



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of our pupil premium activity on pupils in the 2025 to 2026 academic year.

1. To achieve and sustain improved attendance for all children, in particular our Pupil Premium grouping.

Whole-school attendance for the 2025/26 academic year was 94.18%, representing an increase of 1.18 percentage points compared to the previous academic year. The rate of persistent absence was 14.34%, a reduction of 3.96 percentage points from 2024/25 and 14.76 percentage points from 2022/23.

For pupils eligible for Pupil Premium, attendance improved by 1.02 percentage points compared to the previous academic year. The rate of persistent absence reduced by 5.98 percentage points compared to 2024/25 and by 24.4 percentage points compared to 2022/23. As a result, the persistent absence gap between Pupil Premium pupils and their peers narrowed from 16.0 percentage points in 2022/23 to 10.78 percentage points in 2025/26. This demonstrates that attendance improvements have been strongest amongst our disadvantaged pupils, contributing to a reduction in attendance inequality across the school.

As a result of more targeted work with the Educational Welfare Service (EWS), the use of formal attendance procedures increased significantly, including a tenfold increase in Notice to Improve and Formal Warning Notices. This ensured that families received timely challenge and support where attendance remained a concern.



2. To improve the phonetic knowledge and decoding skills of our disadvantaged pupils.

68.8% of Pupil Premium pupils in the Year 1 cohort passed the Phonics Screening Check in 2025/26. This represented a slight decrease of 0.5 percentage points compared with the previous academic year. While outcomes remained broadly in line with those achieved in 2024/25, the cohort included several pupils with significant additional needs, including three pupils who were disapplied from the assessment due to complex needs.

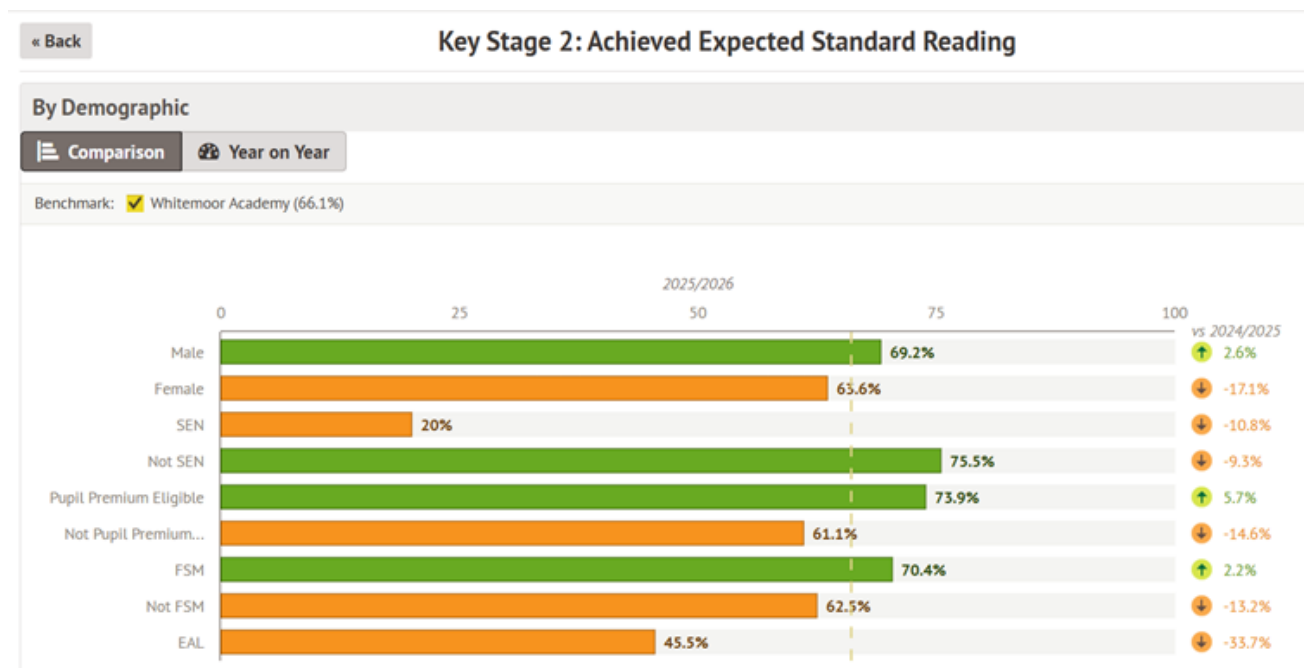
When the three Pupil Premium pupils with complex needs who were disapplied from the check are excluded, the pass rate rises to 84.6%. This represents an increase of 2.6 percentage points compared with 2024/25 and indicates that the majority of eligible Pupil Premium pupils met the expected phonics standard.

In addition, 100% of Pupil Premium pupils who re-took the Phonics Screening Check in Year 2 met the expected standard. This demonstrates the effectiveness of the school's targeted phonics interventions and its commitment to ensuring that pupils catch up quickly where additional support is required.

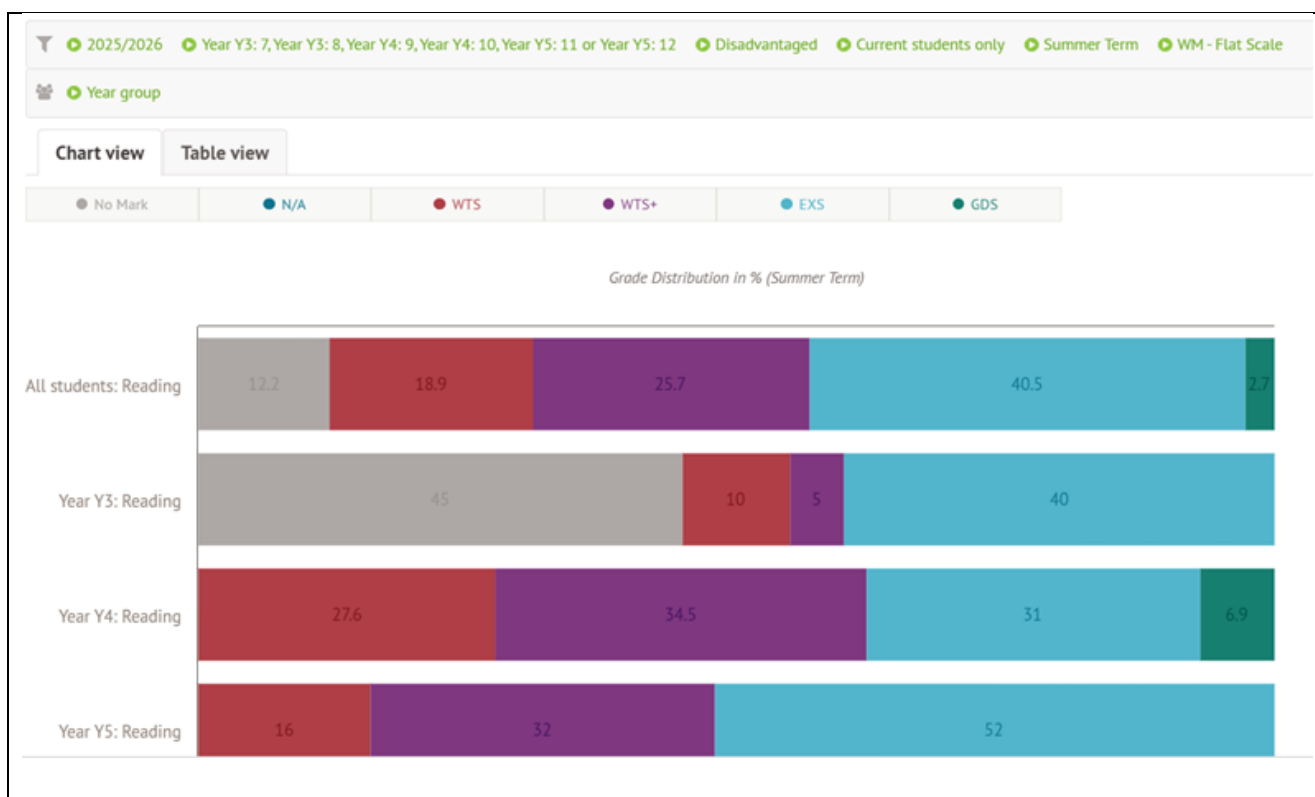
3. To improve the reading fluency and, subsequently, reading comprehension of Pupil Premium children in KS2.

Reading lessons were restructured to place a greater emphasis on reading fluency, alongside high-quality first teaching and targeted group work. Pupil Premium pupils were identified and prioritised for additional fluency intervention programmes to accelerate progress in reading.

As a result, 73.9% of Pupil Premium pupils achieved the expected standard or above in the end of Key Stage 2 reading assessments, representing an increase of 5.7 percentage points compared with the previous academic year. Notably, Pupil Premium pupils outperformed their non-Pupil Premium peers by 12.8 percentage points, demonstrating the effectiveness of targeted reading support.



Across Years 3 to 5, 43.2% of Pupil Premium pupils achieved the expected standard or above in reading by the Summer Term, compared to 38.0% in Summer 2025. This increase suggests that improvements to classroom practice and targeted fluency interventions are enabling more disadvantaged pupils to read at age-related expectations before the end of Key Stage 2.



4. To improve Maths attainment for disadvantaged pupils, as a result of a renewed focus on number sense.

A renewed focus on number sense was implemented through the Mastering Number programme, increased opportunities for multiplication practice and a greater emphasis on automatic recall of number facts. Pupil Premium pupils were closely monitored and supported to develop fluency and confidence in mathematics.

As a result, 33 pupils achieved full marks in the Multiplication Tables Check (MTC), including 14 Pupil Premium pupils, while 46 pupils scored 20 or more marks, including 20 Pupil Premium pupils. Furthermore, all Pupil Premium pupils improved their scores across the series of mock assessments undertaken throughout the year.

Across the school, 78% of Pupil Premium pupils made good progress in mathematics during the academic year, and 48% achieved age-related expectations, compared to 38% in the previous academic year, representing an improvement of 10 percentage points.

The impact of the increased focus on fluency was evident during lesson observations and MTC delivery, where pupils relied increasingly on rapid recall rather than counting-based strategies. This suggests that the school's approach to number sense and multiplication fluency has strengthened pupils' mental calculation strategies.



Engagement with Times Table Rock Stars increased significantly across Key Stage 2, helping pupils to develop greater automaticity in their multiplication facts. As a result, 45% of Pupil Premium pupils achieved full marks in the MTC, 65% scored 20 marks or more, and no Pupil Premium pupil scored below 10 marks. These outcomes demonstrate strong progress in multiplication fluency across the year.

Observations of Mastering Number sessions in EYFS and Key Stage 1, conducted by leaders and colleagues from across the trust, indicate year-on-year improvements in pupils' automatic recall of number facts and their independent use of mathematical representations and heuristics, including part-whole models and rekenreks.

Taken together, these outcomes indicate that the school's focus on number sense and fluency has had a positive impact on disadvantaged pupils' mathematical confidence, attainment and automatic recall.

5. To increase enrichment opportunities for our Pupil Premium children, as and when relevant. To ensure our wider curriculum exposes these children to a range of experiences.

Throughout the 2025/26 academic year, 225 pupils represented Whitemoor at inter-school sporting competitions, including 100% of Year 2 pupils and 78% of pupils in Key Stage 2. A significant proportion of those taking part were eligible for Pupil Premium funding. In addition to competitive sport, pupils accessed a range of participation events, including the Me vs Me Personal Best Challenge (Year 3), the Kurling Roadshow (Year 4), the Tag Rugby Festival (Year 5) and the Go for Gold Fun Run at Ellis Guilford, which involved all Key Stage 2 pupils.

The offer beyond the school day also continued to expand. 76 after-school clubs were delivered across the academic year, averaging 12.7 clubs per half term. Participation from disadvantaged pupils remained particularly strong, with approximately 66% of club attendees eligible for Pupil Premium funding. This breadth of provision ensured that disadvantaged pupils had regular access to enrichment opportunities that developed their interests and confidence.

Educational visits also formed a key part of the school's wider curriculum offer. During 2025/26, 15 whole-year-group visits took place, representing a 55% increase compared to 2022/23. Pupils across all year groups were able to participate regardless of family circumstances or financial barriers.

Leadership opportunities also formed an important part of the school's wider offer during 2025/26. The range of pupil leadership roles was expanded, providing a range of benefits.



Disadvantaged pupils were encouraged and supported to take on these positions of responsibility.

By removing financial barriers and providing sustained access to clubs, educational visits, sporting opportunities and leadership roles, disadvantaged pupils have developed confidence and responsibility while benefiting from the same opportunities as their peers. Participation data demonstrates that Pupil Premium pupils are engaging with the wider life of the school at a consistently high level, ensuring disadvantage does not become a barrier to personal development.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust/Collins