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



Implemented	September 2026

Pupil Premium WJA Year 3

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

From the Year 1 and Year 2 reviews, the evidence suggests the original challenges remain the correct barriers to address. However, the emphasis in Year 3 should shift towards embedding the successful approaches introduced during the first two years, particularly reading fluency, adaptive teaching, intervention tracking, EAL provision, attendance systems and cultural capital opportunities. Pupil Premium Review of Year 2 demonstrates improvements across reading, writing, attendance and EAL provision, whilst highlighting that attainment gaps remain in some cohorts and require sustained intervention.

Challenges

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

Pupils to make progress in writing to be in line with peers
Pupils in KS2 will continue to develop their reading confidence, vocabulary acquisition and fluency which will be used as a foundation for improved writing outcomes. Disadvantaged pupils will make accelerated progress from individual starting points through quality first teaching, adaptive practice and targeted intervention. Attainment gaps between disadvantaged and non-disadvantaged pupils will continue to diminish across Key Stage 2.
Pupils to make progress in reading to be in line with peers
Pupils in KS2 will develop fluency, comprehension and vocabulary acquisition in order to access the wider curriculum successfully. Disadvantaged pupils will make strong progress from their starting points and attainment gaps will continue to narrow.
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils
Attendance structures are rigorously implemented and monitored in line with the Attendance Policy. Whole school attendance will remain above national averages. Persistent absence of disadvantaged pupils will continue to reduce and remain below national rates.
Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English.
Disadvantaged pupils with EAL will make the necessary progress from individual starting points through diagnostic assessment, targeted intervention and adaptive teaching. Pupils will develop confidence in spoken and written English and access the full curriculum successfully.
All pupils have equal access to clubs and trips to ensure further cultural capital development
Disadvantaged pupils will continue to access clubs, residential visits, educational visits and wider enrichment opportunities at rates comparable to non-disadvantaged pupils. Cultural Capital Passports will evidence increasing breadth of experiences.

Teaching (for example, CPD, recruitment and retention)

Activity

Pupils to make progress in writing to be in line with peers

CPD, recruitment, additional teaching capacity, assessment systems, curriculum refinement and moderation.

Additional focus on:

- Embedding the revised Pathways to Write curriculum.
- Continued moderation and assessment training.
- Further development of adaptive teaching strategies.
- Utilisation of technology to remove barriers to learning.
- Additional teacher deployment to support identified cohorts.

Challenge addressed: 1

Activity

Pupils to make progress in reading to be in line with peers

CPD, curriculum development, assessment systems and intervention programmes.

Additional focus on:

- Embedding the Federation reading curriculum.
- Extension of reading fluency approaches developed through the 6Ps model.
- Reading comprehension development.
- Support for pupils requiring continued phonics intervention.

Challenge addressed: 2

Activity

Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English

CPD, recruitment, assessment frameworks and adaptive classroom practice.

Additional focus on:

- Bell Foundation assessment framework.
- ELSEC approaches.
- Makaton development across the curriculum.
- Consistent screening and pathway allocation for pupils new to English.
- Development of staff expertise supporting EAL learners.

Challenge addressed: 4

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

Activity

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
- Attendance Action Plans
- Home visits
- Parent meetings
- Attendance monitoring and tracking
- Federation attendance reviews

Challenge addressed: 3

Activity

All pupils have equal access to clubs and trips to ensure further cultural capital development

- Continued implementation of Cultural Capital Passports.
- Subsidised educational visits and residential experiences.
- Access to extra-curricular clubs.
- Theatre visits, visitors and enrichment experiences.
- Shakespeare project and wider curriculum enrichment.
- Church visits and community engagement opportunities.
- Targeted engagement with families to remove barriers to participation.
- Monitoring of disadvantaged pupil participation rates.

Challenge addressed: 5

Year 3 Strategic Rationale

The Federation will focus on embedding and sustaining the successful systems established through the first two years of the strategy. Priority will be given to securing improvements in reading fluency, writing outcomes, attendance, EAL provision and cultural capital. The implementation of the Inclusion Tracker, Cultural Capital Passports, adaptive teaching approaches, reading fluency strategies and targeted interventions has created strong foundations for continued improvement. The final year of the strategy will concentrate on ensuring consistent implementation, evaluating long-term impact and further narrowing attainment gaps between disadvantaged and non-disadvantaged pupils across Key Stage 2.