

Pupil Premium strategy statement – Whitehouse Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	52.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michael Moran
Pupil premium lead	Michael Moran
Governor / Trustee lead	Rev. Stephanie Keates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year EYFS PP	£ 113,255 £570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 113,255

Part A: Pupil Premium strategy plan

Statement of intent

Whitehouse Primary School is a smaller than average sized primary school in North Shields. Pupils range in age from 2 to 11. We provide a caring and nurturing environment where we value the uniqueness of each pupil and aim to support all children in achieving what they are capable of. We have 130 pupils on roll and this includes a 12 space Additional Resourced Provision for children with Moderate Learning Difficulties.

Our curriculum intent statement informs all we do as a school for all pupils. It states:

'When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead....'

Whitehouse Primary School according to IDACI measures sits in an area of relative wealth, however, due to the boundary lines, the overwhelming majority of our children come from cohorts within the neighbouring wards. The majority of our children are drawn from four wards who are all within the 30% most deprived within the country; the one closest to school - with the most children attending - is within the 10% most deprived households within the country. 52.1% of our children are eligible for Free School Meals, significantly above the National Average of 24%.

Our pupils, in respect of whom we receive the Pupil Premium Grant, are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is well above the National Average. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, interventions, clubs, nurture and life experiences.

Pupils within our catchment, including those who are admitted who are eligible for the Pupil Premium Grant join our EYFS with starting points typically lower than average. We also admit pupils within a year who are typically present with skills below those expected in relation to Age Related Expectations.

Ultimate objectives:

- To close the attainment gap between disadvantaged and non-disadvantaged children at all phases throughout the school, through quality first teaching and appropriate interventions ensuring that attainment across the board - including those who are eligible for Pupil Premium - is closer to and consistently in line with National Averages.
- To ensure that all children -including those who are eligible for Pupil Premium- receive appropriate holistic support to be ready for the next stage of their school life academically, socially and emotionally.
- To ensure that children who are eligible for Pupil Premium have access to high quality personal development and cultural capital opportunities which create ambition and understanding of their ability to make a difference in the world.

To achieve our objectives, we use our Pupil Premium grant to support the holistic development of the children who come to our school and ensure they are ready for the next stage of their education.



Challenges

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

Challenge number	Detail of challenge
1	Attainment Reading, Writing and Maths. Internal data shows that some of our PP eligible pupils do not have sufficiently strong foundational knowledge which affects their ability to make good progress within reading, writing and maths.
2	Reading: Reading assessments highlight that for a small number of pupils they do not have sufficiently strong word reading fluency which is impeding understanding.
3	Communication and language Internal baselines show that children enter our EYFS provision with language acquisition lower than would be expected in communication and language.
4	Social emotional and mental health Internal data shows that some of our PP eligible pupils need to develop strategies to support their SEMH needs which can present as a barrier to learning.
5	Personal Development and Cultural Capital Opportunities Internal school data shows the impact of poverty on opportunities for our pupils as many do not have access to cultural capital opportunities and experiences.

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
Attainment in Reading, Writing and Maths. Accelerated progress for a small number of pupils with key foundational knowledge.	Internal data highlights progress being made for targeted pupils and the gap between PP and non-PP is closed.
Reading: Children who do not meet the expected standard at the end of Year 2 will make accelerated progress in Reading.	Internal data highlights progress being made for targeted pupils around fluency.
Communication and language:	Internal data, monitoring and, learning walks show children quickly gain communication and language skills from their baseline.

Through Quality First Teaching, in provision, intervention and support, children quickly develop communication and language skills.	
Children with SEMH. Children who have SEMH will develop further strategies to self-regulate and access their learning.	Internal data pupil voice and learning walks show children with SEMH receive appropriate support to develop regulation strategies impacting on access to learning.
Personal Development and Cultural Capital Opportunities All children will be offered a broader curriculum offer which ensure equity of opportunities and experiences, particularly for disadvantaged pupils	Internal data highlights the significant increase in the range of broader curriculum opportunities and experiences. Pupil voice shows the impact of our personal development curriculum

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: 55%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Internal CPD <i>Professional Development focusing on adaptive teaching.</i>	EEF Metacognition and Self-regulated learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,4
Staff CPD External <i>Evidence-informed Curriculum Development Linking Leaders</i>	Evidence Based Education - The Great Teaching and Learning Toolkit https://evidencebased.education EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development NFER https://www.nfer.ac.uk/media/zsapgoay/pdl01.pdf	1,2,3
Staff CPD External <i>CPD in phonological awareness and RWI phonics</i>	EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF Improving Literacy at Key Stage 1 EEF Early Literacy Guidance EEF RWI Trial	1,2

	Early Years EEF (educationendowmentfoundation.org.uk) Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)	
Staff Internal CPD <i>Supporting Social and Emotional Learning</i>	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel/ EEF Early Years Evidence Store https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function	4
Staff Internal CPD <i>CPD around high quality interactions in EYFS.</i>	EEF Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Early Years Evidence Store https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language EEF ShREC approach https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions/the-shrec-approach Manor Talks Review https://discovery.ucl.ac.uk/id/eprint/10126020/1/MPT_ANG_HARMEY.pdf	2

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Booster activities and groups for children in Year 6 in Maths and Reading.</i>	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/ DfE Attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE Improving attendance https://educationinspection.blog.gov.uk/2023/11/16/improving-school-attendance/ Evidence Based Education - The Great Teaching and Learning Toolkit https://evidencebased.education	1,2,3
<i>Targeted academic support for children in Year 5 and Year 6 in</i>	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/ Evidence Based Education - The Great Teaching and Learning Toolkit	1,2,3

<i>Reading, Writing and Maths.</i>	https://evidencebased.education	
<i>Phonics year 3</i>	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence Based Education - The Great Teaching and Learning Toolkit https://evidencebased.education	1,2
<i>EYFS Communication and Language</i>	EEF Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Early Years Evidence Store https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language EEF ShREC approach https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions/the-shrec-approach Manor Talks Review https://discovery.ucl.ac.uk/id/eprint/10126020/1/MPT_ANG_HARM_EY.pdf	2

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

Budgeted cost: 20%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,2,3,4,5
<i>Relational CPD via ASK Psychology to support key staff in embedding a relational approach to behaviour.</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-effectiveness-enhancement-programme	3
<i>CPD Relational Training.</i>	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-effectiveness-enhancement-programme	1,2,3,4

<p><i>Deployment of additional staff to support children additional strategies in engaging with learning who have additional SEMH needs.</i></p>	<p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF Early Years Evidence Store https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p>	<p>3</p>
<p><i>Funding to access NEAT experience and extra curricular activities in school .</i></p>	<p>Developing enrichment to improve attendance and attainment https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis</p>	<p>5</p>

Total budgeted cost: £ 113,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

The school has been through a significant amount of change in the previous two years, they have had two interim headteachers and joined NEAT Multi Academy Trust on 1st January 2024. A substantive Headteacher was appointed and took up post in March of 2024.

Attainment

Early Years

Our GLD continues to improve and the school is above national averages for GLD by 9%. The attainment for pupil premium pupils is increasing and in 24-25 was 6% above national pupil premium.

Year 1 Phonics

Our Year 1 phonics outcome for all pupils and pupil premium pupils continue to be strong and outcomes are consistently above or broadly in line with national.

Outcomes in other areas have improved or been maintained, but there still remains a gap between disadvantaged and non-disadvantaged children.

Year 6 Outcomes

Internal data shows that progress and attainment continue to improve. There is a less than 5% gap between PP and Non-PP pupils showing the impact of the curriculum offer and quality first teaching.

Attendance

Attendance has improved and continues to be above national average for 24-25. Persistent absences continue to decrease and are 6% below national averages with PP persistent absence broadly in line with national persistent absence for all.

Schools continue to prioritise strategies as above to see continued improvement in progress and attainment for targeted groups of children, showing within internal data.

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
Outdoor Learning and Conflict Resolution	Thrive in Life