

Pupil Premium Strategy Statement



Whitechapel Primary School

This statement details our school's use of the 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
School name	Whitechapel Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Nicola Noblett
Pupil premium lead	Nicola Noblett
Governor Lead	Julie Seed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 10,605

Part A: Pupil premium strategy plan

Statement of intent

At Whitechapel Primary School, we are committed to helping every pupil grow, succeed, and achieve their full potential in all areas of learning.

We recognise that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for pupil premium. Therefore, we also identify these additional pupils to ensure all pupil needs are acknowledged. Some of our disadvantaged pupils may have a range of barriers to their learning that may prevent them from achieving their full potential.

We have a commitment to raising the achievements for pupils who are eligible for Pupil Premium but never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest outcomes.

We ensure all pupils receive high quality first teaching delivered by well-trained teachers. Our teachers access bespoke professional development programmes, ensuring they have the skills to deliver high quality lessons across the curriculum to all pupil groups.

Our skilled teaching assistants work alongside teachers to provide targeted academic support and interventions that are grounded in evidence and tailored to the individual needs of the pupils. We aim for all pupils to have access to effective interventions that enable them to progress rapidly when gaps in their learning emerge or to support specific SEND and SEMH needs.

All interventions are rigorously monitored and their impact evaluated. The Headteacher with the Governors has a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils.

At Whitechapel Primary School, we provide mental health and wellbeing support for pupils and their families. We offer nurture and support for pupils through personalised plans and through referral to external agencies. We also work closely with families to support attendance and ensure individual needs are met.

Whitechapel Primary School aspires to offer our children quality enrichment opportunities. This ensures the pupils are exposed to a wide variety of experiences to enhance their education. These opportunities aim to foster a love of learning, develop curiosity and promote aspiration.

We are committed to developing the whole child with particular attention each pupil's academia, well-being and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have limited access to extra-curricular enrichment opportunities leading to a limitation of their cultural capital experiences.
2	To provide social, emotional and mental health support where required for pupils and families to raise confidence, self-esteem and self-belief.
3	To provide targeted provision for phonics, reading and writing and close the attainment gap with non-disadvantaged pupils.
4	14% of our disadvantaged pupils have SEND which presents certain barriers to learning.

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
Effective provision is in place for disadvantaged pupils with SEND to remove barriers to learning and enable these pupils to make maximum progress.	There are high standards and fulfilment of potential for disadvantaged pupils with SEND.
To provide clear strategies to support individual children with additional needs to maximise their potential.	Support is in place to ensure all needs are met. PIVAT and assessment data show good progress is being made.
To ensure that any gaps in learning are identified and addressed.	Support and intervention is timely, appropriate and focusses on the children making good progress in line with their peers.
Attainment of PPG children in reading and writing is at least in line with that of all children.	Assessment and monitoring indicates significant progress in English amongst disadvantaged pupils. Improved outcomes in reading and writing.
To achieve and sustain social and emotional wellbeing for all pupils	Sustained high levels of wellbeing from demonstrated by: - qualitative data from pupil voice, questionnaires, PSED PIVATs scores and teacher observations - participation in enrichment activities, particularly among disadvantaged pupils

To increase life experiences by providing opportunities for future development e.g. extra-curricular, leadership roles and access to cultural capital experiences.	All pupils to have been provided with opportunities to develop and widen life's experiences through a quality enrichment programme and leadership opportunities.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on social, emotional and mental health. Training sessions to enable staff to develop strategies and approaches to support pupils needs.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://d2tic4wvo1iusb.cloudfront.net/producton/eeef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1764586012	2
Continuous professional development for all staff to enable high quality SEND provision and CPD for all members of staff. Training to include: Adapted Learning Precision Teaching Autism Supporting dysregulation	Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of school. The attainment gap between pupils with SEND and their peers. This is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. SEND in Mainstream Schools - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	3 & 4
To ensure there is a strong writing culture across the whole school, developed through high quality CPD, that ensures quality provision and best outcomes including children writing at GDS	CPD & SIP focus for 2025-2026 on: Shared & Guided Writing / Use of WAGOLLS Transcription skills Shared assessment with high quality feedback https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	3

The training of staff on the implementation of the Lancashire Red Rose Spelling strategies in Key Stage 2	The EEF guidance highlights the importance of a systematic programme for teaching spelling and how this impacts positively on the automaticity of the writing process. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764670042	3 & 4
To develop a shared understanding of Personal Development and SMSC that enables pupils to develop their wellbeing, resilience and spirituality.	SIP 2025-2026 – Clear programme to develop pupil resilience and learner autonomy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £7005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions including bespoke intervention and 1:1 support	Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Improving Literacy in Key Stage 1 EEF	3 & 4
Internal SENCO led assessments including use of dyslexia screening, Phonics tracker and Lexia screening.	To monitor progress and tailor intervention to meet the individual needs of pupils. Use assessment to inform planning to support interventions and quality first teaching,	3 & 4
To provide specialist teacher support and behaviour specialist consultants to provide targeted support for vulnerable individual children with additional needs.	Guidance by specialist teacher, behaviour consultants, counselling support etc will inform school decisions, ensuring SEN and emotional needs are met.	2,3,& 4
Small group and 1:1 intervention for reading, writing and mathematics led by TAs, CT and SENCO. Planned intervention sessions according to gaps in learning.	Small group intervention – the EEF evidences that this approach has an average impact of 4 months additional progress over a year, depending upon how frequently the programme is implemented.	3 & 4

Use of pre-teach in mathematics to support confidence and success in whole class lessons.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide support for pupils' Social, Emotional and Mental Health. Small group/ 1:1 sessions including Social Stories, Lego Therapy and appropriate resources. Included: Delivery of the 'My Happy Mind' programme to support positive wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2
To provide all pupils with opportunities to attend educational visits, extra curricular clubs to enrich their cultural capital. Philharmonic Orchestra Art galleries Music / Sport activities Residential trips	"Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement." DFE	1
To provide pupils with the opportunity to develop core team skills, metacognition strategies to grow as autonomous learners. Use of: Secretly Famous Commando Jos	Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1 & 2

Total budgeted cost: £ 10,605.00

Part B: Review of the previous academic year

£4400 Pupil Premium Funding + £1000 recovery premium funding was allocated to the school in 2024-2025.

Of the 7 children identified as disadvantaged:

Reading

85% achieved their personal targets.

57% achieved age-related expectation with 14% achieving Greater Depth

Writing

71% achieved their personal targets

57% achieved age-related expectation with 14% achieving Greater Depth

Maths

71% achieved their personal targets and age-related expectation and 28% achieved Greater Depth.

All staff have received trauma informed training in 2024-2025 and policies and procedures refer to new practices.

All PP children attended educational visits and two PP children experienced a trip to the philharmonic orchestra alongside their class for the first time.

Attendance

	Sessions missed due to overall absence		Persistent Absentees absent for 10% of sessions		Absence Rate for Pupils eligible for FSM	
	School	National	School	National	School	National
2024-2025	3.78%	6.63%	1.9%	17.63%	3.2%	10.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IDL	IDL (International Dyslexia Learning) Solutions Limited
Neli	Nuffield Early Language Intervention
Mathletics	3P Learning
Maths Mastery and Mastering Number in Early Years	NCETM and Lancashire Authority
Opening Worlds Humanities Programme	HEP
Lexia Core 5 Reading	Lexia UK
Boost Online Learning (Reading)	Hodder Education

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)