

Pupil premium strategy statement

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 effect that last year's spending of pupil premium funding had within our school.

School overview

Detail	Data
School name	Whale Hill Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	220 (55%) FSM/Ever 6 (£1515): 204 LAC/Post-LAC (£2630): 16 Service: 0
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	01 December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sandra Marsden
Pupil premium lead	Paul Forster
Governor / Trustee lead	Katharine Sawyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,620
Total budget for this academic year	£381,760

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

- At Whale Hill Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:
 - Develop imagination and creativity.
 - Acquire skills and abilities.
 - Have a love of learning.
 - Acquire and improve skills in core and foundation subjects.
 - Have access to services to improve mental health and wellbeing
- Our aims for Pupil Premium Grant impact is to remove any barriers pupils may face in order to nurture happy, high achieving pupils irrespective of socio-economic background.
- Our Pupil Premium Strategy identifies the specific barriers that our disadvantaged pupils experience at Whale Hill Primary School and addresses them to ensure that all children reach their full potential. Funding is allocated carefully to have the maximum impact on our pupils and this is monitored and reviewed carefully throughout the year. Our spending strategy is informed by research such as that in the Education Endowment Foundation Toolkit. However, we recognise that some interventions may be qualitative and not quantitative
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that pupils who are not eligible for the grant may also be socially/economically disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils who have been identified as being socially disadvantaged and at risk of underachievement.
- We also recognise that our pupils eligible for the grant encompass a range of academic abilities.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity/cultural experiences

2	Emotional wellbeing (e.g. anxiety, anger, withdrawal etc).
3	Basic skills (e.g. reading, number skills, spelling, handwriting etc).
4	School readiness (e.g. lack of routine at home, poor parenting, hungry on arrival, unsuitable clothing/footwear etc).
5	Scarcity of aspirational role models in the community.
6	Peer pressure/Low aspirations
7	Poor auditory memory and retention skills.
8	Complex home-lives
9	Lack of resilience when things get a little more challenging, especially with learning.
10	Adverse childhood experiences

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
Pupils will be supported in learning through the use of additional support staff in all year groups.	Closing the gap between disadvantaged and non-disadvantaged pupils whilst maintaining accelerated progress for both groups.
To enable all disadvantaged pupils to participate in school visits, including residential trips in year five/six	All pupils to attend school visits and all pupils offered the chance to participate in residential visits to partake in outdoor learning and enjoy cultural experiences.
To supplement school visits with visitors to school to provide enrichment beyond the core curriculum.	Pupils to receive chess tuition in our Chess Centre of Excellence., partaking in events in school and against other schools.
To support the mental health and well-being of our disadvantaged pupils.	Pupils will have access to ELSA trained staff,
Wrap Around Care will be available and accessible to our vulnerable pupils when it is needed.	Disadvantaged families will access wrap around care as and when needed.
To improve the attendance of disadvantaged pupils.	Continued improved attendance for the disadvantaged group
To support pupils with their mental health and wellbeing.	All pupils to have the opportunity to access ELSA support or counselling.

Teaching priorities for current academic year

Aim	Target
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Attainment in Reading at the end of KS2 at Expected Standard and Greater Depth	For disadvantaged pupils to continue to outperform non-disadvantaged pupils nationally
Attainment in Maths at the end of KS2 at Expected Standard and Greater Depth	For disadvantaged pupils to continue to outperform non-disadvantaged pupils nationally
Attainment in Writing at the end of KS2 at Expected Standard and Greater Depth	For disadvantaged pupils to continue to outperform non-disadvantaged pupils nationally
Phonics	To close the gap between disadvantaged and non-disadvantaged in Phonics Screening Check. Disadvantaged group to achieve national average in Phonics Screening Check.
Other	To close the gap between disadvantaged and non-disadvantaged in GLD. Disadvantaged pupils to exceed national disadvantaged for GLD.

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.

Targeted academic support

Budgeted cost: £265,654

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium Funding Allocation
To provide increased Teaching Assistant support pupils in Reception and KS1 to support in the classroom and carry out phonics, maths and reading intervention.	<ul style="list-style-type: none"> • Small group tuition – EEF + 4 months • Enabling higher levels of feedback – EEF + 6 months • Teaching Assistant Interventions – EEF + 4 months • Early Years Interventions – EEF +5 months 	3, 7, 9	£120,191

To provide increased Teaching Assistant support pupils in KS2 pupils with a range of interventions tailored to meet their needs, including Toe-by-Toe, Power of Two, Reciprocal Reading, Guided Reading, One-to-One Reading and in-class support.	<ul style="list-style-type: none"> Enabling higher levels of feedback – EEF + 6 months. Teaching Assistant Interventions – EEF + 4 months Small group tuition – EEF + 4 months. Oral language interventions – EEF + 6 months 	3, 7, 9	£115,089
To utilise the DHT to deliver maths lessons and reading sessions to more able pupils in year six.	<ul style="list-style-type: none"> Reducing class sizes – EEF + 2 months. Enabling higher levels of feedback – EEF + 6 months Mastery Learning – EEF + 5 months Reading comprehension strategies – EEF + 7 months 	3, 9	£19,274
To utilise Reading+ to boost reading fluency, comprehension, and vocabulary for year 5/6 pupils	<ul style="list-style-type: none"> Reading comprehension strategies – EEF + 7 months 	3	£9,900
To utilise Phonics eBook library to provide digital books that perfectly match classroom phonics lessons, allowing parents to easily support reading at home.	<ul style="list-style-type: none"> Phonics – EEF + 7 months Reading comprehension strategies – EEF + 7 months 	3	£600
To utilise RWI Spelling to build confident, independent spellers through a systematic, engaging, and consistent approach	<ul style="list-style-type: none"> 	3, 7	£200
To foster a love of reading through a library loan system	<ul style="list-style-type: none"> The National Literacy Trust's 2023 evidence review highlights that school libraries significantly boost children's reading enjoyment, confidence, and attainment, especially for disadvantaged pupils, improving access to diverse books and fostering a love of reading, despite broader declines in UK reading for pleasure. 	1, 2, 3	£400

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

Budgeted cost: £116, 223

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium Allocation
To subsidise school visits, including residential trips to Boggle Hole and France.	<ul style="list-style-type: none"> Outdoor adventure learning – EEF + 4 months. Social and emotional learning – EEF + 4 months. 	1, 8	Boggle Hole; £3000 France: £7000 Enrichments day trips: £12,000
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	<ul style="list-style-type: none"> Feedback and positive impact on our Y6 girls after participating in the project last year. Social and emotional learning – EEF + 4 months. 	2, 5, 6, 8, 9, 10	£700
To deliver ELSA sessions to support our children's emotional well-being and mental health.	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months. 	2, 6, 8, 9, 10	£32,000
To utilise the Steel River Academy Trust counsellor to support pupils and their families with emotional and psychological therapy.	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months. 	2, 6, 8, 9, 10	£8700
To subsidise wrap around care for vulnerable/disadvantaged families, extending the school day and providing care for pupils as required/ ensuring that children have a good nutritious breakfast before school to combat lateness/ fatigue. Includes a pot for responsive spends such as uniform and bike maintenance.	<ul style="list-style-type: none"> Feedback from parents about how the provision supports their ability to be able to go to work or fulfil other commitments whilst their children are well-cared for. 	2, 4, 8	£7000
Wellbeing Support for Children in Our Care (Our looked after pupils enjoy a range of provision as provision, including: guitar tuition, art therapy, play therapy, sensory	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months 	1, 2	£3345

integration. This is outlined in their PEPs).			
To provide musical theatre tuition culminating in a show at the end of the year.	<ul style="list-style-type: none"> • Arts Participation – EEF + 3 months • Parental Engagement – EEF + 4 months • Feedback from previous performances 	1, 2	£1200
To offer OPAL provision on lunchtimes, transforming lunchtimes to be more creative, engaging, and beneficial for children. Including set-up, subscription and extra lunchtime supervisors.	<ul style="list-style-type: none"> • Physical Activity – EEF + 2 months • Social and emotional learning – EEF + 4 months 	2	£23,420
To employ a family support worker to address challenges at home and support families with these.	<ul style="list-style-type: none"> • Social and emotional learning – EEF + 4 months • Parental Engagement – EEF + 4 months 	2, 4, 6, 8, 10	£10,628
To offer Treetops intervention for pupils with sensory needs	<ul style="list-style-type: none"> • A Sensory Integration Intervention in the School Setting to Support Performance and Participation: A Multiple-Baseline Study. Cameron-Whiting ,Schoen, and Niemeyer 	2	£3,680
To train a school therapy dog to provide emotional, social, and academic benefits across school	<ul style="list-style-type: none"> • Social and emotional learning – EEF + 4 months 	2, 9, 10	£3550

Total budgeted cost: £ 381,877

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Previous performance of PPG pupils (KS2)	2025					
	All Pupils		Pupil Premium		Non Pupil Premium	
	Whale Hill	Nat	Whale Hill	Nat	Whale Hill	Nat
% of children attaining Expected Standard in RWM	85%	62%	73%	47%	100%	69%
% of children attaining Expected Standard in Reading	93%	75%	87%	63%	100%	81%
% of children attaining Expected Standard in Writing	87%	72%	77%	59%	100%	78%
% of children attaining Expected Standard in Maths	94%	74%	90%	61%	100%	80%
% of children attaining Expected Standard in Spelling, Punctuation and Grammar	94%	73%	90%	60%	100%	79%
% of children attaining Higher Standard in RWM	17%	8%	10%	4%	25%	11%
% of children attaining Higher Standard in Reading	50%	33%	53%	21%	46%	39%
% of children attaining Higher Standard in Writing	22%	13%	13%	7%	33%	16%
% of children attaining Higher Standard in Maths	76%	26%	63%	7%	92%	32%
% of children attaining expected Higher Standard in Spelling, Punctuation and Grammar	59%	30%	47%	19%	75%	30%

Previous performance of PPG pupils: Multiplication Tables Check	2025					
	All Pupils		Pupil Premium		Non Pupil Premium	
	Whale Hill	Nat	Whale Hill	Nat	Whale Hill	Nat
Percentage of Pupils achieving 25	60%	37%	55%	27%	67%	41%

Previous performance of PPG pupils: Phonics Screening Check	2025					
	All Pupils		Pupil Premium		Non Pupil Premium	
	Whale Hill	Nat	Whale Hill	Nat	Whale Hill	Nat
Percentage of Pupils achieving expected	78%	80%	68%	67%	95%	84%

Previous performance of PPG pupils (EYFS)	2025					
	All Pupils		Pupil Premium		Non Pupil Premium	
	Whale Hill	Nat	Whale Hill	Nat	Whale Hill	Nat
Percentage of Pupils achieving GLD	71%	68%	68%	52%	76%	80%

Attendance	2025					
	All Pupils		Pupil Premium		Non Pupil Premium	
	Whale Hill	Nat	Whale Hill	Nat	Whale Hill	Nat
% Attendance	96.0%	94.8%	94.9%	92.1%	97.5%	95.7%
Persistent Absence %	10.4%	13.5%	14.4%	25.9%	4.7%	9.2%

-  Indicates pupils outperforming other pupils in category (all pupils/pupil premium, eligible pupils/non-pupil premium pupils).
-  Indicates pupils underperforming against other pupils in category (all pupils/pupil -premium eligible pupils /non-pupil premium pupils).
-  Indicates that pupil premium eligible pupils are outperforming all pupils nationally.
-  Indicates that pupil premium eligible pupils are outperforming non-pupil premium pupils nationally.

Qualitatively, we have enjoyed successful outcomes in relation to our wider strategies to support pupils' wellbeing and mental health. Pupils and families also benefitted from subsidised school visits, including residential trips to Boggle Hole and France.

We also provided a range of academic support, wellbeing support and enjoyable activities for our looked after pupils.

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
Reading +	Reading Solutions UK

Early Years Pupil Premium

Number of pupils in Nursery	31 (15 hours) 25 (30 hours)
Proportion (%) of pupil premium eligible pupils	29 (55%) 15 hours (£570): 22 30 hours (£1140): 7 Service: 0
Academic year/years that our current pupil premium strategy plan covers	2025-2026

Early Years Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,520

To employ an HLTA (0.6) to support pupils and parents, delivering WELLCOMM, Early Talk Boost intervention and support parents with toilet training, dummies and pushchairs	<ul style="list-style-type: none">• Social and emotional learning – EEF + 4 months• Parental Engagement – EEF + 4 months	3, 4, 7, 8	£20,737
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