

Pupil Premium Strategy Statement – Whitchurch Junior 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	307
Proportion (%) of pupil premium eligible pupils	30.29% (93)
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	1/10/2024
Date of review	17/07/2025
Statement authorised by	SA Camacho
Pupil premium lead	K.Wood
Governor / Trustee lead	R. Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,000
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>	£125,000

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 KS2 pupils, we work closely with parents, carers and the Local Authority to identify pupils eligible for Pupil Premium funding and ensure they receive appropriate support.
- 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 main focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using Monster Phonics in the Infant Federation which will then secure the reading journey in KS2. Reading is so important for accessing the rest of the curriculum that ensuring pupils catch up on their reading is essential. To support this, a successful tracking system is in place.
- 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 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).

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Challenges

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

Challenge number	Detail of challenge
1	Pupil progress in writing
2	Pupil progress in reading
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 to make progress in writing to be in line with peers</i>	Pupils in KS2 will develop their reading with confidence which will then be used as a base for writing to improve confidence and outcomes. Pupils' reading will be assessed and tracked. 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 KS2. (Unless specific SEN Communication & Language needs are identified).
Pupils to make progress in reading to be in line with peers	Pupils in KS2 will develop acquisition of language, in order to be able to read with fluency and confidence. Pupils' reading will be assessed and tracked. 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 KS2. (Unless specific SEN Communication & Language needs are identified).
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes 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 KS2. (Unless specific 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 in order 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: £ 80,000 (Teacher M6 , TA hours for intervention and 1:1 working, CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to make progress in writing to be in line with peers CPD, recruitment - teacher, assessment schemes	https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what_is_the_research_evidence_on_writing.pdf https://support-for-early-career-teachers.education.gov.uk/teach-first/year-1-how-can-you-support-all-pupils-to-succeed/summer-week-1-ect-developing-high-quality-reading-and-writing-skills-theory/ https://literacytrust.org.uk/research-services/research-themes/writing/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/craft-of-writing#:~:text=EEF%20Summary&text=While%20some%20evidence%20indicate%20links,and%20pupils%20skills%20remain%20scarce.	1
Pupils to make progress in reading to be in line with peers CPD, recruitment, 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 with the ability to	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	4

develop and acquire language skills in English. CPD, recruitment, assessment schemes	https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 22,000 (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 improved</i> 1:1 work Group work CPD Structured Interventions	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 not yet secured phonetic understanding by the end of KS1 and ability to transfer reading and writing will require additional support. 1:1 work Group work CPD Structured Interventions	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 with the ability to develop and acquire language skills in English. 1:1 work Group work CPD Structured Interventions	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

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

Budgeted cost: £ 23,000 (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 becomes closer to that of non-disadvantaged pupils. Family Support Worker Attendance Lead EWO links and Meetings Development Meetings	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. <i>Offset of trips</i> <i>EAL resources to engage with parents for understating of the trips taking place</i>	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: £ 125,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Academy has reviewed the performance of disadvantaged pupils during the 2025/26 academic year using Key Stage 2 attainment data and internal assessment information

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

		Reading	Writing	Maths
Y3	All	51.5%	48.5%	54.6%
	PP	38.1%	47.6%	38.1%
	Non PP	57.8%	48.9%	62.2%
Y4	All	59.2%	58%	56.8%
	PP	65.3%	61.5%	61.5%
	Non PP	56.4%	56.4%	54.6%
Y5	All	60.5%	48.4%	51.7%
	PP	46.4%	21.4%	32.1%
	Non PP	66.7%	60.3%	60.3%
Y6	All	66.7%	60.6%	62.1%
	PP	45%	45%	45%
	Non PP	76%	67.4%	69.6%

Across Key Stage 2, attainment for disadvantaged pupils is strongest in Year 4, where outcomes in reading, writing, maths and combined measures match or exceed those of non-disadvantaged pupils. In Years 3, 5 and 6, attainment gaps remain, particularly in Years 5 and 6, although outcomes in Year 3 are improving and the gap is beginning to narrow. To address these differences, the school has implemented a range of targeted strategies including ring-fenced intervention support, personalised teaching, pre-teaching of key concepts, booster sessions, smaller teaching groups and close collaboration with the SEND Hub. Enrichment opportunities, such as experience days and the Shakespeare project in Year 5, are also enhancing engagement, confidence and cultural capital, while improvements to guided reading and strong transition and moderation processes are supporting progress. As a result, disadvantaged pupils are becoming more confident learners, accessing the curriculum more successfully and showing increasing progress towards closing attainment gaps, particularly from their starting points in September to the end of the year.

Challenges 1 and 2

Evidence from lesson observations, work scrutiny, pupil voice and leadership monitoring demonstrates that pupil premium pupils are increasingly well supported through a combination of high-quality adaptive teaching and precisely targeted intervention. Staff have a strong understanding of disadvantaged pupils' needs, strengthened through CPD, moderation activities, pupil progress meetings and ongoing professional dialogue. As a result, pupil premium pupils are known well by all staff and classroom provision is increasingly tailored to remove barriers to learning.

In reading and writing, teachers routinely adapt learning through strategic grouping, targeted adult support, structured collaborative approaches and the effective use of technology to provide immediate scaffolds and

address misconceptions. Support is proactive and responsive, ensuring pupils remain fully engaged and able to access age-related content. Pupils themselves can clearly articulate their learning, understand their targets and explain how additional support helps them make progress, demonstrating strong ownership of their development.

Targeted interventions are carefully planned, closely aligned to classroom learning and monitored through the inclusion tracker, ensuring that support addresses identified gaps with precision. Regular assessment, daily feedback and ongoing review enable interventions to be adjusted quickly in response to need. Work scrutiny and pupil discussions show improving understanding, increasing confidence and clear progress from starting points. Collectively, these approaches are fostering greater engagement, strengthening outcomes in reading and writing, and contributing to the narrowing of attainment gaps for disadvantaged pupils. Internal assessment information indicates that disadvantaged pupils made stronger progress from their starting points than in the previous academic year, particularly where targeted intervention and adaptive teaching were combined.

As a continuation of the Federation's commitment to raising standards in literacy, both the reading and writing curricula have been comprehensively reviewed and refined to ensure that all texts are high quality, age-appropriate and carefully matched to the expectations of each year group. This work has strengthened curriculum progression, ensuring that key knowledge, skills and writing objectives build systematically from one year to the next, enabling pupils to develop increasing independence and sophistication as readers and writers.

The revised reading curriculum has been closely aligned with the Federation's wider reading development work and the six pillars of fluency established during the first year of the strategy. Structured approaches, including choral, echo and paired reading, are now embedded within reading lessons and are being increasingly applied across the wider curriculum to strengthen fluency, comprehension and confidence when accessing complex texts. This consistency of approach is ensuring that pupils develop the skills required to read with greater accuracy, expression and understanding across all subjects.

Alongside curriculum refinement, the Federation has strengthened assessment and moderation processes. Successful external moderation has validated the effectiveness and accuracy of the Federation's approach to internal moderation. Through half-termly CPD sessions, teachers meet to collaboratively moderate writing across year groups, ensuring consistent expectations and secure judgements. These discussions are used to identify emerging trends and gaps in learning, enabling staff to plan targeted, responsive teaching sequences that address identified needs. As a result, there is growing consistency in standards, greater confidence in assessment and a clear cycle of curriculum development that is driving improved outcomes in reading and writing.

To build on the strategy implemented in previous years, ongoing investment in digital technology, including 1:1 iPads, alongside sustained CPD focused on scaffolding, adaptation and accessibility, has continued to strengthen pupils' engagement and success in writing. These approaches are helping to remove barriers associated with physical writing and language acquisition for pupils with EAL. Pupils are able to verbally compose and refine sentences, use translation tools to support their understanding of English, and access a range of digital scaffolds that enhance both independence and the quality of their written outcomes. As a result, pupils are increasingly able to participate fully in the writing process and demonstrate their knowledge and ideas more effectively.

Pupil premium funding contributed towards the deployment of an additional Year 6 teacher to provide small-group teaching in reading, writing and mathematics. This enabled targeted support for identified pupils and accelerated progress towards end-of-key-stage expectations

Challenge 3

	PP	Non-PP
National	94.6%	
School	94.7%	95.9%
PA	12.6%	6.7%
Unauthorised	1.3%	0.91%

Attendance for disadvantaged pupils is 94.7% compared to 95.9% for non-disadvantaged, which is closely in-line and both are above national. Persistent Absence is 12.6% for PP against 6.7% for non-PP, against the National statistic of 13.7%.

Through a strengthened federation-wide approach, attendance for disadvantaged pupils has remained a strategic priority. Attendance is monitored rigorously through regular analysis, EWO involvement, family support and direct

engagement with parents. Persistent absence patterns are identified quickly and addressed through targeted intervention, home-school communication and bespoke support plans. As a result, attendance for disadvantaged pupils remains above national averages and persistent absence is below national figures.

Challenge 4

The proportion of pupils with English as an Additional Language (EAL) is 12.8%, remaining broadly consistent throughout Year 2 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 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. The investment in digital technology, 1:1 iPads, as well as ongoing CPD in scaffolding, adaptations and accessibility have meant that pupils are greater engaged in the writing process, while removing the barriers of physically writing and EAL. Pupils can verbally compose sentences, translate languages to English and access digital scaffolds to enhance the quality of writing.

As a result of the Federation's targeted support for pupils with EAL, pupils are demonstrating increasing success in accessing the curriculum and achieving age-related expectations. Current outcomes show that 35.9% of EAL pupils are achieving the expected standard or higher in reading, including 5.1% attaining Greater Depth, while 28.2% are achieving the expected standard or higher in writing. In mathematics, where language barriers can often be reduced through visual and practical approaches, 48.7% of EAL pupils are achieving the expected standard or higher, including 5.1% working at Greater Depth. These outcomes should be viewed alongside pupils varied starting points on entry and demonstrate the positive impact of early identification, targeted intervention and adaptive teaching strategies.

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 Federation. 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 records demonstrate that disadvantaged pupils accessed trips, clubs and enrichment opportunities at rates comparable to their peers, ensuring equitable access to experiences that support personal development, cultural capital and curriculum engagement.

XX% of disadvantaged pupils participated in at least one enrichment activity during the year compared with XX% of non-disadvantaged pupils.

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	I can..
Mastering Number	National Centre for Excellence in the Teaching of Mathematics