

# Pupil Premium Strategy Statement 2025 - 2026

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  | Data  |
|---|---|
| School name   | Whinney Banks Primary                         |
| Number of pupils in school (Rec – Year 6)   | 398 (420 is capacity)<br>+ N + 2YR olds (451) |
| Proportion (%) of pupil premium eligible pupils -   | 44% (197 children this includes Nursery)      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024 to 2025/2026                        |
| Date this statement was published   | December 2025                                 |
| Date on which it will be reviewed   | December 2026                                 |
| Statement authorised by   | Mrs S Thorpe<br>Head Teacher                  |
| Pupil premium lead  | Mr M Cuthbertson<br>Assistant Head Teacher    |
| Governor / Trustee lead   | Mr M Pottinger                                |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £222,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £222,000 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Whinney Banks Primary School our intention is that all pupils, irrespective of their background, make better than expected progress & achieve high attainment across all subjects. We aim to narrow the gap between disadvantaged and non-disadvantaged pupils and to encourage more able disadvantaged pupils to achieve high standards including greater depth.

Our approach is rooted in robust diagnostic assessment to tailor the support given to each child's individual needs.

The strategic use of Pupil Premium and Recovery Premium (this was stopped in July 2024) will help us to close the progress and attainment gaps by:

- improving attendance and punctuality;
- delivery of reading interventions by dedicated reading teachers, who are trained in the Sounds Write approach & the fluency approach, to pupils who have difficulties in learning to read;
- additional intervention for targeted children in reading & maths;
- tracking of children who did not achieve standard on phonics screening & delivering intervention based on this;
- supporting our children's health and wellbeing to limit any impact on the day-to-day learning to help them to achieve and make progress academically;
- providing opportunities for all pupils to access and enjoy a wide range of 'real' experiences, including residentials, theatre & gallery visits to draw upon in their learning and to develop life skills.
- increasing parental engagement.

Our key principles are:

- high quality teaching supported by excellent professional development & an aspirational & enriching curriculum;
- to ensure all teaching and learning opportunities meet the needs of all pupils especially SEND using appropriate adaptations;
- to ensure appropriate provision for targeted pupils, particularly those in the bottom 20%, is robustly assessed, planned and evaluated;
- to embed growth mindset and to develop resilience;
- to ensure children are supported to reduce barriers to their achievement.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. See detail of the attainment for each Key Stage in Part B.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes.  |
| 2                | Higher attainment at the end of KS1 and KS2 in reading, writing and maths for all pupils including those most disadvantaged.  |
| 3                | Children receive access to a curriculum that meets their needs that is always linked to the curriculum of the year group.   |
| 4                | Improve English, maths and science progress and attainment for SEND pupils.   |
| 5                | Improve outcomes in reading & grammar in KS2. Review teaching & materials used & use 'new' fluency approaches. Additional TA support, tutoring, in school intervention for the bottom 20% & other targeted children.  |
| 6                | Improve reading outcomes to pupils by employing and training of specialist staff. Staff training in the Sounds Write & Fluency programme. Investment in books (particularly the Sounds Write texts), book areas & books for whole book studies. Early reading intervention. Delivery of Sounds Write intervention-based support to pupils who have difficulties in learning to read. Tracking of children (phonics tracker) who did not achieve standard on phonics screening & ensuring that intervention is provide for these in Years 2 – 6 if required. |
| 7                | Improve attendance to curriculum enrichment visits, residential trips and experiences by speaking directly to targeted families. Promoting the positives of the visits & offering further reduced prices if necessary. Provide opportunities for all pupils to access and enjoy a wide range of 'real' experiences to draw upon in their learning and when developing life skills.  |
| 8                | Improve pedagogy to ensure our teaching is considering the latest research. Staff training regularly to ensure all staff are using agreed pedagogical strategies. Develop growth mindset and resilience. Reflecting on and developing practice to improve children's learning outcomes.   |
| 9                | Ensuring all children are secure in their emotional wellbeing. Limiting any impact on the day-to-day learning. Provide bespoke pupil / parent support to reduce barriers to children's learning. Employment of Pupil Wellbeing and Parent Support Team.   |
| 10               | Children are supported to reduce barriers to their achievement. Ensure all children are in school to achieve. Ensure children maximise learning opportunities. Continued need to ensure attendance is as high as possible.  |

## 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  |
|---|---|
| High attainment at both KS1 and KS2 in reading, writing and maths for all pupils. All pupils making better than expected progress. Narrowing the gap or exceeding between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Increased number of disadvantaged children achieving higher standards including greater depth. | Regular monitoring and evaluation through learning walks, observation, planning meetings & work scrutiny. Termly assessment data and moderation / progress meetings to review all children, starting with those in the bottom 20%. Increased number of pupils making better than expected progress & achieving higher attainment (over 70% at NE by Year 2 & over 60% combined, over 80% at NE by Year 6 & 70% combined). |
| Improved reading outcomes.  | Reading will continue to be in line with or better than national outcomes. All children will participate & engage more readily.   |
| Improved attendance for all pupils (increase to 94.3%, we are on track for this for this school year), particularly our disadvantaged pupils (last year 93.3)% currently on 93.2% & children with persistent absence (reduce below 20%).  | Continued need to ensure attendance is above national average. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.  |
| Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | Staff are better informed about children's barriers to learning and more able to support children with specific needs. Use of the zones of regulation across school. Involvement in the PROCLAIM initiative. Sign posting to agencies to support families e.g. CAMHS referrals; Mentoring; Specific intervention; Social care involvement.  |
| Staff training  | Staff have access to high quality training opportunities and can explore, adopt and adapt innovative approaches to teaching and learning.   |

## 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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £191, 931.16

| Activity   | Evidence that supports continuing this approach  | Challenge number(s) addressed |
|--|--|-------------------------------|
| Four additional 0.6 teachers to teach a third mixed ability class for English and Maths in KS1 and KS2 ensuring lower pupil numbers in each class. | <p>Data shows the need to continue to improve outcomes in English at both KS1 and KS2, and especially at greater depth. Children receive a curriculum that meets their needs. Children make good progress or better – evident in books / learning. Data over time.</p> <p><a href="https://teachingandlearningtoolkit.eef.org.uk/">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a></p> <p><a href="#">Sutton Trust: quality first teaching has a direct impact on pupil outcomes.</a></p> | 1, 2                          |
| Additional TAs to support children to catch up and keep up. Delivery of reading interventions  | <p>Data shows that we need to continue to improve outcomes in reading, writing &amp; grammar in KS2.</p> <p>100% children who did not achieve standard on phonics screening will receive targeted intervention in Years 3 &amp; 4 to pass screening (non-statutory), continue to complete the extended code &amp; become fluent readers.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 2, 3, 4, 5                    |
| Curriculum enrichment  | Limited life experiences. Opportunities are mapped into the curriculum and explicitly planned. Opportunities and visits are evaluated with staff and pupils. Pupils' work will improve, particularly reading & writing.  | 6                             |
| Pedagogy. Staff training   | <p>Current research on developing practice to improve children's learning outcomes.</p> <p><a href="https://teachingandlearningtoolkit.eef.org.uk/">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a></p>   | 7                             |

|                                    |  |   |
|------------------------------------|--|---|
|                                    |  |   |
| Pupil wellbeing and parent support | Increased levels of pupil support needed to tackle anxiety, poor attendance, low self esteem & parenting capacity. | 8 |
| Educational Welfare Officer        | Persistent absentees data shows that we need to continue tracking and monitoring to address this issue.            | 9 |

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

Budgeted cost: £62,407.44

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Employment of Language and Learning Support teacher   | The language and support team provide assessments for any KS2 pupils that teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day. | 1, 2                          |
| Additional reading and phonics sessions targeted at disadvantaged pupils who require additional support in Y2 – Y6. | Significant gaps in reading outcomes and early reading skills. Children targeted to close gaps for the bottom 20%.<br><a href="#">SmallGroupTuition/ToolkitStrand/EEF</a>   | 5                             |
| Sounds Write Training   | Research based on cognitive overload. Increased numbers of staff trained in this phonics programme to ensure fidelity to the scheme.  | 4, 5                          |

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

Budgeted cost: £45, 096.96

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |  |      |
|--|--|------|
| Employment of Pupil Wellbeing and Parent Support Team. | Regular supervision. Case studies. High % of pupils including those eligible for PP needing support with their wellbeing.  | 8    |
| Attendance and punctuality                             | Persistent absenteeism data. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.   | 9    |
| Employment of Educational Psychologist.                | Increased needs. Staff are better informed about children's barriers to learning and more able to support children with specific needs.  | 8, 9 |
| C.A.T.S (Child and Adult Therapy Solutions)            | Increased needs. 1:1 therapy for specifically targeted children and families.  | 8, 9 |
| Additional Therapeutic Support                         | Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils.<br><a href="#">Social and Emotional Learning/Toolkit Strand/EEF</a> | 8,9  |

**Total budgeted cost: £302, 739.40**

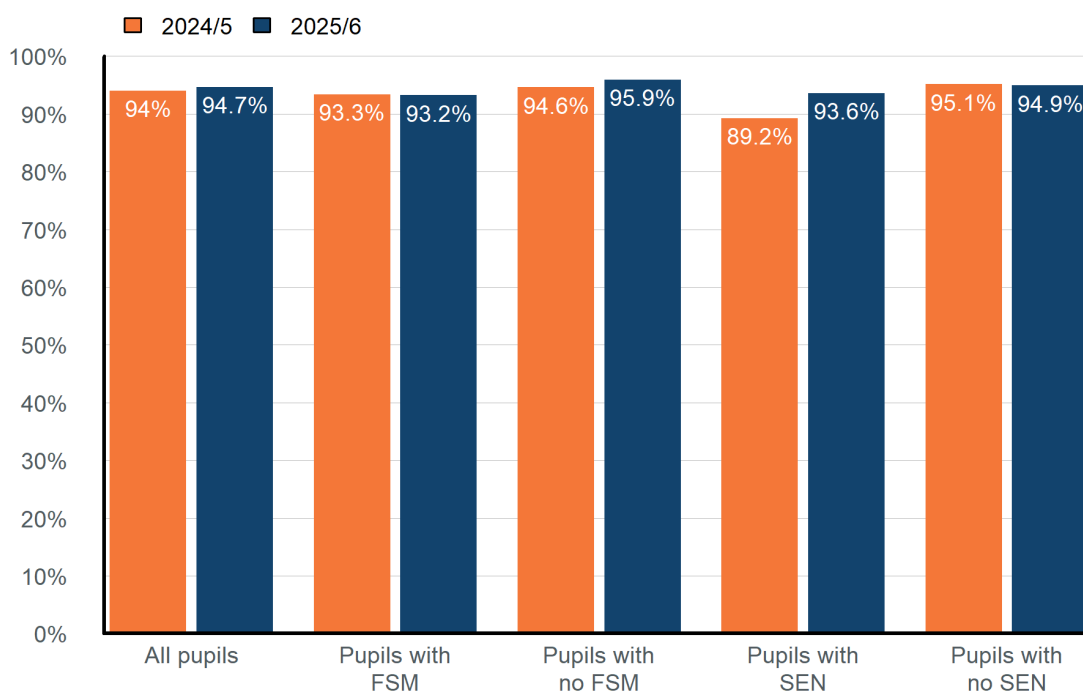
### **Vulnerable Groups - Attendance**

The attendance and persistent absence rates of vulnerable groups is tracked regularly alongside intervention taken to improve their attendance. The chart below compares the attendance of vulnerable groups across Whinney Banks for the period 2024 – 2025 & the autumn of 2025 (to date)\* (Similar schools comparison report)

### **Attendance insights for our school**

#### **Previous academic year comparison**

Figure 3: Bar chart showing attendance percentage for pupils with and without FSM and SEN support compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025 compared to the same period in the previous academic year.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2025 to 2026, up to Tuesday 28 October 2025 , compared to the same period in the previous academic year.

| Pupil group                | <u>Attendance for 2024 to 2025</u> | <u>Attendance for 2025 to 2026</u> |
|----------------------------|------------------------------------|------------------------------------|
| All pupils                 | 94%                                | 94.7%                              |
| Pupils with FSM            | 93.3%                              | 93.2%                              |
| Pupils with no FSM         | 94.6%                              | 95.9%                              |
| Pupils with SEN support    | 89.2%                              | 93.6%                              |
| Pupils with no SEN support | 95.1%                              | 94.9%                              |

Source: Monitor your school attendance results for your school, data from the DfE.

- The attendance of all groups at Whinney Banks is currently ahead of this time last year showing a slight improvement. The figures for FSM are currently 0.1% behind which we aim to close by the end of autumn term.
- The attendance for children who are on SEN support plans is up by 4.4% which for those children equates to approximately 150 extra days schooling.



## 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                |
|-------------------------|-------------------------|
| Times Tables Rock Stars | Times Tables Rock Stars |
| Phonics Tracker         | Phonics Tracker         |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Funding received where applicable incorporated into whole Pupil Premium funding. |
| What was the impact of that spending on service pupil premium eligible pupils? | Case studies available where applicable.   |

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. We provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience and social skills.

We have a robust evaluation programme in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes summary

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year in Years 2 & 6, end of key stages and statutory assessment in Y6.

#### **KS1**

We have to compare KS1 results to KS1 results from 2023 because there are no longer statutory tests for this stage of school.

In 2025 reading at KS1, our disadvantaged pupils were behind national other from 2023 by 20.8% but in line with national disadvantaged from the same year.

In 2025 writing at KS1, our disadvantaged pupils trailed national other from 2023 by 17% but were ahead of national disadvantaged by 3.6%.


In 2025 maths at KS1, the gap between our disadvantaged children and national other of 2023 was 27% & national disadvantaged by 7.8%

For our combined figure, our disadvantaged children were 13% below national other of 2023 at the end of KS1 but were ahead of national disadvantaged by 7.8%.

#### **KS1 2025 % Teacher Assessments expected standard + (based on Summer Assessment)**

| Reading              | % School | % National (2023) |
|----------------------|----------|-------------------|
| ALL                  | 68.3     | 68.3              |
| Disadvantaged pupils | 52.0     | 53.9              |
| Other pupils         | 80.0     | 72.8              |

| Writing              | % School | % National (2023) |
|----------------------|----------|-------------------|
| ALL                  | 65.0     | 60.1              |
| Disadvantaged pupils | 48.0     | 44.4              |
| Other pupils         | 77.1     | 65.0              |



| Maths                | % School | % National (2023) |
|----------------------|----------|-------------------|
| ALL                  | 66.7     | 70.4              |
| Disadvantaged pupils | 48.0     | 55.8              |
| Other pupils         | 80.0     | 75.0              |

| Reading, Writing & Maths | % School | % National (2023) |
|--------------------------|----------|-------------------|
| ALL                      | 63.3     | 56.0              |
| Disadvantaged pupils     | 48.0     | 40.2              |
| Other pupils             | 74.3     | 61.0              |

## **KS2**

It is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils. This gap closes significantly & in some cases becomes positive by the end of KS2.

In KS2 we have national data for 2025 to compare to this year's school data.

In reading at KS2 our disadvantaged children outperformed national other by 5.2% & national disadvantaged 22.6%.

For writing at KS2 our disadvantaged children were ahead of national other by 1.9% & national disadvantaged by 20.7%.

In GPS at KS2 our disadvantaged children were above national other by 4.4% & national disadvantaged by 23.2%.

For maths our disadvantaged children exceeded national other by 8.3% & were significantly ahead of national other by 28.1%.

For our combined figure, our disadvantaged children were 2.5% ahead national other & were ahead of national disadvantaged by 24.1%.

### **KS2 2025 % expected standard + (Provisional data)**

| Reading              | % School | % National (2025) |
|----------------------|----------|-------------------|
| ALL                  | 88.1     | 75.0              |
| Disadvantaged pupils | 85.7     | 63.1              |
| Other pupils         | 91.7     | 80.5              |

| Writing (TA)         | % School | % National (2025) |
|----------------------|----------|-------------------|
| ALL                  | 81.4     | 72.2              |
| Disadvantaged pupils | 80       | 59.3              |
| Other pupils         | 83.3     | 78.1              |

| English grammar, punctuation & spelling | % School | % National (2025) |
|---|----------|-------------------|
| ALL                                     | 86.4     | 72.6              |
| Disadvantaged pupils                    | 82.9     | 59.7              |
| Other pupils                            | 91.7     | 78.5              |

| Maths                | % School | % National (2025) |
|----------------------|----------|-------------------|
| ALL                  | 89.8     | 74.1              |
| Disadvantaged pupils | 88.6     | 60.5              |
| Other pupils         | 91.7     | 80.3              |

| Reading, Writing & Maths | % School | % National (2025) |
|--------------------------|----------|-------------------|
| ALL                      | 76.3     | 62.1              |
| Disadvantaged pupils     | 71.4     | 47.3              |
| Other pupils             | 83.3     | 68.9              |

In summary, attainment in KS2 for disadvantaged children in school is above the figure for the same group nationally in all areas.

It is always our aim to improve the attainment of our disadvantaged children & eventually be ahead of the national figure for other pupils.

**3-year trend and averages:**

| Non-Disadvantaged | Disadvantaged |
|-------------------|---------------|
|-------------------|---------------|

|                   |                | 2023 | 2024 | 2025 | 3 Yr Avg | 2023 | 2024 | 2025 | 3 Yr Avg |
|-------------------|----------------|------|------|------|----------|------|------|------|----------|
| <b>EYFS GLD</b>   |                | 63   | 62   | 66   | 64       | 56   | 100  | 59   | 72       |
| <b>Y1 Phonics</b> |                | 73   | 79   | 80   | 77       | 68   | 62   | 77   | 69       |
| <b>KS1</b>        | <b>Reading</b> | 77   | 73   | 80   | 77       | 55   | 76   | 52   | 61       |
|                   | <b>Writing</b> | 72   | 65   | 77   | 71       | 50   | 64   | 48   | 54       |
|                   | <b>Maths</b>   | 69   | 65   | 80   | 71       | 55   | 76   | 48   | 60       |
|                   | <b>RWM</b>     | 64   | 65   | 74   | 68       | 50   | 64   | 48   | 54       |
| <b>KS2</b>        | <b>Reading</b> | 82   | 87   | 92   | 87       | 75   | 77   | 86   | 79       |
|                   | <b>Writing</b> | 86   | 87   | 83   | 85       | 64   | 63   | 80   | 69       |
|                   | <b>Maths</b>   | 82   | 93   | 92   | 89       | 81   | 73   | 89   | 81       |
|                   | <b>GPS</b>     | 89   | 90   | 92   | 90       | 81   | 70   | 83   | 78       |
|                   | <b>RWM</b>     | 68   | 83   | 83   | 78       | 53   | 60   | 71   | 61       |

2023 Data source Keypas

2024 Data source Keypas

2025 Data Source Keypas Provisional

2024 & 2025 KS1 – Non Statutory – Summer Assessment – All Years Overview

Closing the gap between these groups (PP and Non-PP) continues to be a constant challenge in school. Additional staffing, adaptive teaching and carefully targeted interventions which are specific, timed and measurable aim to address need and help children to keep up with their peers.