

# Pupil Premium Strategy Statement Whitchurch Combined School 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment and well-being 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	Whitchurch Combined School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2028 Currently in 2025-26
Date this statement was published	31 December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Mobbs – HT
Pupil premium lead	Rachel Mobbs – HT
Governor / Trustee lead	Paul Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£44,535

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitchurch Combined School we aim for each pupil, including disadvantaged pupils, to make good progress within a caring and supportive environment where all pupils are expected to do their best. Our provision for our pupils eligible for pupil premium funding aims to target areas of need and close the gap. We strive to ensure a culture of high quality first teaching and bespoke interventions focused on specific knowledge or skills a pupil needs to achieve progress.

We have identified that our key principles for our current strategy plan (24-28) are:

- Close the attainment and progress gap between disadvantaged pupils (Pupil Premium - PP) and their peers so that PP pupils reach age-related expectations (ARE) and have improved rates of Greater Depth/Secure (GDS) where appropriate by the end of each key stage.
- Ensure PP pupils secure fluent reading and vocabulary sufficient to access the whole curriculum.
- Build durable mathematical understanding and problem-solving ability so PP pupils access a mastery curriculum.
- Strengthen pupils' retention of knowledge and subject vocabulary (improved retrieval and long-term memory).
- Remove non-academic barriers to learning (attendance, wellbeing, parental engagement and cultural capital) so pupils attend, participate and thrive.
- Ensure PP pupils are as independent as their peers by Year 6 (Y7-ready) and are represented among school leaders (digital leaders, peer mentors).

How this strategy works towards those objectives

- Uses the DfE / EEF tiered Menu of Approaches: prioritise Tier 1 (high-quality teaching), fund Tier 2 (targeted academic support) where diagnostics show need, and invest in Tier 3 (wider strategies) to remove external barriers.
- Targets a small number of high-impact approaches underpinned by research evidence (EEF) and tailored to Whitchurch's context (one-form entry, rural Buckinghamshire, 198 pupils, 27 PP, 22% of PP have SEN support or EHCPs, phonics/reading and maths mastery are local priorities).
- Allocates funding and staff time to: strengthen core teaching quality (including metacognition and retrieval practice), run targeted catch-up (small-group/1:1 tuition, phonics), and address SEMH and attendance barriers with pastoral and parental work.
- Embeds monitoring, diagnostic assessment and governor oversight so leaders can reallocate resources as needed and track impact against success criteria.

Key principles

- Evidence-led: interventions selected are supported by high-quality evidence (EEF guidance/toolkit; independent trials).
- Whole-school: all staff share responsibility for disadvantaged pupils' progress (not isolated spending).
- Diagnostic & responsive: use standardised diagnostics and teacher assessment to match support to need and adapt as progress data emerges.
- Sustainable capacity building: priority given to CPD and in-class improvement so disadvantaged pupils benefit from quality first teaching.
- Inclusive & proportionate: additional, targeted support where necessary - including for PP pupils with SEND (22% of PP).

- Transparent & published: the strategy will be published on the school website and reviewed annually, with termly reporting to governors.

## Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment for some PP pupils (gaps from disrupted schooling / SEN). 22% of PP pupils have SEN support/EHCP; PP whole-school attainment Y1–6: Reading 64% at ARE (GDS 12%), Writing 52% (GDS 4%), Maths 52% (GDS 4%). KS2 Combined RWM for PP lower than whole cohort.
2	Parental aspiration / external engagement is often low (attendance at events/workshops), with cost/time barriers; this limits home support for learning and access to cultural capital.
3	Retention of knowledge and vocabulary - diagnostic and classroom evidence show PP pupils struggle to retain and retrieve subject knowledge and tier-2 vocabulary over time.
4	Maths mastery access - White Rose mastery (and mastery pedagogy) is less accessible for lower attainers and disadvantaged pupils; targeted support is needed for number sense and fluency.
5	Phonics, fluency & vocabulary - disadvantaged pupils show greater difficulty with phonics and post-decoding comprehension/vocabulary (limits reading progress).
6	Social, emotional and mental health (SEMH) needs - increased SEMH needs identified (Boxall profiling) particularly for disadvantaged pupils, impacting attendance, engagement and attainment.

## 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
1. All PP pupils make accelerated progress so that the % at ARE in Reading, Writing and Maths across Y1–Y6 reduces the gap with non-PP pupils by end of 2026 (and increases proportion at GDS where appropriate).	<ul style="list-style-type: none"> <li>- Whole-school tracking shows closing gap: PP progress measures (termly) increase to be in line with non-PP peers; end-KS2 targets based on recent results (e.g. Combined RWM for PP improving from current 64%/52%/52% to meet whole-cohort benchmarks).</li> <li>- Annual internal target: at least 70% of PP pupils at ARE in core subjects by summer 2026 (phased by year group).</li> </ul>
2. PP pupils secure fluent decoding and age-appropriate reading comprehension and vocabulary.	<ul style="list-style-type: none"> <li>- Phonics: Y1 phonics pass rates for PP <math>\geq</math> school non-PP rate (target: match or exceed current Y1 83% school).</li> <li>- Reading fluency &amp; comprehension checks (termly running records + standardised tests) show PP catching up: median reading age difference reduces to less than 3 months.</li> </ul>

<p>3. PP pupils retain and retrieve curriculum knowledge and vocabulary effectively.</p>	<ul style="list-style-type: none"> <li>- Classroom low-stakes retrieval quizzes (weekly), subject vocabulary checks and cumulative concept checks show increased retrieval success for PP pupils (target 80% accuracy on core retrieval tasks within 6 weeks of teaching).</li> <li>- Book scrutiny and pupil voice show improved use of subject vocabulary across curriculum.</li> </ul>
<p>4. PP pupils experience improved mathematical understanding and number sense so they access mastery approaches.</p>	<ul style="list-style-type: none"> <li>- Diagnostic maths assessments (termly) and White Rose unit checks show fewer PP pupils working below year-group expectations for number sense; intervention recipients make 3+ months additional progress per 12 weeks of targeted support.</li> <li>- KS2 Maths outcomes: increase PP at ARE and GDS.</li> </ul>
<p>5. Families of PP pupils are more engaged and confident in supporting learning.</p>	<ul style="list-style-type: none"> <li>- Attendance at school events for PP families increases (aim: 80% engagement across a year measured by sign-in and alternative provision inside school).</li> <li>- Parent surveys report improved confidence and practical strategies (more than 70% positive).</li> </ul>
<p>6. PP pupils' SEMH needs are identified and met so attendance and classroom engagement improve.</p>	<ul style="list-style-type: none"> <li>- Reduced persistent absence (aim: PA for PP is less than national PP PAS within 2 years).</li> <li>- Boxall and wellbeing scales show improvements: reduced SEMH concerns, fewer sanctions and increased engagement; uptake of pastoral interventions results in measurable wellbeing improvements reached by individual targets.</li> </ul>

## 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: £12,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1. Strengthen systematic, validated SSP (Systematic Synthetic Phonics) teaching across Reception-Y2: whole-staff phonics CPD + fidelity monitoring; ensure decodable book match and daily SSP lessons; rapid identification of gaps (phonics tracker).</i></p>	<p>Phonics teaching is strongly evidence-based and yields positive impacts (EEF Toolkit: Phonics: average +5 months). Systematic delivery plus small-group/1:1 catch-up is particularly effective for disadvantaged pupils. EEF - Phonics</p>	<p>1,5</p>

<p>2. Whole-school CPD programme (academic year plan) on cognitive science classroom strategies - retrieval practice, spaced practice, metacognition and reducing cognitive load. CPD includes modelling, coaching and lesson-study cycles; update long-term curriculum maps to emphasise knowledge sequencing and explicit vocabulary instruction.</p>	<p>Metacognition &amp; self-regulation approaches have high impact (+7 to +8 months where taught explicitly); retrieval practice and spacing have strong evidence for improving retention. EEF - Metacognition &amp; Self-Regulation Guidance EEF - Improving Mathematics guidance supports careful sequencing and embedding of knowledge for fluency</p>	<p>1,3,4</p>
<p>3. Subject leader time &amp; curriculum development: strengthen progression of subject knowledge (reading/phonics progression, maths number sequence), embed subject-specific vocabulary progression (R–Y6) and subject retrieval schedules. Use regular book-scrutinies and paired lesson observations focused on PP pupils' access.</p>	<p>EEF Pupil Premium guidance recommends prioritising high-quality teaching and using curriculum sequencing and diagnostic assessment as core components of PP strategy. EEF - Guide to the Pupil Premium</p>	<p>1,3,4,5</p>
<p>4. Targeted CPD for SEND and differentiation strategies (precision teaching, scaffolding, effective TA use) including evidence-based literacy and maths adaptations in class (teacher + TA coaching).</p>	<p>EEF guidance on SEND in mainstream highlights the importance of high-quality classroom teaching and trained TAs for supporting pupils with SEND; TA deployed to deliver evidence-based small group / structured interventions has positive effects when properly trained. [EEF - SEND in Mainstream Report] (see EEF guidance pages) EEF - Teaching Assistant Interventions</p>	<p>1,4,5</p>
<p>5. Implement a reading-for-pleasure and vocabulary programme across school (reading challenges, reading café, targeted book provision for PP, structured guided reading to teach comprehension strategies). Use matched texts for fluency practice + vocabulary teaching routines.</p>	<p>EEF shows reading comprehension strategies and effective phonics instruction each play distinct roles; increasing reading volume &amp; matched texts supports fluency which underpins comprehension. EEF - Phonics EEF - Reading Comprehension Strategies</p>	<p>1,3,5</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6. Structured small-group and 1:1 catch-up phonics programme for</p>	<p>EEF: one-to-one tuition and small group tuition are effective (1:1 bigger but</p>	<p>1,5</p>

<i>identified PP pupils (10-15 mins daily where required), delivered by trained TAs / HLTAs with quality oversight; escalate to 1:1 where progress stalls.</i>	resource-intensive). Phonics targeted small-group and 1:1 catch-ups show good effects for disadvantaged pupils. EEF - One-to-One Tuition EEF - Small Group Tuition EEF - Phonics	
<i>7. School-led targeted tutoring programme (termly blocks): small-group tuition for Y2-Y6 PP pupils who have gaps in reading/maths (use HLTA/teacher or school-led specialist tutors) - structured, evidence-based programmes and progress monitoring.</i>	EEF evidence and the DfE Pupil Premium guidance stresses tutoring/small group targeted academic support as a key tier-2 strategy for recovery. EEF - Small Group Tuition EEF - Guide to the Pupil Premium	1,3,4
<i>8. Rapid diagnostic assessments (standardised tests + ongoing low-stakes checks) to identify gaps early; use assessment outcomes to allocate tuition/intervention and track progress.</i>	EEF guidance highlights that standardised diagnostics provide reliable insights to target interventions effectively. [EEF - Standardised Tests and Assessment guidance] (see EEF resources)	1,3
<i>9. Structured oral language and vocabulary interventions (Reception &amp; KS1) — adopt or expand WellComm or similar screening + targeted small-group language work.</i>	EEF: Oral language interventions have strong evidence (average +6 months) in boosting early language skills and supporting disadvantaged pupils. EEF - Oral Language Interventions	1,3,5
<i>10. Number-sense “pre-teaching” &amp; targeted maths fluency groups for lower attainers (mastery access) — targeted small group sessions to consolidate counting, subitising and number bonds before whole-class White Rose lessons.</i>	EEF guidance on early maths and mastery suggests focused small group work, pre-teaching and number sense interventions support disadvantaged pupils’ access to mastery curriculum. White Rose Reception Jigsaw evaluation also reports modest effects and improves teacher practice where implemented with fidelity. EEF - Improving Mathematics guidance White Rose Reception Jigsaw evaluation (NFER/EEF)	3,4
<i>11. Deployment &amp; training of TAs for structured interventions (precision delivery, training, regular monitoring, structured lesson scripts).</i>	EEF evidence: TAs can be effective when trained and deployed to deliver structured interventions (train + monitor). EEF - Teaching Assistant Interventions	1,3,4,5

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

Budgeted cost: £15,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>12. Pastoral &amp; SEMH provision: expand Mental Health Lead role, train Mental Health First Aiders,</i>	EEF: Social & Emotional Learning (SEL) interventions improve outcomes (+4 months) and support engagement &	6

<i>deliver small-group SEL / Zones of Regulation and individualised SEMH support plans (Boxall profiles &amp; graduated responses).</i>	behaviour. Local Boxall profiling and targeted work reduces barriers to learning. EEF - Social and Emotional Learning	
<i>13. Attendance officer + Early Help pastoral worker (family outreach) - proactive monitoring, home-visits, fast-track support, targeted work for families of PP pupils at risk of persistent absence.</i>	EEF analysis identifies attendance as a key barrier to PP progress. Government guidance emphasises early intervention and whole-school approaches to improve attendance. EEF - Attendance and reading key barriers (analysis) DfE - Working together to improve school attendance (Aug 2024)	2,6
<i>14. Subsidised breakfast club / in-school enrichment &amp; cultural capital programme for PP pupils (trips, visitors, music lessons, digital leaders) + targeted subsidised residential.</i>	EEF & IFS research indicate breakfast clubs and extra-curricular access can improve attendance, engagement and non-cognitive outcomes; raising cultural capital supports aspiration and enrichment. EEF statement & review of breakfast clubs [Institute for Fiscal Studies on breakfast clubs]	2,6
<i>15. Parents as partners: sustained parental engagement programme (termly in-school workshops timed for families - e.g., phonics cafés, maths mornings, digital-literacy evenings; flexible timings and in-school childcare to remove barriers).</i>	EEF guidance “Working with Parents to Support Children’s Learning” recommends sustained, practical parent programmes increase impact (+2–+4 months). EEF - Working with Parents Guidance	2,5
<i>16. Targeted financial support &amp; DfE hardship signposting (uniform, trips, subsidised music lessons, IT access at home for PP where needed) and use of school trusts / local grants to remove cost barriers.</i>	Removing financial barriers is consistent with DfE/EEF advice: targeted support for access to enrichment and resources increases participation and opportunities, which influences achievement and wellbeing. EEF - Guide to the Pupil Premium	2,7
<i>17. Digital leaders &amp; parents: develop parental digital-skills sessions and loaner hardware scheme for PP families where need is identified to support homework access and remote learning engagement.</i>	EEF guidance highlights the role of technology and parental engagement for equity; combined with school-led support this helps close home access gaps. EEF - Using Digital Technology	2,3
<i>18. Breakfast &amp; homework clubs + targeted mentoring (peer mentors and older pupils) for PP pupils to increase routine, independence and leadership opportunities.</i>	EEF toolkit shows mentoring and out of class structured support can help with attendance, engagement and personal development in combination with other strategies. EEF resources & Pupil Premium Guide	2,6

**Total budgeted cost: £44,535**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p><b>Intended Outcome 1 - Pupils make at least expected progress in reading, writing and maths.</b></p> <p>Summer 2025 All children:</p> <ul style="list-style-type: none"><li>• Attainment (Y1 – 6) R 80% W 75% M 79%</li><li>• GDS/Above (Y1 – 6) R 30% W 12% M 27%</li></ul> <p>PP Children:</p> <p>Attainment - whole school Y1 – 6</p> <ul style="list-style-type: none"><li>• 16/25 expected or above in Reading 64%, GDS 3/25 12%</li><li>• 13/25 expected or above in Writing 52%, GDS 1/25 4%</li><li>• 13/25 expected or above in Maths 52%, GDS 1/25 4%</li><li>• 4/6 - 67% made GLD in Reception class</li></ul> <p>As of Summer 2025, our Pupil Premium children continue to be a diverse mix of children with two being Ukrainian and eleven children with a SEN Support or EHCP. All the Ukrainian children have made excellent progress against their starting points and two are working at ARE in Reading, Writing and Maths. Our SEN children make good progress against their personalised SEN targets too.</p> <p><b>Intended Outcome 2 - Pupils access a wide range of enrichment experiences both in and out of school.</b></p> <p>Pupil Premium children are supported financially for all enrichment activities within and out of school. For example the Panto, class trips, book week and science week. All Pupil Premium children have attended at least one club this year.</p> <p><b>Intended Outcome 3 – A key home school link service is provided by WCS - Pupil Premium Champion - to support pupils and/or parents, identified by school as vulnerable or in need.</b></p> <p>All children have a designated Pupil Premium Champion who checks in with each child and checks that children's SEMH needs are met. They will then liaise with teachers who can ensure appropriate communication needs are met. PP children and parents also complete a questionnaire so we can see how else we can meet their needs. Examples, include providing equipment like a laptop, access to music lessons etc. A Pupil Premium provision map details each child interventions and any behavioural and SEMH support given.</p> <p><b>Intended Outcome 4 – Pupils employ a range of strategies to support their ability to retrieve knowledge and embed in their long-term memory</b></p> <p>A strength of the school continues to be how we embed knowledge across the curriculum. Homework packages like Planpanion, Google Classroom, TTRS and Spelling Shed have been rolled out across the school to allow children to consolidate learning across the school and at home. Learning walks show the practice of Flashback 4 at the beginning of all lessons to ensure that learning is retained. Same day intervention, especially in Maths, is used to secure knowledge and support those children who require pre/post teaching before the next maths lesson. Special provision is made to ensure that children who are PP have same day interventions in order 'keep up and not catch up'.</p> <p><b>Intended Outcome 5 – The school supports children and families with issues surrounding mental health and their social and emotional needs.</b></p> <p>We work closely with our Mental health team that are linked to school. Teacher can refer children, with support from parents, to support parents with their child's needs. This has been very successful. The Mental Health team also run groups in school to help support children with friendships and social activities. We have also provided play therapy for two children, which had very positive effects on the children.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Lesley Clarke Phonics	Lesley Clarke
Key Stage 2 Mastering Number	Bucks, Berks & Oxon Maths Hub
Planpanion – R/M/PaG Programme	Planpanion

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We used the money to provide the family with a reconditioned laptop for the children to stay in contact with their parent whilst they were posted abroad. We also used the money to provide TA time to check in with the children.

**The impact of that spending on service pupil premium eligible pupils**

Improvement in the children's mental health.