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 had within our school.

School overview

Detail	Data
School name	Whittington Primary and Nursery School
Number of pupils in school	24/25: 301 (Reception to Y6) 25/26: 306 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	2024-2025 6% Pupil Premium (17 chn) 2% Pupil Premium + (7 chn) 24% Service Pupils (73 chn) 2025-2026 4% Pupil Premium (11 chn) 0.3% Pupil Premium + (1 ch) 19% Service Pupils (57 chn)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Interim review July 2025 Interim review July 2026 Final review 2027
Statement authorised by	Nichola Leeson
Pupil premium lead	Nichola Leeson
Governor / Trustee lead	Jon Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**2024-2025** PP £25,663

2	PP+ £18,298 PP TOTAL: £43, 961 Service pupils £24,678 **TOTAL £68,639** **2025-2026** PP £16,665 PP+ £2,630 PP TOTAL: £19,295 Service pupils £19,950 **TOTAL £39,245**
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£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	2024-2025 £68,639 2025-2026 £39,245

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Funding

At Whittington Primary School, our ultimate aim is for all children, particularly the Pupil Premium and Service Pupils, to:

- Be socially and emotionally ready to learn
- Fulfil their academic potential
- Have a broad and balanced range of curriculum opportunities

Our current pupil premium strategy (including Service Pupils) works towards ensuring that our aims can be achieved by providing:

- Quality first teaching, underpinned by purpose, highly effective CPD
- Pastoral care to promote pupil well-being and social, emotional and mental health
- Enrichment opportunities so that all pupils have an equal entitlement to residential visits.
- Enriched lunchtime play opportunities (OPAL approach)

The key principles at the heart of our Pupil premium strategy (including Service Pupils) are:

- High quality teaching and learning using evidence informed adaptive teaching strategies
- Wider strategies such as enrichment opportunities and pastoral support
- Enriched play opportunities through the OPAL approach

Service Pupil Premium Funding

Our current Service pupil premium strategy works towards ensuring that our aims can be achieved by providing:

- Quality first teaching, underpinned by purpose, highly effective CPD
- A service pupils co-ordinator to liaise between the Army Welfare Officer and school and provide additional support for service families as required
- Targeted intervention to address social, emotional and learning needs
- Pastoral care to promote pupil well-being and social, emotional and mental health
- Enriched lunchtime play opportunities (OPAL approach)

The key principles at the heart of our Service Pupil premium strategy are:

- High quality teaching and learning using evidence informed adaptive teaching strategies
- Wider strategies such as pastoral support and targeted intervention
- Enriched play opportunities through the OPAL approach

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children are currently performing below non-Pupil Premium children: PP At or higher in all subjects **55.1% (43)** — Above or higher in all subjects **1.3% (1)** <table><tr><td></td><td>Sig Below</td><td>Below</td><td>At or higher</td><td>Above</td></tr><tr><td>Reading</td><td>15.4% (12)</td><td>19.2% (15)</td><td>65.4% (51)</td><td>16.7% (13)</td></tr><tr><td>Writing</td><td>20.5% (16)</td><td>19.2% (15)</td><td>60.3% (47)</td><td>3.8% (3)</td></tr><tr><td>Mathematics</td><td>16.7% (13)</td><td>16.7% (13)</td><td>66.7% (52)</td><td>9.0% (7)</td></tr><tr><td></td><td>Sig Below in one or more</td><td>Below in one or more</td><td>At or higher in all</td><td>Above in all</td></tr><tr><td>Combined</td><td>23.1% (18)</td><td>33.3% (26)</td><td>55.1% (43)</td><td>1.3% (1)</td></tr></table> Non-PP At or higher in all subjects **74.5% (137)** — Above or higher in all subjects **7.6% (14)** <table><tr><td></td><td>No Assessment</td><td>Sig Below</td><td>Below</td><td>At or higher</td><td>Above</td></tr><tr><td>Reading</td><td>0.5% (1)</td><td>3.8% (7)</td><td>12.5% (23)</td><td>83.7% (154)</td><td>27.2% (50)</td></tr><tr><td>Writing</td><td>0.5% (1)</td><td>4.9% (9)</td><td>16.8% (31)</td><td>78.3% (144)</td><td>11.4% (21)</td></tr><tr><td>Mathematics</td><td>0.5% (1)</td><td>2.2% (4)</td><td>10.3% (19)</td><td>87.5% (161)</td><td>21.2% (39)</td></tr><tr><td></td><td>No Assessment in one or more</td><td>Sig Below in one or more</td><td>Below in one or more</td><td>At or higher in all</td><td>Above in all</td></tr><tr><td>Combined</td><td>0.5% (1)</td><td>5.4% (10)</td><td>23.4% (43)</td><td>74.5% (137)</td><td>7.6% (14)</td></tr></table>
2	Evidence from the EEF shows that there are five high-quality impactful teaching strategies that are used effectively to support pupils in the classroom. These are: • Explicit instruction • Cognitive and meta-cognitive strategies • Scaffolding • Flexible grouping • Using technology Through staff CPD, these are to be introduced and become explicit in teaching across the school for the benefit of all children including Pupil Premium and SEND.

3	We need to ensure that Pupil Premium children have an equal entitlement to enrichment activities such as residential visits, trips and music tuition
4	In school, we have noticed that there is an increasing number of children (particularly PP children) who are displaying challenges with anxiety, self-regulation and school attendance. These children need highly effective pastoral support.
5	Evidence shows that, since COVID, our pupils are finding it challenging to create safe and meaningful play.
6	In school, we have a higher than usual mobility rate due to the movement of Service Pupils and are close proximity to the Medical Defence Services, therefore, pupils arriving, leaving and those with parents who are deployed, are likely to require enhanced pastoral support and may need additional support in and out of the classroom to reduce any gaps in learning.

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
Through quality first teaching using evidence informed adaptive teaching strategies, to provide a highly effective curriculum to ensure high expectations for all children, particularly PP children, lead to improved outcomes.	• Quality of teaching is consistently good or better • Evidence of adaptive teaching • Relevant staff CPD in adaptive teaching strategies so that staff are able to meet the needs of all children within the classroom • Pupil progress reviews with a focus on PP children and Service Pupils • Gaps in learning are addressed, particularly for Service Pupils with higher mobility rates • Reading, Writing, Maths combined increased from 55% for PP children
To ensure all pupils get equal access to enrichment opportunities beyond the curriculum	• Pupil Premium, Pupil Premium+ (LAC and PLAC) are able to participate in residential visits (£100 for FSM and £200 for LAC and PLAC)
To provide highly effective pastoral support to children and families to meet the social and emotional needs of all pupil leading to improved outcomes.	• Whole school attendance continues to improve • Non-school attendance materials and support are used as required to prevent non-attendance • Pupil voice informs us that all children feel supported • Identified pupils regularly attend Lunchtime clubs • Individual children are supported through worry warriors

	- Identified families are fully supported through Malachi - Service pupils are supported through Service Pupils Co-ordinator - ELSA support is provided for identified children
To introduce the OPAL philosophy to enhance play provision at lunchtime so that PP children are supported in guided play opportunities so that they develop their independence, resilience and social skills **Reviewed and completed July 2025**	- OPAL introduced across the school - Pupil Premium children and Service Pupils have opportunities to widen their friendship groups and are supported emotionally through play - Pupil observations show that pupils are being creative and able to make decisions within the play - Pupils show effective learning behaviours on the return to the classroom after lunch - Pupil voice demonstrates that pupils feel more confidence at lunchtime

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)

24-25 Budgeted cost: £38,639 (Pupil Premium £25,961; Service Pupil Premium £12,678)

25-26 Budgeted cost: £16,950 (Pupil Premium £9,000; Service Pupil Premium £7,950)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to include: • INSET training on adaptive teaching approaches • Evidence-informed practice	Quality CPD will ensure that: • staff have a greater understanding of how to use adaptive teaching strategies (explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible groups and technology) to improve outcomes for all • teaching and learning is consistently good or better and demonstrates the use of adaptive teaching strategies • teachers engage in evidence-informed practise • teaching and learning is regularly monitored The EEF state that 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.	1, 2, 4, 6
To introduce the OPAL approach to play through CPD **Reviewed and completed July 2025**	The OPAL approach to play will ensure that: • outdoor play will improve children's mental and physical health • Teacher voice shows that children return after lunch ready to learn • Less time is spent having to resolve playtime issues after lunch • The culture of lunchtime play is inclusive, creative and develops interdependence	5, 6
To use technology and other resources to support high quality teaching and learning	The use of technology will ensure that: • Teachers adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by	1, 2, 6

	providing new contexts in which students are required to apply new skills or by using A1 to provide appropriately-levelled texts and Assistive Technology.	

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

24-25 Budgeted cost: £5,000 (Pupil Premium £3,000; Service Pupil Premium £2,000)

25-26 Budgeted cost: £18,995 (Pupil Premium £8,995; Service Pupil Premium £10,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the Five-a-day' principles to benefit PP, Service and SEND children	The EEF states that the Five-a-day' principles will have a positive impact and will raise the attainment of all pupils by introducing: Explicit instruction Cognitive and meta-cognitive strategies Scaffolding Flexible grouping Using technology	1, 2, 6
To ensure the strategic deployment of Teaching assistants	The EEF recommends that Teaching Assistants are deployed most effectively by supporting high quality provision within the classroom, ensuring that priority children are supported.	1, 2, 6

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

24-25 Budgeted cost: £25,000 (Pupil Premium £15,000; Service Pupil Premium £10,000)

25-26 Budgeted cost: £3,300 (Pupil Premium £1,300; Service Pupil Premium £2,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding used to support disadvantaged families to ensure that they can participate in residential visits	Participation in enrichment opportunities will lead to: • raised self-esteem • participation in outdoor pursuits • broadened learning experiences outside of the classroom EEF states that an increase in this participation leads to further progress in	3, 6

	academic learning by an additional 3 months	
Highly effective pastoral support is given to children and families with social and emotional needs	Pastoral support will result in: • increased attendance percentages for 2 identified pupils • calm and purposeful lunchtimes • children and families feeling supported through worry warriors, Malachi or ELSA • service pupils supported through activities planned by the service pupils' co-ordinator • service pupils attended key events within their community • Children involved in pastoral groups show improved learning outcomes Evidence from the EEF reveal that 'social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year'.	4, 6
Pupils to have access to the OPAL approach at lunchtimes **Reviewed and completed July 2025**	The OPAL approach to play will ensure that: • outdoor play will improve children's mental and physical health The EEF states that physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). There may also be additional benefits such as improved attendance.	5, 6

Total budgeted cost: £68,639 (Pupil Premium £43,961; Service Pupil Premium £24,678)

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 2024 to 2025 academic year.

Through quality first teaching using evidence informed adaptive teaching strategies, to provide a highly effective curriculum to ensure high expectations for all children, particularly PP children, lead to improved outcomes.

Year group		2024-2025 Pupil Premium outcomes At or above ARE
Y1	Reading	-
	Writing	-
	Maths	-
Y2 1 pupil	Reading	0%
	Writing	0%
	Maths	100%
Y3 1 pupil	Reading	100%
	Writing	100%
	Maths	100%
Y4 5 pupils	Reading	60%
	Writing	40%
	Maths	40%
Y5 5 pupils	Reading	60%
	Writing	40%
	Maths	60%
Y6 4 pupils	Reading	100% (1 pupil)
	Writing	100%
	Maths	100%

To ensure all pupils get equal access to enrichment opportunities beyond the curriculum

14 Pupil Premium children and 41 Service Pupils have been supported in order to get equal access to enrichment opportunities – such as trips and residential visits.

To provide highly effective pastoral support to children and families to meet the social and emotional needs of all pupil leading to improved outcomes.

Three Pupil Premium pupil shave had ELSA support following a referral. They have all completed the programme of support.

To introduce the OPAL approach to play through CPD

OPAL has successfully been introduced to all children including Pupil Premium and Service Pupils. Children who were previously supported through lunchtime club are now actively involved with OPAL.
The OPAL assessor stated:

Whittington Primary has fully embraced the OPAL Primary Programme and is making fantastic, lasting changes to improve play across the school. Their commitment to creating a rich and inclusive play culture is evident in every corner of the playground.
Children are regularly engaged through play assemblies, which introduce exciting new opportunities such as a digging area with hand tools, a messy café, small world play, a cosy camping area, and even a pirate ship! These assemblies are more than just informative—they are collaborative. Staff and children work together to set shared agreements, helping ensure that play remains safe, respectful, and joyful for everyone across KS1 and KS2.
The transformation of lunchtime staff into a dedicated 'play team' marks a significant cultural shift. They are now on a meaningful training journey, developing the reflective and responsive skills of playworkers. The team understands the importance of diverse and challenging play experiences and supports children in navigating appropriate risk using the OPAL RAPID approach, ensuring safety and informed decision-making.
As their OPAL Mentor, I'm incredibly proud of Whittington Primary's progress and passion. Their dedication to play, wellbeing, and children's rights is creating a vibrant school community where play is valued, and children grow into happy, resilient, and healthy individuals.

To use technology and other resources to support high quality teaching and learning

All staff received training on AI and this is integrated into teaching and learning to support all children.
CPD for staff to be more confident with delivering the curriculum was provided on a half termly basis.
Assistive technology has been introduced and some children are making appropriate use of this to support their learning.
Other resources, such as widget, table prompts, maths equipment, scaffolding resources and individual laptops, where appropriate, are used by all children.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	- To deploy a Service Pupils Co-ordinator to pastorally support the well-being, of all service pupils and their families. - To provide in class support or targeted intervention for Disadvantaged and vulnerable children - To promote attainment and progress in Reading, Writing and Maths - To work alongside Army Welfare to support service families e.g. by holding drop-in sessions, half termly activities for the service pupils etc.
What was the impact of that spending on service pupil premium eligible pupils?	(see table below)

Year group		*2024-2025 Service Pupil Premium outcomes At or above ARE*
Y1	Reading	50%
	Writing	50%
	Maths	88%
Y2	Reading	73%
	Writing	73%
	Maths	82%
Y3	Reading	100%
	Writing	80%
	Maths	100%
Y4	Reading	60%
	Writing	70%
	Maths	90%

Y5	Reading	60%
	Writing	20%
	Maths	40%
Y6	Reading	100%
	Writing	100%
	Maths	88%

All Service Pupils had access to pastoral support through our Service Pupils Co-ordinator. Service families were also offered drop-in sessions with her and the Army Welfare Officer.

All service pupils attended a half termly activity where they had the opportunity to discuss any concerns or worries they might have.

A number of Service pupils were supported through ELSA.

4 Service pupils were referred for support from Army Welfare.

2 Service pupils have 1:1 support with a Teaching Assistant and a number of pupils are supported with their learning through small group intervention or through a targeted teaching group.

41 Service pupils have been supported in order to get equal access to enrichment opportunities – such as trips and residential visits.