

Pupil premium strategy statement – New Whittington 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	42% (86 children; 86 PP, 0 E6)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Miss Emma Tooley (Head Teacher)
Pupil premium lead	Mr Peter Stoppard
Governor / Trustee lead	Mr Joel Breedon (Learners' Trust)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,715
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 129,715

Part A: Pupil premium strategy plan

Statement of intent

At New Whittington Primary School our mission statement, for all of our children, is *working together to be happy and successful*. We aim for all pupils to make, at least expected progress in reading, writing and maths, through quality first teaching. 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.

Pupils will be supported in developing oracy skills to communicate at an age-appropriate level, so that they can present their own views and wishes, as well as having their needs met.

Pupils will attain the cultural capital they need to be happy, successful and rounded members of the community, who are able to make positive contributions to the world around them.

Careful analysis of the Barriers to Learning data enable all pupils to receive the support they each require. We will work closely with families, external professionals and members of the local community, to engage all stakeholders in the pupils' education.

Our ultimate outcomes are:

- to narrow the attainment gap between pupil premium and non-pupil premium pupils
- for all pupil premium pupils to make, or exceed, the expected standard in all subjects
- to support pupils' health and wellbeing to enable them to become well-rounded, resilient citizens with high aspirations
- to ensure all children have rich and varied experiences
- to support pupils to communicate at an age-appropriate level
- to engage all stakeholders
- to increase attendance for pupil premium pupils to give the best opportunity to narrow the gap between pupil premium and non-pupil premium pupils

We aim to do this through:

- ensuring all teaching and learning opportunities meet the needs of the pupils
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- providing quality and effective interventions
- involving all stakeholders in our pupils' education
- ensuring poor attendance is supportively challenged and good attendance is celebrated following our policy and procedures

Challenges

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

Challenge number	Detail of challenge
1	Provision of a high quality, inclusive curriculum
2	Targeted academic support for those children, identified by assessment, who are falling behind (including those affected by the Covid legacy).
3	Use of targeted 1:1 feedback in subjects
4	Lower self-esteem/confidence amongst Pupil Premium children
5	Lack of engagement from parents
6	Behaviour
7	Targeted support to increase attendance

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
All year groups will provide a high quality, aspirational, pupil-led curriculum to engage all pupils.	Pupils will own the curriculum, due to their input in the planning of it. The curriculum will be of a high level, including all the year group objectives, and will include a wide range of enriching experiences, leading to engagement from all pupils. All pupils will be supported to access all areas of the curriculum.
Pupil Premium pupils will be working at ARE or above.	Any gap between the attainment of Pupil Premium and non-Pupil Premium children will be narrowed, allowing all pupils to achieve ARE or above. Appropriate and effective intervention are in place.
Pupils receive, and act on, targeted feedback in reading, writing and maths, leading to higher levels of attainment.	Feedback will be given to pupils (verbally and/or in writing), and pupils will use this to support closing gaps in their knowledge. Teaching staff will talk to pupils about the feedback, and follow up, to ensure

	<p>that targets are applied in all pupils' future work.</p> <p>Appropriate and effective intervention are in place.</p>
<p>Pupils will have higher levels of self-esteem, aspiration and confidence, leading to higher levels of engagement with learning.</p>	<p>Pupil Premium pupils will become more engaged with their learning, and their levels of attainment will increase, by:</p> <ul style="list-style-type: none"> • accessing weekly Jigsaw lessons • nurture/ELSA sessions as required • CPOMs logs • 1:1 sessions with Pupil Welfare Manager when needed • all pupils actively contributing in class • all pupils can confidently and willingly discuss their learning.
<p>Parents of Pupil Premium pupils become more involved with home support, leading to more enjoyment in learning, and higher levels of attainment.</p>	<p>Teaching staff will ensure all parents of pupil premium pupils are aware of the various learning opportunities for their children, including;</p> <ul style="list-style-type: none"> • reading records • Doodle apps • home learning • knowledge organisers • personal targets • attendance data <p>Teaching staff will support and encourage all pupil premium families to engage in home learning activities. They will support all pupils, leading to higher levels of engagement and attainment.</p>
<p>Pupil premium children meet at least National Average attendance (currently 91%). Aim for all children to meet school attendance expectations of 96%.</p>	<p>Pupil Welfare Manager to monitor attendance and follow school policy and procedures;</p> <ul style="list-style-type: none"> • RAG rated letters sent home to parents 3 x per year to inform parents of their child's current attendance data • Support offered to parents • Panel meetings held with Early Help to support attendance • 100% attendance data celebrated within school

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff will engage with all pupils to plan, and deliver, a high quality, aspirational, inclusive curriculum, ensuring high levels of pupil engagement (each term).	Quality first teaching will enable children to make at least expected progress.	1
Pupil Progress Meetings will identify those pupil premium pupils not making required progress (each term).	Using ARE targets and analysis of data identification of pupils will ensure class teachers can target individual pupil premium pupils most effectively.	1 and 3
Gains in teaching and learning through whole-school CPD.	Oral language interventions including NELI WalkThrus Power Maths Jigsaw learning walks development of middle leadership English and Maths Hub support	1
Behaviour management will be good, to ensure children engage in their teaching and learning	Creation of Individualised Behaviour Plans (IBPs) Staff Training to ensure all staff know how to create and use IBPs correctly.	6
Attendance will meet at least Nation Average to ensure children engage in their teaching and learning on a daily basis	Pupil Welfare Manager to monitor attendance and follow school policy and procedures.	7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff will provide targeted 1:1 feedback in all academic areas.	Education Endowment Foundation (+ 6 months)	2 and 3
Teaching staff will use results from formative and summative assessments, including Renaissance, to target individual weaknesses.	Feedback - Education Endowment Foundation (+ 6 months)	2
Teachers will identify those children with particular weaknesses and provide targeted, 1:1 support/feedback, in addition to high quality first teaching.	Feedback - Education Endowment Foundation (+ 6 months)	2 and 3
Pupil Progress meetings. Teachers will be aware of the pupil premium children in their class, and discuss their progress on a regular basis. Targeted support will then be given to those children not making the appropriate progress.	Individualised instruction - Education Endowment Foundation (+ 4 months)	2
Individualised web-based programmes e.g. Teach your Monster to Read, Doodle apps, to support learning in reading, English skills and maths.	Homework - Education Endowment Foundation (+ 5 months)	2 and 3
Reading, maths and phonics interventions, based on teacher assessments	Individualised instruction - Education Endowment Foundation (+ 4 months)	2 and 3

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Resource Worker/Behaviour and Welfare Manager	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their child's academic learning. It includes:</p> <p>Approaches and programmes which aim to develop parental skills such as literacy or numeracy skills;</p> <p>General approaches which encourage parents to support their children, with, for example homework;</p> <p>The involvement of parents in their child's learning activities and</p> <p>More intensive programmes for families in crisis</p> <p>Attendance monitoring</p>	5 & 7
Access to a range of trips, experiences, to enhance children's cultural capital. Extra-curricular activities or sporting events	Arts Intervention/Outdoor Learning - Education Endowment Foundation (+ 4 months)	4
1:1 contact with parents of PP children to encourage use of home learning resources e.g. Doodle apps, reading books, homework, and reinforce positive engagement.	Education Endowment Foundation (+4 months)	5 and 2
Parents of PP children will be offered parental support to develop skills to support their children with home learning	Parental engagement Education Endowment Foundation (+ 4 months)	5
Class teachers will identify those children with issues around self-esteem and confidence. Referrals will be made to in	Education Endowment Foundation (+4 months)	4

house support e.g. ELSA, Nurture Group. Support will also be offered within class and at break times.		
Support/intervention for those children identified as not making the required progress in reading, writing and maths.	Teaching Assistant/Small Group Interventions - Education Endowment Foundation (+ 6 months)	2 and 3
Toddler group for parents, to support positive engagement with school.	Parental engagement Education Endowment Foundation (+ 4 months)	5
Individualised Behaviour Plans	Education Endowment Foundation (+ 4 months)	6

Total budgeted cost: £130,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2024 July 2025	Reading	Writing	Mathematics
Reception	PP = 50%, 54% All 78% 76% Non PP 89% 94%	PP = 50% 46% All 75% 69% Non PP 84% 88%	PP = 50%, 46% All 84% 69% Non PP 100% 88%
Year 1	PP = 55% 54% All 57% 64% Non PP 65% 89%	PP = 55% 69% All 62% 77% Non PP 65% 84%	PP = 55% 69% All 57% 80% Non PP 65% 89%
Year 2	PP = 43% 58% All 55% 64% Non PP 63% 69%	PP = 57% 58% All 62% 64% Non PP 69% 69%	PP = 71% 58% All 66% 72% Non PP 69% 85%
Year 3	PP = 60% 54% All 76% 79% Non PP 88% %	PP = 60% 54% All 70% 60% Non PP 82% %	PP = 87% 69% All 88% 87% Non PP 88% %
Year 4	PP = 50% 71% All 71% 78% Non PP 85% 83%	PP = 50% 71% All 62% 69% Non PP 65% 78%	PP = 53% 86% All 85% 81% Non PP 95% 94%
Year 5	PP = 36% 54% All 70% 74% Non PP 94% 86%	PP = 27% 54% All 67% 68% Non PP 87% 76%	PP = 64% 70% All 85% 83% Non PP 94% 90%
Year 6	PP = 57% 45% All 64% 68% Non PP 73% 83%	PP = 52% 54% All 67% 71% Non PP 80% 83%	PP = 67% 91% All 75% 93% Non PP 87% 83%

Data at the end of the academic year 2024-2025 showed that, in all year groups, the percentage of pupil premium children achieving age-related expectations was below that of the non-pupil premium children. However, the percentage of pupil premium children achieving age-related expectations had increased on the previous year. In most cases, the gap between pupil premium and non-pupil premium children had narrowed. This improvement shows that the strategies chosen in school were beginning to have an impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Power Maths	
Doodle Maths / Grammar / English	
Teach your Monster to Read	
Jigsaw (PHSE)	
Charanga (Music)	
Read Write Inc (Phonics)	
Pathways to Write and Spell	
Times table Rockstars	
Reading Plus	
WALKTHRUS	
English/Maths Hubs	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>In the academic year 2025 – 2026, there were no eligible students, in receipt of this allocation.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Not applicable</p>