

Whitehorse Manor Infant School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Whitehorse Manor Infant School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Hall Head of School
Pupil premium lead	Sarah Caesar
Governor / Trustee lead	Henrietta Haizel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,890
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190,890

Pupil Premium Strategy Plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are more-able.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker, an Education and Health Care Plan or are living in temporary accommodation and ensure that teaching and learning opportunities meet the needs of all of our pupils, recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils who are eligible for PPG make good progress in comparison to other pupils of similar ability at the end of the key stage;
- monitor and target PPG children across the school to ensure that the performance of PPG children in all cohorts is in line with non-disadvantaged peers and, where it is not, put support in place to diminish the difference;
- act early to intervene at the point need is identified;
- ensure that barriers to learning for PPG pupils do not have a negative impact on their academic progress;
- 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	Internal data indicates that literacy attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that disadvantaged pupils have greater difficulty acquiring early reading skills.
2	Internal assessments indicate that the percentage math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that disadvantaged pupils need additional support to secure basic number skills.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly EAL pupils.
4	Speech and language is identified as the most prevalent additional need in the school with PPG pupils making up a large percentage of SEND pupils with this need.
5	Percentage of disadvantaged pupils being identified as 'persistently absent' is higher than for non-disadvantaged pupils where absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of opportunity for children to attend pre-school provisions, lack of access to professional support. For example, Health Visitors and the family GP. Additionally, decreasing access to playgroups and Children Centers has led to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their 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
To close the gap in attainment (Good Level of Development) for disadvantaged pupils in the Early Years.	The GLD outcomes show that the percentage of disadvantaged pupils meeting expected standard is at least in line with national in all areas of development, including social and emotional development. It was 8% above National for 2024-25.
Improved reading attainment among disadvantaged pupils.	KS1 reading / EYFS reading and comprehension outcomes by 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improve outcomes in maths reasoning among disadvantaged pupils.	KS1 maths / EYFS number and numerical patterns outcomes by 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improve outcomes in writing among disadvantaged pupils.	KS1 / EYFS writing outcomes by 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improved oral language skills and vocabulary among disadvantaged pupils by developing a language rich curriculum.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, supported by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved early language skills in EYFS among disadvantaged pupils through the implementation of the Nuffield Early Language Intervention program in Reception and Language Boost in Nursery	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, supported by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve access to quality SALT intervention for pupils with speech, language, communication needs (SLCN).	Work with outside provider (Love to Communicate) ensures access to quality SALT intervention and allows pupils with SLCN to reach speech development targets. Work with Better Days LA provider to ensure PP EHCP children with identified SALT needs reach speech development targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, parent feedback and teacher observations;• participation in enrichment activities, particularly among disadvantaged pupils;

	<ul style="list-style-type: none"> improved communication skills for pupils with identified SLCN barriers to learning; Improved behaviour and attainment for pupils with identified SEMH barriers to learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance in line with national figures by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being at or below national levels, and the attendance of disadvantaged pupils being in line with non-disadvantaged pupils; the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with non-disadvantaged pupils.
To diminish gaps in pupil attainment, particularly between disadvantaged and all pupils, which have grown as a result of the partial closure of schools.	<p>Pupils make rapid progress and close gaps.</p> <p>Knowledge gaps leading to pupils falling further behind age-related expectations are addressed and reversed, especially in writing and maths.</p>

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: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement 'Little Wandle' DfE approved SSP to secure stronger phonics teaching for all pupils. Training for new staff to ensure phonics intervention is correctly taught	EEF identifies that 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.	1,3,7
Purchase additional resources to implement 'Little Wandle' reading practice strategies in booster groups and for books to go home	EEF identifies reading comprehension strategies as a low cost, high impact intervention.	1,3,7
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance with CPD related to 'Maths Mastery'	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	2,7

<p>and 'Mastering Number'. Fund teacher (x2) release for Mastery training and additional resources.</p>	<p>approaches, including the benefit of a 'Maths Mastery' and 'Mastering number' approach.</p>	
<p>Improve the quality of well-being support for learners and embed BLP (Behaviours for Learning) and Feel Good Five into routine educational practices, supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, with behaviour interventions identified as have impact for low cost by the EEF. Metacognition and self-regulation are identified by EEF as high impact, low cost approaches.</p>	<p>6,7</p>
<p>Implement and develop quality Nurture provision (funded Nurture TA and staff CPD) across the school to support children's ability to engage with learning, build reliance and gain strategies to regulate behaviour and improve outcomes.</p>	<p>Nurture practice is a relational approach to education which centres on identifying and meeting children's social and emotional developmental needs. It develops pupils' social skills, confidence, resilience and self-esteem.</p> <p>Nurture is rooted in attachment theory, and supports children to form good relationships with each other, with their teachers and with school. By addressing the social and emotional developmental needs which can hamper learning, schools see improved behaviour, increased attendance and reduced exclusions, and address challenges before they escalate. Nurture helps create inclusive school environments in which children feel a genuine sense of belonging (Nurtureuk.org).</p>	<p>6,7</p>

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

Budgeted cost: £151,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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>	<p>1,3,7</p>

Provide in school, focused EAL/PP and identified groups support in reading comprehension, writing and maths to support pupils falling behind.	Small group tuition identified as having a moderate impact based on low cost by EEF. Quality Teaching Assistant led interventions identified as having impact based on moderate costs.	1,2,3,7
Improve vocabulary skills for pupils who have low spoken language skills, including pupils with EAL. Purchase and implement Language NUT, NELI and talk Boost.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading	1 and 4
Provide in school, focused support group in reading comprehension, writing and maths to support pupils falling behind.	Small group tuition identified as having a moderate impact based on low cost by EEF. Quality Teaching Assistant led interventions identified as having impact based on moderate costs.	1,2,3,7
Speech therapist and practitioner from 'Love to Communicate' to work with pupils 1:1 on specific SALT targets.	Link between improved language skills with improved reading skills	3,4,7

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

Budgeted cost: £27,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention to work with pupils through MHST 1:1/small groups to address SEMH barriers to learning	Behaviour interventions identified as providing moderate impact for low cost by EEF. Evidence suggests highest impact for approaches that focus on self-management or role-play and rehearsal.	6
Providing a wide range of high-quality extracurricular activities, including trips, to boost wellbeing, behaviour, attendance and aspiration for disadvantaged pupils	Arts participation and physical activity identified as low cost interventions with moderate impact.	5,6

Trained Family Support Worker to work with and support families to address issues related to disadvantage	Impact of improved parental engagement is outlined by EEF as having moderate impact for low cost based on extensive evidence.	6
Embedding principles of good practice set out in the DfE's advice on improving attendance. Appointing EWO to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide free school milk to disadvantaged pupils in KS1	Research shows that if children are hungry, this impacts their capacity to learn.	6
Provide breakfast for all in association with the National Schools Breakfast Scheme	Research carried out by public health experts at Cardiff University and published in the Journal of Public Health Nutrition, looking at longitudinal effects on standardised school performance – finds that children who eat breakfast, and who eat a better quality breakfast, achieve higher academic outcomes.	6
Provide subsidised or in some cases free places at our breakfast and/or after school provision to support, well-being, socialisation and attendance issues or to support families in particular need due to home circumstances.	Research shows that if children are hungry, this impacts their capacity to learn. Impact of improved parental engagement is outlined by EEF as having moderate impact for low cost based on extensive evidence.	5,6

Total budgeted cost: Allocation: £190,890

Projected costs £187,488

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.

End of Key Stage assessments for the academic year 2024-2025 show that gaps in performance between disadvantaged pupils and non-disadvantaged pupils still remain. The outcomes we aimed to achieve in our PPG strategy by the end of 2025 have not yet been fully realised and remain a key focus of our school improvement work.

In EYFS our GLD for disadvantaged pupils was 8% above national for this group. At the end of Key Stage One, the percentage of disadvantaged pupils attaining expected+ levels in reading, writing and mathematics was not in line with their non-PPG peers although we saw a year on year improvement in outcomes for PPG pupils in these areas. Closing the gap between PPG and non-PPG pupils remains a key focus in our school improvement strategy.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and live teaching using Google meet. During Lockdown the school supported PPG pupils particularly by:

- Providing Chrome books, Wi-Fi access and IT support to enable our most vulnerable PPG pupils to have access to learning;
- Offered 'keyworker' places to vulnerable and/or PPG pupils;
- Providing a daily 'hot meal' food service for the duration of Lockdown and provisions to supplement the national voucher scheme;
- Providing home delivery service of meals, provisions and work for pupils in families where attending the school site was not possible;
- Regular telephone contact to support learning and mental and emotional well-being.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and an increase in persistent absence in this group is why attendance is a focus of our current plan.

Our assessments and observations also indicated that pupil behaviour, wellbeing and mental health were significantly impacted, particularly for disadvantaged pupils, hence the use of pupil premium funding to provide wellbeing support for all pupils.

Further information (optional)

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:

- embedding more effective practice around feedback, where EEF research has demonstrated that this has significant benefits for pupils, particularly disadvantaged pupils;
- utilising a trained Mental Health practitioner through 'Off the Record' to support pupils identified by staff and parents as needing well-being support;
- providing 'Drawing and Talking Therapy' to support pupils identified by staff, social workers and parents as needing well-being support.
- Inviting parents to Parent Gym sessions to support families to overcome external barriers to pupil progress.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and to 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.