them to a broad range of experiences.

- At least 80 after-school clubs run over the course of the academic year, ensuring equal access for pupils in receipt of Pupil Premium funding.
- At least one off-site visit is delivered in every year group, with Pupil Premium children able to attend regardless of financial circumstances.
- Every Key Stage 2 pupil offered Whole Class Ensemble Teaching, including keys and strings.



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.

1) High Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
1a) Deliver a whole-class Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for our youngest pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF	Challenge 2
1b) Employ a Little Wandle Reading Leader for 1 day / week to monitor teaching, train staff, manage the assessment tracker and lead 'Keep-up' sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development Guidance Report EEF	Challenge 2
1c) Operate a three-teacher model for Year 5 and Year 6 English lessons, allowing teachers to provide more effective support for disadvantaged pupils	Research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. Reducing Class Size Teaching and Learning Toolkit EEF	Challenge 3
1d) Provide a three-teacher model for Year 5 and Year 6 Maths lessons, with the smaller group (including disadvantaged pupils) taught by a highly experienced HLTA.	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group teaching. It allows the teacher to focus on the needs of a small number of learners and offers an opportunity for greater levels of interaction and feedback. This can support pupils to overcome barriers to learning and increase their access to the curriculum. Small Group Tuition Teaching and Learning Toolkit EEF	Challenge 4



2) Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2a) Deliver Little Wandle Keep-up and Rapid Catch-up sessions for disadvantaged pupils requiring additional phonics support.</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. Phonics Teaching and Learning Toolkit EEF</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit. 1:1 Tuition Teaching and Learning Toolkit EEF</p>	<p>Challenge 2</p>
<p>2b) Provide additional support for Year 1 and Year 2 Reading sessions by redeploying a highly experienced KS2 teaching assistant.</p>	<p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group teaching. It allows the teacher to focus on the needs of a small number of learners and offers an opportunity for greater levels of interaction and feedback. This can support pupils to overcome barriers to learning and increase their access to the curriculum. Small Group Tuition Teaching and Learning Toolkit EEF</p>	<p>Challenges 2 and 3</p>
<p>2c) Introduce a KS2 'Reading Fluency' intervention for disadvantaged pupils who are the lowest 20% of readers and/or non-readers at home.</p>	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Developing Reading Fluency Improving Literacy in KS2 Guidance Report EEF</p>	<p>Challenge 3</p>



3) Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a) Release the Deputy Headteacher 1 day / week to lead Whitemoor's attendance strategy and attendance related meetings.	<p>Studies highlight that school attendance is associated with higher average academic performance in an assessment year across all pupils from all backgrounds. The link between attendance and attainment in an assessment year DfE</p> <p>There is evidence that using enrichment opportunities as part of a deliberate attendance strategy can be of particular benefit. Understanding Attendance - Report 1 ImpactEd Group</p>	Challenges 1, 2, 3, 4 & 5
3b) Release the Senior DSL 0.5 days / week to support with Whitemoor's attendance strategy and attendance related meetings.	As above.	Challenges 1, 2, 3, 4 & 5
3c) Offer fully funded Breakfast Club places to our Pupil Premium cohort.	<p>As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report DfE</p> <p>Running a free of charge breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. A free, universal, before-school breakfast club EEF</p>	Challenges 1, 2 & 4
3d) Continue to provide specialist music provision 2 days / week.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts Participation Teaching and Learning Toolkit EEF</p>	Challenge 5
3e) Re-structure current TLRs so that two members of staff become 'Wider Opportunities Champions' – with a focus on provision for disadvantaged pupils.	<p>Taking part in after school clubs was thought to have a range of positive benefits. These benefits included access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, etc. The value of after school clubs for disadvantaged children Case Study Nuffield Foundation</p>	Challenges 1 and 5



<p>3f) Hold Little Wandle parent meetings, led by the Reading Leader, to support parental engagement and promote reading at home.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps Parental Engagement Teaching and Learning Toolkit EEF</p>	<p>Challenge 2</p>
<p>3g) Maintain a contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Challenges 1, 2, 3, 4 & 5</p>

Total budgeted cost: £174,225.00