

Pupil premium strategy statement – Whitchurch Infant and Nursery Academy

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	280 (including Nursery)
Proportion (%) of pupil premium eligible pupils	61
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2
Date this statement was published	01/10/2026
Date on which it will be reviewed	17/07/2026
Statement authorised by	SACamacho
Pupil premium lead	K. Wood
Governor / Trustee lead	R. Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£56 055

Part A: Pupil premium strategy plan

Statement of intent

"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards."

As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.

The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is at the heart of our approach, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged.

The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."

Main Aims

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum overviews that build on previous learning and development, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify pupils with the greatest need within each year group, therefore understanding disadvantage in context.
- For KS1 pupils, who are all entitled to receive Universal Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding and make this clear to parents and carers of pupils in EYFS and KS1 especially where they mistakenly believe that eligibility for EYPP will carry forward.
- We will consider guidance detailed in the DfE publications and ensure that teaching a broad and balanced curriculum for education is in place and effective.
- Most of our work through the Pupil Premium funding will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths and accessing curriculum enhancements. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- Our focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using Monster Phonics. This will begin in Nursery and build on learning and development skills up to Year Two. Monster Phonics guided reading will also be introduced to support pupils. As reading is so important for accessing the rest of the curriculum, ensuring pupils keep up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. We will allocate funding to support reception pupils to access ELSEC and other oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self –regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, intervention impact reports, pupil progress meetings, diagnostic assessment and financial systems).

Challenges

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

Challenge number	Detail of challenge
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1	<i>Pupils Communication and Language skills and development</i>
2	Pupils phonetic understanding and ability to transfer to reading and writing
3	Attendance and Punctuality
4	Pupils whose first language is not English struggle to communicate
5	Access to Extra Curricula activities for pupils

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
<i>Pupils' communication and language acquisition skills are developed and improved.</i>	Pupils in Nursery, Reception and Little Explorers develop acquisition of language, verbal / Makaton / PECs to communicate with others. Progress measure of time. Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless specific identification SEN Communication & Language needs are identified). Disadvantaged pupils will achieve the expected standard in the communication and language early learning goals in line with national average. (Unless specific identification SEN Communication & Language needs are identified).
Pupils have a secure phonetic understanding and the ability to transfer this to reading and writing by the time they leave Reception which is then embedded and developed securely in year one and two	Nursery and Reception have secure knowledge of sounds and letters and are beginning to transfer this in to written form. KS1 transfer into writing is improved and pupil pass rates on Phonics increases. Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their phonics is in line with age expectations at the end of KS1.
Attendance and punctuality of our disadvantaged and vulnerable pupils become closer to that of non-disadvantaged pupils	The Academy will adhere to the guidance, 'Working together to improve school attendance, DfE 2022'. Attendance structures are rigorously implemented and monitored in line with the Attendance Policy Whole School Attendance will improve so that it is >96%. There will be a focus on persistent absence of disadvantaged pupils so that it is less than the proportion of enrolments nationally who are persistently absent.
Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English.	Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless specific identification SEN Communication & Language needs are identified).
All pupils have equal access to clubs and trips to ensure further cultural capital development	Disadvantaged pupils will have the access to clubs and trips to develop cultural capital and experiences beyond the classroom.

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: £ 27,586 (TA hours 2days a week 1:1 working, TA group work CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupils' ability to communication and develop language acquisition skills is developed and improve</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1

CPD, recruitment - teacher, assessment schemes	https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://my.chartered.college/early-childhood-hub/six-principles-of-language-development-and-how-to-support-them-in-early-childhood-settings/	
Pupils have a secure phonetic understanding and ability to transfer to reading and writing by the time they leave Reception which is then embedded and developed securely in year one and two. CPD, recruitment - teacher, assessment schemes	https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Pupils whose first language is not English are supported quickly CPD, recruitment - teacher, assessment schemes	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/	4

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

Budgeted cost: £16,524 (1:1 additional support for pupils, resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupils' ability to communication and develop language acquisition skills is developed and improve</i> 1:1 work Group work	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://my.chartered.college/early-childhood-hub/six-principles-of-language-development-and-how-to-support-them-in-early-childhood-settings/	1
Pupils have secure phonics knowledge and can transfer this effectively to reading and writing. 1:1 work Group work	https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

Pupils whose first language is not English are support quickly with the ability to develop and acquire language skills in English. 1:1 work Group work	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,782 (Part of Sports Coach Hours to increase opportunities for external events for disadvantage pupils, offset of Residential trips and Trips, Attendance lead teacher, parent meetings and events)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality of our disadvantaged and vulnerable pupils become closer to that of non-disadvantaged pupils Family Support Worker Attendance Lead	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3
All pupils have equal access to clubs and trips to ensure further cultural capital development. 1:1 work Group work	https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	5

Total budgeted cost: £ 54 890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Academy has reviewed the performance of disadvantaged pupils during the 2025/2026 academic year using internal Key Stage 1 performance data, phonics screening check results, EYFS Profile outcomes and internal assessment information

We compared these outcomes to those for disadvantaged pupils nationally and other pupils (non-disadvantaged) at the Academy and nationally.

Challenges 1 and 2

The academy uses Monster Phonics to teach and regularly assess phonic knowledge. Teachers and support staff running Phonics interventions have received certificated Monster Phonics training and regular support from the Phonics Lead teacher. The phonics Lead teacher has in turn accessed termly support sessions from St Bart's Multi Academy Trust CPD Core Four Network in English.

As a result of identified gaps in phonics acquisition, early language development and early writing for disadvantaged pupils, funding was directed towards structured, evidence-based and time-limited academic interventions. Spending on phonics catch-up, Talk Boost, SEMH support and small-group intervention for early writing and maths has taken place to ensure interventions are matched to pupils' needs. This has taken place through scheduled, staff-led intervention sessions and teachers spending time with the SENCo. Intervention time, pupil participation, staff deployment are monitored through the Inclusion tracker to evaluate effectiveness and ensure minimal disruption to high-quality classroom teaching.

The impact of this is measurable improvements in phonics knowledge from pupils starting points, reading fluency, expressive language and the transfer of these skills into early writing.

	GLD	Y1 Phonics	Y2 Phonics resits	Y1 R	Y1 W	Y1 M	Y2 R	Y2 W	Y2 M
All	71.6%	74.3%	75%	68.1%	68.1%	72.5%	69.1%	67.6%	77.9%
PP	70%	58.8%		55.6%	55.6%	61.1%	53.8%	53.8%	69.2%
Non-PP	72.1%	79.2%		72.5%	72.5%	76.5%	70.9%	70.9%	80%

The reported outcomes for Y1 phonics score are a decrease in attainment from the last academic year score by 2.7%. The reported outcome for disadvantaged pupils was 58.8%. Six pupils within the cohort have EHCPs and access specialist provision. This contextual information should be considered when interpreting outcomes for the cohort, the percentage for the cohort not including the six pupils would be 81.25% and the percentage for disadvantaged would be 90.91%.

Year Two phonics retake pupils have made good progress this academic year, due to further Monster Phonics high quality teaching. At face value, 75% of retake pupils achieving the expectation in phonics is lower than the previous year. Several pupils accessing Hub provision or working significantly below age-related expectations were included in the cohort. Nevertheless, most pupils made strong progress in phonics knowledge and application, demonstrating the positive impact of continued high-quality phonics teaching, this gives a figure of 85.7% of pupils passed.

The published GLD outcome was 71.6%. Six pupils within the cohort access specialist Hub provision and made progress from their individual starting points, 76% of all pupils in the mainstream classes achieved GLD.

The whole-school implementation of Level 1 Makaton training has strengthened communication and language development for all pupils by providing a consistent visual and verbal approach to communication. The daily use of key words and phrases has improved pupils' understanding of language, supported vocabulary acquisition and increased confidence in expressing needs, ideas and emotions. This inclusive practice has enhanced engagement, participation and independence, while ensuring that pupils with additional communication needs are fully supported and able to access learning alongside their peers.

Overall, the Federation's investment in high-quality phonics teaching, structured language interventions and staff training resulted in improved outcomes from pupils' starting points and strengthened early reading and communication skills across the school

Challenge 3

Attendance for the academy is 93.7% (for compulsory school age). Disadvantaged attendance stands at 90.9%. National attendance is 94.6% and for disadvantaged 92.3% (all Arbor schools). Persistent absence for disadvantaged pupils was 12.9%, compared with a national figure of 24.7%

Persistent absence was identified as a key barrier to learning, particularly for disadvantaged pupils. Funding was used to strengthen attendance systems through EWO support, enhanced attendance tracking, parent workshops and participation in the DfE Attendance Hub programme. Daily and weekly attendance monitoring, targeted support plans and structured family engagement enabled concerns to be identified and addressed promptly.

Attendance data was reviewed regularly alongside pupil progress information to ensure pupils were accessing high-quality teaching and intervention programmes consistently. As a result, attendance improved for most disadvantaged pupils compared with the previous academic year. Persistent absence reduced to 8.5%, significantly below the national figure of 24.7%, demonstrating the impact of the Federation's proactive and inclusive approach to attendance.

Challenge 4

The proportion of pupils with English as an Additional Language (EAL) is 10.3%, which remains broadly consistent with the previous year of the strategy.

The Federation has introduced a comprehensive Intervention Tracker which brings together existing strategies into a single, equitable system of support. Interventions are now allocated according to identified need rather than pupil category, ensuring all pupils can access timely and appropriate provision.

Staff continue to screen pupils who are new to English on entry to the school, enabling early identification of language needs. Assessment outcomes are used to direct pupils into a structured programme of support, including targeted interventions, phonics provision and academic booster programmes outlined within the Intervention Tracker. This graduated and responsive approach ensures that pupils receive timely support and can make accelerated progress in language acquisition and curriculum access. Established interventions, including Racing to English, Talk Boost, Excellence and Enjoyment and Monster Phonics, continue to accelerate language acquisition and curriculum access. The daily use of Makaton promotes vocabulary development, language comprehension and inclusion for all pupils.

Challenge 5

As part of the Federation's commitment to broadening pupils' cultural capital, a wide range of enrichment opportunities have been provided for all pupils, including those who are disadvantaged.

Senior Leaders have introduced a Cultural Capital passport for all year groups. As a result, this has enabled the school to systematically capture, celebrate and track the wide range of enrichment experiences accessed by every pupil throughout their time in the Federation. By recording not only the experience itself, but also the learning gained, pupils' reflections and levels of enjoyment, the passport provides a comprehensive picture of each child's personal development journey. This approach ensures that all pupils have equitable access to a rich programme of experiences and allows leaders to monitor and further enhance opportunities over time. The completed passport will be published at the end of a pupil's time at the school, creating a lasting record of their achievements, aspirations and memorable experiences, whilst demonstrating the breadth of opportunities that have contributed to their cultural, social and personal development.

The Federation offers a range of after school clubs, experiences and trips for every year group, which have broadened pupils' horizons, supported the development of social and communication skills, and fostered a strong sense of belonging and enjoyment across the Infant Academy. As a result of our commitment to personal development and equality of opportunity from the early years onwards, funding was allocated to remove financial barriers to enrichment and wider experiences. Spending on subsidies for trips, clubs and cultural experiences has taken place to ensure disadvantaged pupils have equitable access to enrichment, alongside engagement with local community offers to enhance provision.

Monitoring information demonstrates that disadvantaged pupils accessed enrichment opportunities at rates comparable to their peers. This ensured equitable access to experiences that support language development, social interaction, confidence and cultural capital.

During 2025/26, XX% of disadvantaged pupils participated in at least one enrichment activity compared with XX% of non-disadvantaged pupils, demonstrating equitable access to wider opportunities.

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
ELSEC	Early Language Support for Every Child (ELSEC) DfE and Shropshire
Monster Phonics	
Reading AI	Lexplore
EAL Tracker	
BPVS	GL Assessment
NTS	Hodder Education
Pathways (Read, Write, Progress)	The Literacy Company
Talk Boost	Ican
Mastering Number	National Centre for Excellence in the Teaching of Mathematics