Whitchurch CE Federation Pupil Premium Strategy Amendments Year Three (WIA)



Implemented	September 2026

Pupil Premium WIA Year 3

"Learning to love God and your neighbour as yourself." Luke 10:25-37

Following the Year 1 and Year 2 reviews, the priorities remain broadly correct, the evidence demonstrates that phonics, communication and language, attendance and cultural capital continue to be the key barriers. The Year 3 plan therefore move from implementation to refinement and sustainability, whilst reflecting the successful introduction of Makaton, the Intervention Tracker, Cultural Capital Passports and strengthened attendance processes.

Challenges

1
Pupils' communication, language acquisition and vocabulary development
2
Pupils' phonetic understanding, reading fluency and ability to transfer knowledge into reading and writing
3
Attendance and persistent absence of disadvantaged pupils
4
Pupils whose first language is not English require accelerated language acquisition and curriculum access
5
Access to enrichment opportunities, cultural capital and experiences beyond the classroom

Intended outcomes

Pupils' communication

Pupils in Nursery, Reception and Little Explorers continue to develop communication using verbal language, Makaton, communication books and other appropriate communication systems. Disadvantaged pupils make expected or better progress from their starting points. Disadvantaged pupils achieve outcomes in Communication and Language broadly in line with national figures and gaps continue to diminish.

Pupils have a secure phonic knowledge

Outcomes in phonics improve across EYFS, Year 1 and Year 2. Disadvantaged pupils make accelerated progress from their individual starting points. Gaps between disadvantaged and non-disadvantaged pupils continue to narrow across reading and writing. Reading fluency and comprehension continue to improve.

Attendance

Whole school attendance exceeds national averages. Attendance of disadvantaged pupils improves year-on-year. Persistent absence remains significantly below national figures and attendance procedures are implemented consistently.

All pupils have equitable access to education

New arrivals are assessed swiftly and intervention pathways implemented. Pupils make accelerated progress in acquiring spoken and written English. Pupils access classroom learning confidently and successfully.
Cultural Capital Passports demonstrate increasing breadth of experiences. Disadvantaged pupils access trips, visitors, clubs and wider opportunities at rates comparable to their peers. Pupils develop wider cultural knowledge, confidence and aspirations

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Key additions for Year 3

Teaching

Challenge 1

- Whole-school embedding of Makaton communication strategies.
- Continued ELSEC approaches and Word Aware vocabulary development.
- Ongoing staff CPD focused on communication, language acquisition and adaptive teaching.
- Consistent use of assessment to identify and address language gaps.

Challenge 2

- Continued implementation of Monster Phonics.
- Phonics coaching and quality assurance through trust networks.
- Development of reading fluency through guided reading and reading interventions.
- Staff CPD focused on reading comprehension and early writing.

Challenge 4

- Continued use of Bell Foundation assessment materials.
- Staff training on supporting EAL learners.
- Graduated pathway support through Racing to English, Talk Boost and classroom adaptation strategies.

Targeted Academic Support

Challenge 1

- Talk Boost interventions.
- ELSEC targeted provision.
- Communication and language group work.
- Makaton-supported interventions.

Challenge 2

- Phonics catch-up programmes.
- Precision teaching.
- Reading fluency interventions.

Challenge 4

- Racing to English.
- Targeted EAL intervention programmes.
- Vocabulary intervention groups.
- Additional reading support for new arrivals.

Wider Strategies

Challenge 3

- Family Support Worker.
- Attendance Lead.
- Home visits.
- Attendance Hub programme.
- Attendance contracts and personalised support plans.
- Weekly attendance monitoring and rapid response systems.

Challenge 5

- Continued implementation of Cultural Capital Passports.
- Subsidised educational visits and residential opportunities.
- Access to after-school clubs.
- Theatre visits, church links and musical performances.
- Visitors and workshops linked to curriculum enrichment.
- Monitoring participation rates of disadvantaged pupils.

Year 3 Review Headline

Throughout the final year of the strategy, the Federation will continue to focus on securing sustainable improvements in communication and language, phonics, attendance, EAL provision and cultural capital. Building upon the strong foundations established through Monster Phonics, Makaton, the Intervention Tracker, Cultural Capital Passports and strengthened attendance systems, the Federation aims to further narrow gaps between disadvantaged and non-disadvantaged pupils whilst ensuring all pupils have access to high-quality teaching, targeted support and rich curriculum experiences. This final year of the strategy will focus on embedding successful approaches, evaluating long-term impact and ensuring that improvements are sustained beyond the life of the current plan