



Pupil Premium Strategy Statement 2025-26

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitestone Infant School
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	12% (34/268)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26, 2026-27, 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Green, Headteacher
Pupil premium lead	Jane Webster Deputy Headteacher
Governor lead	Simon Shaw, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51510, plus PLAC - £56770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56770

Part A: Pupil premium strategy plan

Statement of intent

Inclusion is at the forefront of all that we do, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and are included in all aspects of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils belong, thrive and achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure equity is given to those identified as disadvantaged
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Analysis of on entry data in Reception shows that disadvantaged learners enter school significantly behind their chronological age across all aspects of the GLD, particularly in Listening & Understanding (which impacts on their ability to access learning in the Specific Areas of Learning).</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading & phonics than their peers. This negatively impacts their development as readers.</p> <p>Phonics screening check data from June 2025 for Y1 shows that 83% of PPG pupils passed the PSC (live data), significantly above national PPG data of 67% and an increase on the previous year (data varies year on year and is cohort driven 54% 2022, 72% 2023, 64% 2024). Non pupil premium PSC = 82%.</p> <p>In Year 2 75% of disadvantaged pupils passed the PSC on retake in June 2025.</p>
3	<p>Internal assessments indicate a significant attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths, with non-disadvantaged children outperforming disadvantaged children.</p> <p>However, end of KS1 data in July 2025 showed that identified pupil premium children were above with the last national average in 2023 in reading (77%, NA 68%) writing (69%, NA 60%) and maths (77%, NA 70%). There has been an upward trend over the last four years.</p>
4	<p>On entry to school, our assessments, observations and discussions with pupils and families have identified Building Relationships are an area of weakness for our disadvantaged pupils.</p> <p>10 pupils (2 of whom are disadvantaged) currently require additional support with social and emotional needs, through our Well-being TA. 7 children attend our Nurture provision, 2 of which are disadvantaged. 12 families receive support from our PSA, 3 of which are disadvantaged</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.43% - 5.76% lower than for non-disadvantaged pupils. The trend over time is an improving one, with the exception of 2024/25, as a result of individual cases. The current data is showing a positive picture, with our current attendance data for disadvantaged children at 94.5%, with non-disadvantaged at 96.4%.</p> <p>In 2024/25, 32.26% of disadvantaged pupils were 'persistently absent' compared to 11.23% of non-disadvantaged. This data was impacted by a few specific cases, with which the school work proactively with parents</p>

	to improve attendance rates. Our assessments and observations indicate that absenteeism is negatively impacting all pupils' progress and particularly disadvantaged pupils' progress.
6.	Access to Enrichment Activities and other aspects of school life. Through discussion with specific families some children do not have opportunities to access the same enrichment activities out of school as their peers. All disadvantaged families are offered extra-curricular activities, paid for by school, however, only 38% 13/36 of families are taking up this offer.

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
Improved Listening and Understanding skills amongst disadvantaged pupils.	On entry to school, data shows Listening and Understanding as an area of weakness for disadvantaged learners, with only 17% working at the expected level. Wellcomm intervention data will show accelerated progress from starting points.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2025/26 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, teacher observations and use of SDQs and Boxall Profile Screening showing an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils,	Sustained high attendance from 2025-26 demonstrated by:

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 2%.• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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Activity in this academic year 2025-26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to access the Professional Learning Programme 'Thinking Differently' to support staff understanding of the impact of poverty.</p> <p>Continue to embed the RADY principles, including:</p> <ul style="list-style-type: none"> Proportional representation Golden thread through LIP Position of Knowledge Equity in teaching Raise expectations Increasing aspirations <p>(long term activity linked to all future LIPs and wider subject plans)</p> <p>Continue to ensure staff understanding around the approaches towards supporting disadvantaged learners. Continue to ensure confidence in tracking and strategy implementation regarding PPG trackers.</p> <p>PPG strategy discussions form an important part of pupil progress meetings.</p> <p>Provision matrix utilized for rounded overview of academic & pastoral features</p> <p>Attend ASCL Pupil Premium Network Meetings. Working collaboratively with local PPG leaders and PPG expert, Marc Rowlands</p>	<p>Established in 2013. PLP bought by Warwickshire County Council for all maintained schools (until 2030). Recommended by Warwickshire Virtual School. RADY (Raising attainment of disadvantaged youngsters is an approach intended to close the gaps in outcomes compared to non-disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5</p>
<p>Continue to buy into RWI development days & resourcing</p> <p>DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Mathematical skills of reasoning and problem solving are well established by the end of Y2 and school data is usually above national data for both expected and greater depth. However, children are less successful with fluency and this can sometimes hold some children back</p>	<p>3</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery training & the Mastering Number programme)</p> <p>Continue use the Mastering Number programme across school.</p> <p>Staff to receive training from NCETM trainers. Staff leading programme – KSD</p>	<p>with their reasoning and problem solving. We aim to ensure children develop instant recall of a wide range of number facts during EYFS and KS1.</p> <p>Introduced new in 2024/25 was a project to increase engagement with parents regarding how children learn maths.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Wellcomm programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as 1:1 tuition with trained Tas.</p> <p>Daily 'pinny' times across Reception</p> <p>Continue ongoing training for all staff led by RWI lead in the form of practise sessions & coaching.</p> <p>Regular monitoring of both lessons & interventions</p>	<p>Some children will require some pre-teaching of concepts as well as some consolidation of subjects taught. Doing this in small groups allows tight focus into individualised needs.</p> <p>EEF(Education Endowment Foundation) Research Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>A variety of interventions to support varied learning needs.</p> <p>For example:</p> <p>EPATT</p> <p>Mighty Writer</p> <p>First class at number</p> <p>Numicon</p> <p>Building relationships</p> <p>Bubble writing</p> <p>Lego therapy</p> <p>Drawing & Talking Therapy</p> <p>SaLT</p>	<p>Intervention recommended by Warwickshire Education Psychology Service (EPATT)</p> <p>Bubble Writing recommended by Warwickshire SEND team</p> <p>Mighty Writer – writing approach and intervention which transforms the way KS1 children learn to write. A unique tool which blends seamlessly with Talk for Writing. Proven to develop independent, confident and capable writers. Mighty Writer breaks the process down into manageable chunks, enabling the development of key literacy skills, so children of all abilities can begin to write with confidence. It is a fantastic tool for kinesthetic learning, but it also promotes conversation/discussion & creative reasoning!</p> <p>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p>	

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

Budgeted cost: **£40000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop Positive Behaviour Provision.</p> <p>Sourced via Nuneaton Education Alliance to capacity build and support staff resilience.</p>	<p>Staff continue to be up-skilled and equipped to deal effectively and supportively with these children while establishing and maintaining the relationships and trust. Leading to whole school consistency of behaviour.</p> <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

<p>Whole school attachment & trauma training via Flourish</p>	<p>This Attachment and Trauma training programme provides schools with the tools they need to be attachment and trauma aware. Therefore, creating a positive learning environment. The training is proven to help improve attendance and reduce exclusions. Furthermore, it boosts academic engagement and enables children to achieve their full potential. In addition to this, teachers and other staff will be more confident in addressing and dealing with attachment and trauma-related issues in education. Therefore, improving relationships across the school community.</p>	<p>4 & 5</p>
<p>Nurture provision in the form of our 'Owl's Nest' in use alternate weeks for different year groups. Provision for Year 1 & Year 2 nurture groups 3x per week (on rotation).</p> <p>Active well-being support, including emotional coaching from Well-being TA. Programmes put in place on areas such as self-esteem, behaviour management and social skills. Ensuring skills from Owl's Nest being used in class.</p>	<p>Children who are ill equipped socially and emotionally struggle to access the curriculum as well as develop relationships with others. Without having these in place as well as other learning behaviours children fail to make expected progress and quickly fall behind their peers.</p> <p><i>Evidence from Teaching and Learning toolkit (EEF) (Social and emotional learning +4 and Play based learning + 5 months impact)</i></p>	<p>4</p>
<p>OWLET SANCTUARY – area of EYFS style sensory provision for KS1 children to access</p>	<p>Children who have sensory needs and cannot access the whole of their chronological age curriculum have access to a developmentally appropriate provision.</p>	<p>1, 2, 3, 4</p>
<p>Continue to adhere to principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve regular meeting time for attendance officer, PSA & HT (attendance champion) to monitor, develop and implement procedures to improve attendance.</p> <p>Daily monitoring of attendance. Half termly meetings of HT & attendance officer. Termly meetings with attendance governor.</p> <p>Support for vulnerable families to improve attendance from PSA.</p> <p>Use of Inclusive Attendance Approach will be a focus of work and wider training.</p> <p>Increase staff capacity by training (April 2026) in the Attend Framework (Emotional</p>	<p>Children with poor attendance are less likely to achieve well in the future. Poor attendance means key knowledge and skills are missed. Making and maintaining friendships is difficult.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

School Based Avoidance) & then implementing the framework.		
Providing vouchers for new uniform as an incentive to sign up for FSM eligibility. Access to free preloved uniform.	Children need to feel included and have a sense of belonging to their school community.	6
<p>Disadvantaged pupils to be offered the opportunity to attend a paid extra-curricular club (beyond school hours).</p> <p>Increase proportion of pupils accessing the ASC. Promote and target PPG use of this provision. Gain an understanding of why some are choosing not to access extra-curricular activities.</p> <p>In Year 2 all disadvantaged pupils have the opportunity to learn to play a musical instrument (guitar or keyboard).</p>	<p>Education Endowment Foundation – Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>Attendance at a club is aimed to support learning and development and enhance social experiences and widen their cultural capital.</p>	6

Total budgeted cost: £68500

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 20245 academic year.

Phonics screening check data

Year 1 data in 2025 shows an increase of 19% of PP children achieving a pass on the previous year. 83% 10/12 pupils passed, inline with all pupils at 84% 76/90.

In 2024, 96% of Year 2 passed the PSC on retake.

End of KS1 attainment

Reading – Year 2 attainment data showed an increase of 9% on the previous year for the expected standard at 77% for PP children. Overtime the gap has closed with last national and is now on par.

Writing – Year 2 attainment data once again showed an increase of 5% on the previous year, with 69% of PP children achieving ARE. There has been an improving trend and is now above last national.

Maths – Year 2 PP attainment data shows as being maintained 0% on the previous year at 77% ARE which is above last national and continues to be an improving trend overtime.

Attendance

In 2024-25, disadvantaged pupil's attendance for the year was 89.77% compared to 95.53% for non-PP pupils. A difference of 5.76%. Whole school attendance was 95.2%

We used pupil premium funding to provide superb wellbeing support for all pupils, and targeted interventions where required. The further development of the TA employed specifically to focus on well-being has been highly successful, particularly in reducing anxiety on entry to school in the morning. We are continuing to build on that approach with the activities detailed in this plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had/had not the degree of impact that we had expected. A few years ago, in March 2022, we also commissioned a pupil premium review to get an external perspective. An SEND peer review was commissioned in November 2024 and an Inclusion review is scheduled for January 2026 & Peer Review in autumn 2026.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.