

# Pupil Premium Strategy Statement 2025-27

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail                                                                  | Data                                                                                                                                                                       |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School name                                                             | Whitefield Infant School and Nursery                                                                                                                                       |
| Number of PP pupils in school                                           | Nursery - $27/70 = 38.6\%$<br>Reception - $37 / 89 = 41.6\%$<br>Year 1- $52/89 = 58.4\%$<br>Year 2 - $33/78 = 43.3\%$<br><b>Total on Roll- <math>149/324 = 48\%</math></b> |
| Proportion (%) of pupil premium eligible pupils 2025-26                 | <b>Total on Roll- <math>149/324 = 48\%</math></b><br>(Reception-Year 2)                                                                                                    |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2027 (although reviewed annually)                                                                                                                                     |
| Date this statement was published                                       | 12.11.25                                                                                                                                                                   |
| Date on which it will be reviewed                                       | Reviewed September 2025<br>September 2026 (monitored termly)<br>September 2027 (monitored termly)                                                                          |
| Statement authorised by                                                 | Steven Wilkinson (Chair of Governors)                                                                                                                                      |
| Pupil Premium Lead                                                      | Erica Mason                                                                                                                                                                |
| Governor / Trustee Lead                                                 | Steven Wilkinson                                                                                                                                                           |

Funding overview 25-26

| Detail                                                                                 | Amount     |
|----------------------------------------------------------------------------------------|------------|
| Pupil Premium funding allocation this academic year                                    | £ 119, 715 |
| Recovery Premium funding allocation this academic year                                 | £0         |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0         |
| Total for this year                                                                    | £119, 715  |

## Part A: Pupil Premium Strategy Plan - Statement of Intent

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports, Michael Barber) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. 100% of children attending Whitefield Infant School come from the highest quintile of deprivation. Professional Excellence and a Personalised Curriculum are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a Personalised Curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures our children access a high quality education, but that motivation is high and staff development and retention is good.

While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly

## Challenges

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

| Challenge Number | Detail of Challenge                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <ul style="list-style-type: none"><li>Many Pupil Premium children fit into vulnerable groups - SEND - ASD, SEMH, C&amp;L</li></ul>                                                                                                                                                 |
| 2                | <ul style="list-style-type: none"><li>Parental engagement and low literacy levels of some parents impacts on pupil progress and the parent's ability to support their children at home.</li></ul>                                                                                  |
| 3                | <ul style="list-style-type: none"><li>Language and Communication - 98% EAL learners</li></ul>                                                                                                                                                                                      |
| 4                | <ul style="list-style-type: none"><li>Attendance - requests for extended leave during term time to visit family abroad.</li></ul>                                                                                                                                                  |
| 5                | <ul style="list-style-type: none"><li>Many children have a limited knowledge and understanding of the world - very limited life experiences/cultural capital</li></ul>                                                                                                             |
| 6                | <ul style="list-style-type: none"><li>A number of children are not eligible for pupil premium, as some families are not eligible to access British funds. Our funding does not reflect the deprivation and levels of need, although it has risen significantly recently.</li></ul> |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve oral language skills for all pupils across school                                                                            | <ul style="list-style-type: none"> <li>• S and L focus across school - daily focus in all classes. Consistent strategies used across school to develop vocabulary and language/talk.</li> <li>• All staff are confident in delivering targeted support in communication.</li> <li>• NEILI introduced as a whole class, targeted approach to improving oracy in Nursery and Reception, laying the firm foundations.</li> <li>• Early identification for children requiring S&amp;L intervention (Targeted S&amp;L intervention delivered by our in-school TA, alongside a S&amp;L termly therapist).</li> <li>• Children have access to a rich reading spine, exposing them to quality language and vocabulary</li> </ul> |
| Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful. | <ul style="list-style-type: none"> <li>• Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life.</li> <li>• Children have access to a range of extra-curricular provision to broaden their experiences.</li> <li>• School will support visits for PP children, taking away the financial barriers for families.</li> </ul>                                                                                                                                                                                                                                                                                                                   |
| Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.                             | <ul style="list-style-type: none"> <li>• 'The Meadow' opened as an in-school intensive intervention for our most complex SEND learners.</li> <li>• Children receive daily-targeted intervention in small groups.</li> <li>• Children make good progress from their starting points, monitored through half termly pupil progress meetings and profile meetings.</li> <li>• Specialist teacher input where required to further support appropriate teaching strategies.</li> </ul>                                                                                                                                                                                                                                        |
| Ensure the best outcomes for all PP pupil through targeted support and quality first teaching                                        | <ul style="list-style-type: none"> <li>• Daily literacy/numeracy/phonics interventions</li> <li>• Small group work to target individual needs across the school.</li> <li>• Daily reading support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased parental engagement with school | <ul style="list-style-type: none"> <li>Increased active parental engagement, supporting learning.</li> <li>Parents and families attending our celebration events during the academic year.</li> <li>PP families attending parents classes, helping to improve life chances and access to education/skills for life.</li> </ul> |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted Cost: £90,715**

| Approach                                                                          | Activity                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                      | Monitoring of actions                                                                                                                                                                                                                                                                                                                                       | Challenge number (s) addressed |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| All Pupil Premium children make at least good progress from their starting points | <ul style="list-style-type: none"> <li>All class teams aware of the PP children</li> <li>Allocated class TA support, offering interventions, for all year groups, supporting quality first teaching across the curriculum.</li> </ul> | <p>The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue.</p> <p><a href="#">Making Best Use of Teaching Assistants   Education Endowment Foundation   EEF</a></p> <p>Sutton Trust - quality first teaching has direct impact on pupil outcomes</p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p> | <p>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</p> <p>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)</p> | 1, 2, 4, 6                     |

|                                                                                                                                         |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                      |                                                                                                                             |            |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                                                                         | <ul style="list-style-type: none"> <li>Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding (see CPD calendar).</li> </ul>                                                                                  | <p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p>                                           | <p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>                         | 1, 2, 4    |
|                                                                                                                                         | <ul style="list-style-type: none"> <li>Continue to run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home.</li> </ul>                                       |                                                                                                                                                                                                                                      | <p>Parent class calendar of events/classes.</p> <p>Links with Lancashire Adult Learning/local adult education providers</p> | 3, 6       |
| Whole school training will ensure staff can best support attainment, development and emotional well-being of all Pupil Premium children | <ul style="list-style-type: none"> <li>Whole staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding</li> </ul> | <p>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   Education Endowment Foundation   EEF</a></p> | <p>CPD log</p> <p>General interactions with children round school</p> <p>CPOM's</p>                                         | 1, 2, 4, 6 |

## Targeted academic support

**Budgeted Cost: £11,000**

| Approach                                                                          | Activity                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                            | Monitoring of actions                                                                                                                                                                                                                                                                                                   | Challenge number (s) addressed |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| All Pupil Premium children make at least good progress from their starting points | <ul style="list-style-type: none"> <li>Regular Speech and language intervention sessions (Talk Boost/ Early Talk Boosts/ Welcomm) for target pupils across school.</li> <li>All N/R access NEILI speech and language intervention - buy materials/training.</li> </ul> | <p>Communication and Language is the highest area of need on our SEND register - research supports the effectiveness of the chosen strategies</p> <p><a href="#">Special Educational Needs in Mainstream Schools   Education Endowment Foundation   EEF</a></p> | <ul style="list-style-type: none"> <li>Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co.</li> </ul>                                              | 1, 2, 3, 4                     |
|                                                                                   | <ul style="list-style-type: none"> <li>Additional phonics sessions for pupils in KS1 (Catch-up phonics)</li> <li>2x phonics sessions daily in EYFS to help ensure children progress in line with National expectations</li> </ul>                                      |                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Phonics assessments will be conducted regularly and monitored by Phonics Lead (TLR post) to ensure at least good progress</li> <li>Targeted readers will be monitored by Phonics Lead</li> <li>Pitch of phase/text matched monitored by Phonics Lead</li> </ul>                  | 1, 2, 3, 4                     |
|                                                                                   | <ul style="list-style-type: none"> <li>Daily readers for (at least) the lowest 20% of children and those who don't get support/read at home.</li> </ul>                                                                                                                |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         | 1, 2, 3, 4                     |
|                                                                                   | <ul style="list-style-type: none"> <li>Additional maths booster group implemented where children are struggling to access the content through daily TA support</li> </ul>                                                                                              | <p>High expectations of ALL children - no ceiling/differentiation in expectations</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   Education Endowment Foundation   EEF</a></p>                                                    | <ul style="list-style-type: none"> <li>Maths leader monitoring calendar/SLT Monitoring calendar</li> <li>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</li> </ul> | 1,2 ,3, 4                      |



|  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |         |
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|  |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms</li> </ul>           |         |
|  | <ul style="list-style-type: none"> <li>2x trained SEND Co-ordinators (One EYFS focused, one KS1) to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points.</li> </ul> | <a href="#">Special Educational Needs in Mainstream Schools   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Appraisal of SEND Co's in school</li> <li>POP's</li> <li>Parental engagement of SEND children through termly POP meetings</li> </ul> | 2, 4    |
|  | <ul style="list-style-type: none"> <li>Subscriptions to online/web based programs to support children at home (Bug Club, Purple Mash, Numbots, Espresso, Education City)</li> </ul>                                                                               | <p>Use of digital technologies - clear evidence to support technology at home for maths, English and phonics.</p> <p><a href="#">Using Digital Technology to Improve Learning   Education Endowment Foundation   EEF</a></p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a></p> | <ul style="list-style-type: none"> <li>LL to monitor use of chosen technologies at home.</li> <li>Tasks set online to support the children's learning journey.</li> </ul>   | 1, 3, 4 |

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

**Budgeted Cost: £18,000**

| Approach                                                                            | Activity                                                                                                                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                  | Monitoring of actions                                                                                                                                                                                                                                                                                                                 | Challenge number (s) addressed |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| All Pupil Premium children have excellent attendance                                | <ul style="list-style-type: none"> <li>Each week, an attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National.</li> <li>The HSSL will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance.</li> </ul>                                          | <p>Reduction in term-time absence requests over last 6 years</p> <p><a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a></p>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Parent surveys</li> <li>Weekly attendance figures</li> <li>Termly HT report to the Governing Board</li> </ul>                                                                                                                                                                                  | 3, 4, 5                        |
|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       | 3, 4, 5                        |
| All children have access to a quality, rich curriculum, developing cultural capital | <ul style="list-style-type: none"> <li>Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences - all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school)</li> </ul> | <p>Learning is contextualised in concrete and language rich experiences.</p> <p>Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>SHUE data<br/>EEF - sports participation increase educational engagement and attainment<br/>EEF - outdoor learning shows positive benefits on academic learning and self-confidence.</p> | <ul style="list-style-type: none"> <li>A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term)</li> <li>Weekly curriculum meeting calendar, Enrichment Overview, S of W, Extra Curricular offer</li> </ul> | 1, 2, 4, 6                     |



# Part B: Review of outcomes in the previous academic year

## Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- External data shows children achieving broadly in line with National figures, from very low starting points (see phonics, EYFS and Yr 2 data)
- Through monitoring, both PP lead, assessment lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2024-25 (This can be ratified via internal assessment systems/pupil progress meeting records and termly provision maps).
- PP pupils have been fully engaged in a wide range of trips and experiences to develop their Cultural Capital and bring the curriculum to life - see website, past newsletters, termly HT report to Gov's.
- PP children have been targeted for extra-curricular activities (choir, sport's club, art club etc) to widen their opportunities.
- PP have 'Early Bird's club that is funded to ensure a good start to the day
- Some families have been supported with household items and food parcels to ensure all essential home items are available.
- Musician and artist in residence and ICT Leader have provided opportunities to ensure to ensure children are well-rounded and access to a broad and balanced curriculum, preparing them for life after Whitefield.

## Externally provided programmes

| Programme                                                | Provider |
|----------------------------------------------------------|----------|
| Red Rose Letter and Sounds                               | LCC      |
| S&L interventions - Talk Boost/ Early Talk Boost/ Welcom | LCC      |