



Pupil premium strategy statement Whoberley Hall Primary School

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	197
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers financial year 2025 to 2026	2025 to 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026 (Figures) October 2028 (Priorities)
Statement authorised by Governing Board	November 2026
Pupil premium lead	Lisa Speedy
Governor / Trustee lead	Sophie Alker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,200
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>	£96,200



Part A: Pupil premium strategy plan

Statement of intent

At Whoberley Hall Primary School we are determined to enable all pupils to access the curriculum and be engaged in and enjoy their learning, irrespective of their backgrounds. We are committed to ensuring that all pupils make the best progress that they can.

The purpose of this plan is to outline how we intend to do this for disadvantaged pupils through the use of Pupil Premium funding. Careful analysis of school internal data around attainment and progress means that support and intervention can be targeted in an appropriate way. Furthermore, those pupils that are already attaining well, can, via the use of funding, make accelerated progress and have their school experience enhanced through, for example, accessing extra-curricular activities and off-site visits.

This plan outlines the barriers to learning faced by some disadvantaged pupils. These barriers have been identified by looking at the school internal data and assessments, speaking to children and families and through work carried out by our learning mentor around well-being. We have looked closely at both internal and end of key stage assessment data for any notable trends around disadvantaged pupils. Along with trends and barriers in general, we have also looked at individual need during termly pupil progress meetings between SLT and teachers.

The plan also illustrates some of the rationale behind decisions that have been made around use of funding. For example, the use of Recovery Premium and School-Led Tutoring funding, to release teachers, HLTAs and TAs to deliver interventions, as opposed to bringing in external tutors. In summary, at Whoberley Hall we value the learning experience of all pupils. Children should not be prevented from achieving the very best that they are capable of. It is our duty and promise as teachers that we will do our very best to ensure that all pupils experience success.

Challenges

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

Challenge number	Detail of challenge
1	English as an additional language alongside Pupil Premium
2	SEND alongside Pupil Premium



3	Attendance Issues alongside Pupil Premium
4	Social, Emotional and Behavioural Issues alongside Pupil Premium
5	Economic Deprivation

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
Children are proficient in using English to access the curriculum- including speaking and listening.	- Children's English proficiency is assessed on entry to school - A clear plan of support is devised using resources such as Flash Academy and Insight, including interventions and main class teaching - School staff continue their oracy training overseen by Voice 21- following the agreed three-year plan - Progress is closely monitored along with the quality of support - Upward trend in progress is seen
Children with SEND are making good progress from their starting point	- A clear identification process is used effectively to aid the school SENCo in targeting support appropriately - Regular monitoring of intervention and main teaching identify that provision matches need - School commissions a variety of agencies that provide advice and assessments to inform practice - Teachers read and act upon advice from the school SENDCo and also from outside agencies - Parents are kept fully informed about support, progress and attainment - Progress towards identified targets is closely monitored by teachers - Children with SEND make progress appropriate for them from their starting points
Children attend school regularly and attendance is not having an adverse impact upon attainment and progress	The attendance team, including a representative from the LA team

	meet at least every half-term to review data and discuss actions to be taken to improve attendance across the school, in groups and also individuals • In between meetings, school continues to highlight attendance expectations on the weekly newsletter and in assemblies, and reward good attendance through the weekly trophy • Letters are sent out to parents where attendance falls Well below, below or just below 95% • Parent meetings are held when attendance is not improving, where support is offered the family, for example, Early Help • Attendance Contracts are used as a way of reinforcing the importance of good attendance and that parents have a legal obligation to ensure their children are in school • Holidays in term time are not authorised except in very exceptional circumstances- at the head's discretion • Penalty notices are routinely issued for holidays that have not been authorised. They are also considered in other circumstances where other measures have failed to improve attendance. • Punctuality is closely monitored and letters reminding parents of the importance of this are also sent out regularly as part of the half-termly meetings. • As a result of all of the measures, attendance rates are on an upwards trend, at least 95% and moving towards an ambitious target of 97%
Children access the social, emotional and behavioural support required to enable them to focus in school and make good progress	• Children requiring SEMH support are identified via the safeguarding team through discussions with other staff. • Discussion and other assessments enable the creation of a target around a specific area of SEMH.

	• Children are either referred on to another agency or are seen 'in house' by the school learning mentor or Counsellor. • Children can also receive Interventions via the class teacher /teaching assistant depending upon capacity. • At the end of the block of support, assessments are used to determine impact. • Families are consulted throughout the process.
All pupils are able to access quality music tuition and school trips/wider enrichment activities without economic hardship affecting their access.	• All pupils will learn a tuned instrument in Year 4. • School will supplement school trips for PP children and help with gradual payment of larger sums of money for off-site activities.

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: £28500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Releasing staff from classes to monitor subject areas	Quality Assurance in Education: Best Practices in Schools- The National College <i>'Quality assurance in education is central to the success of UK schools. By employing rigorous self-evaluation, performance management, data analysis, curriculum monitoring, and external</i>	1,2,3,4,5 £9500



	<i>inspections, schools ensure they maintain high standards of teaching and learning. However, the process must strike a balance between accountability, improvement, and the broader educational experience of students. By focusing on continuous improvement, schools can ensure that every child has access to a high-quality education that prepares them for life beyond the classroom.'</i> <i>'Purposeful, proportionate monitoring can help schools stay responsive during implementation and make the most of limited resources'- Rachel Emmett</i> Blog- Why does monitoring matter for schools? August, 2025 <i>'When it comes to implementing something new, we know that how it is done is just as important as what is implemented. By carefully monitoring implementation, schools and colleges can use their limited resources to flag any potential issues early on, and focus on approaches that will have the most impact for their individual settings.'</i>	
Release time for staff to conduct research around their own subject area and then lead CPD on this for other staff. At times staff will need to attend INSET off site to improve their own performance.	The National Foundation for Educational Research- Why and how teachers should make use of research evidence Michelle Judkins, Oliver Stacey, Tami McCrone & Matthew Inniss <i>'Overall, engaging in research evidence was perceived to encourage teacher reflection and open-mindedness.</i>	1,2,5 £9500

	Professor Daniel Muijs wrote an article in 2019 on why research is vital for the evidence-based profession of teaching. In this, he identified how basing practice on evidence gave teachers the best chance of improving outcomes for their students and identified ways schools could overcome the challenges which often stand in the way of this. Teachers' openness to adopting different approaches was considered to make lessons more engaging for learners, and engaging with research was seen to encourage this: 'Using research evidence can give you new ideas; it helps to stop you getting stale and using the same teaching strategies over and over again . . . ' . Interviewees also believed that teachers benefit from research evidence through its use to inform professional development and through the confidence acquired from implementing new approaches: 'research provides evidence that a teaching strategy is effective. This in turn gives you more confidence to try out something new in the classroom and to take a risk' . SLT members explained the benefits of using research evidence in terms of its ability to drive school improvement initiatives; to substantiate the reasons behind change; and to underpin staff professional development: '[Engaging in research evidence] provides a process for thought and examination of practice. It opens minds and prevents teachers becoming compartmentalized within their own subject areas' .	



Release staff to visit schools that are currently using strategies that we are considering, for example, Opal.	Learning Visits: How Teachers Can Support Each Other <i>'Peer learning visits are a valuable tool for staff professional development, particularly because their focus comes from the teacher. They build a community of trust and offer the chance to open up classroom practice to an audience wider than just your students.'</i>	1,2,5 £9500
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56314.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the services of agencies as appropriate for assessing and supporting pupils with SEND	Inclusion of children and young people with special educational needs and disabilities in schools – how can local areas support schools? November 2024 <i>'Strong multi-agency working, a joined-up approach with good relationships across different parts of the local SEND partnership - education, health and social care - was described as important in supporting inclusion.'</i> Gary Aubin, an Education Endowment Fund associate, describes five steps to effectively supporting pupils with SEND in school: Teachers should- <i>'Make in-the-moment adaptations In the EEF guidance report Special Educational Needs in Mainstream School, it is</i>	2 £13249.50

	<i>stated that teachers should; ‘build a holistic picture of the pupil’s learning needs by gathering information from several sources, such as the pupil, parents and carers, colleagues, and external professionals.’</i>	
Purchase of InPrint and use of Flash Academy to support EAL learners. Enabling curriculum work to be coded with pictures so that all learners can access curriculum content. pictures Other curriculum resources	The Bell Foundation- EAL: Our Calls for Change and the Evidence <i>‘The ability to speak English well has the greatest impact on EAL pupils’ attainment. Our research shows that proficiency in English for this group explains between four and six times as much variation in achievement as gender, free school meals and ethnicity combined. Schools must be able to assess this accurately.’</i> <i>‘EAL learners have a double job to do. They must acquire proficiency in English at the same time as learning curriculum content. Therefore, it is important to provide them with activities which teach and practise language structures through the medium of curriculum subjects.’</i>	1 £2500
Targeted interventions for small group or individual pupils	EEF- Making a Difference With Effective Tutoring <i>‘When one-to one and small group tutoring are implemented well—following the principles in this short guide—it is likely that it can be impactful. This may prove particularly valuable to</i>	1,2,5 £6840



	<i>support closing the gap for disadvantaged pupils.'</i> Effective Interventions in Education: Types and Examples- Hannah Hawthorne September 14, 2023 <i>'When pupils fall behind their peers, they can begin to lose confidence. Implementing interventions can help to build a child's self-worth, as well as their academic understanding. Equally, interventions often take place in a nurturing, safe environment, which can positively contribute to students' overall wellbeing'</i>	
Training staff around Oracy strategies via Voice 21 programme-continuing the three year CPD programme	EEF Research has found that there is a good impact upon attainment resulting from Oracy focussed work in schools On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1,2,5 £2475
Targeted TA support in class		1,2,3,4,5 £31250.40

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

Budgeted cost: £11385.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that pupils in difficulties have access to well-being support through buying in	Jo Holmes Children, Young People and Families Lead at British	4 £3588



hours for a counsellor to come and work with pupils 1 morning a week.	Association for Counselling and Psychotherapy (BACP) <i>‘Our analysis found that school-based humanistic counselling works and makes a difference to the well-being of pupils, albeit at a cost’- Mick Cooper, Professor of Counselling Psychology at the University of Roehampton. Professionally delivered school counselling services are not cheap, and neither should they be. School counsellors are highly trained, experienced and skilled practitioners, often working with complex need and trauma linked to psychological distress.’</i>	
Enabling the Learning Mentor to meet with mental health services like the Mental Health in Schools Team- to ensure that the correct children/families are referred to the correct level of support.	The Early Intervention Foundation 2021 Blog- Three reasons why schools should offer mental health interventions <i>‘All children and young people can benefit from school-based mental health support, in particular those with less supportive home environments or where families are under additional stress. Indeed, the school environment is not only a place of learning but also an important source of friends, social networks, and adult role models, which can all have a significant influence on a young people’s development.</i> <i>Schools are in the unique position of being able to reach children and young people regardless of their personal circumstances or family background.’</i>	4 £1600



Improving school attendance so that absence does not adversely impact upon children's attainment-buying into the LA authority attendance offer Releasing staff to conduct home visits where there this may be required, either as part of school induction or connected to school absence	Recent research by the Department for Education shows just how closely attendance and attainment are linked. <i>'The link between attendance and attainment in an assessment year DFE Research Report March 2025</i> <i>At KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. This means missing just 10 days of year 6 reduced the likelihood of reaching the expected standard by around 25%. Pupils who attended nearly every day were 1.8 times more likely to achieve the standard than persistently absent pupils who only attend 85-90% of the time (relating to 4 -6 weeks more time in school).'</i> Family-school connectivity during transition to primary school- Elizabeth Tobin- March 2022 <i>'International research suggests that family-school connections are particularly influential during school transitions when parents and families require specific input from educators, and children are beginning to form their academic identities (Dockett, Perry, and Kearney Citation2012). Findings from McIntyre and colleagues (2007) indicate that parents wanted to receive more information from schools about the transition to primary school and</i>	3 £895



	<i>understand what they could do to help prepare their child.'</i>	
Supplementing school trips and extra-curricular clubs so that all children can access wider enrichment experiences	Trips are the thing we all remember from our school days- Jessica Wythe - First published: 30 November 2023 The learning value of school trips for children with special educational needs from the perspective of primary school teachers <i>'Educational school visits can have extensive benefits for children with a range of special educational needs, including outcome-based affordances, learning engagement-related benefits and skill acquisition and development.'</i> Research from the EEF shows that: <i>'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.'</i> As a school we believe that children should not be excluded from wider opportunities, particularly where these are reinforcing learning.' A new report by the Centre for Young Lives - commissioned by NCS Trust, and The Duke of Edinburgh's Award - <i>'For some children and young people, there is a direct link between enrichment and attendance, with schools and providers consistently</i>	5 £1488



	<i>describing young people who go to school precisely because of the existence of an enrichment offer.'</i>	
Ensuring that all pupils have access to music tuition- buying in whole class tuition in Year 4	How music in schools boosts child development 31 Mar 2025 <i>'Cognitive benefits</i> <i>Music is known to boost memory, attention, and brain function by engaging both hemispheres of the brain, supporting skills like memory recall and cognitive flexibility. Studies have shown that music helps retain information, making learning more memorable by transforming complex concepts into catchy tunes.</i> <i>Music's strong connection to memory often triggers vivid recollections and emotions, reinforcing learning in a way that can make academic content more engaging and relatable. Through music, children not only develop cognitive abilities but also gain a deeper understanding and appreciation for cultural diversity and expression.'</i>	5 £2970.10
Ensuring that children have access to mental health support through releasing the learning mentor to attend meetings with the Primary Mental Health Team link. Also, for the learning mentor to complete well-being 'check ins'.	National Institute for Health and Care Research- Jo Ellins, Senior Fellow, University of Birmingham <i>'At a time when we are seeing sustained increases in the number of young people experiencing mental health problems and specialist services struggling to cope with demand, there is a strong rationale</i>	4 £844



	<i>for investing in schools-based mental health and wellbeing. Most children spend more time in school than any other setting outside of their home.'</i>	
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Total budgeted cost: £96,200



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Current data from across the school shows that there are 62 children listed as being Pupil Premium from Years 1 to 6.

Of these children, 38 fall under the subcategories of English Additional Language or/and SEND (25 SEND and 15 EAL) that are directly affecting their attainment.

24 children do not fall into any other subcategories. Of these:

In Reading

18 pupils (75%) achieved the Expected standard in Reading

6 pupils (25%) achieved above the expected standard in Reading

6 pupils were below the expected standard- 2 are new to the school

In Writing

16 pupils (67%) achieved the Expected standard in Writing

3 pupils (13%) achieved above the expected standard in Writing

8 pupils were below the expected standard- 3 are new to the school

In Maths

16 pupils (67%) achieved the Expected standard in Maths

5 pupils (21%) achieved above the expected standard in Maths

8 pupils were below the expected standard- 3 are new to school

It is important to note that the majority of the children that have not yet achieved the expected standard, are sitting '*Just Below*' the standard.



Externally provided programmes

Programme	Provider
Attendance Support	Coventry Attendance Team
Counselling	Relationship Coventry (Formerly Time for You)
Educational Psychology Assessments	Coventry Local Authority Team
Music Tuition	Coventry Music Manhattan Music
Play Therapy	Stephen Poole
Learning and Behaviour Support	Social Emotional Mental Health And Learning Team (SEMHL)
Speech and Language Therapy	Hope Therapies