

Pupil premium strategy statement – Whitwick St John the Baptist CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	13%
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)	2024-2026
Date this statement was published	March 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Helen Noon Headteacher
Pupil premium lead	Jim McMillan
Governor / Trustee lead	Rebecca Higgs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,900
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
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>	£

Part A: Pupil premium strategy plan

Statement of intent

- At Whitwick St John the Baptist Primary School our intention is that all children, regardless of their starting point, background or the challenges they face, make good progress and achieve to meet their potential across the curriculum.
- The focus of the Pupil Premium Strategy is to:
- Narrow the progress gap between PP and non-PP pupils.
- Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.
- Ensure a greater number of children achieve expected age-related attainment in writing.
- Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.
- Support the cultural development and enrichment of our PP children by ensuring access to a wide range of enrichment opportunities.
- These targets will be addressed through quality first teaching, targeted intervention programmes, appropriate support for children with SEN, support from the school ELSA (Emotional Literacy Support Assistant), Rockhopper Club, enrichment opportunities and funding to support educational visits and visitors.

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations resulting in a lack of parental engagement
2	Access to technology and educational material including quality age-appropriate reading books
3	Poor speech and language skills, limited vocabulary and phonics knowledge
4	Issues with mental health, well-being and low self esteem
5	Lack of cultural opportunities

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
<p>Narrow the progress gap between PP and non-PP pupils.</p>	<p>Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by the end of the year so that the gaps close in % of ARE and Greater Depth between PP and non-PP pupils.</p> <p>Outcomes for PP children are broadly in line with those for non-PP pupils and in line with local and national outcomes.</p>
<p>Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.</p>	<p>PP pupils SEN needs are identified and met through successful intervention or additional funding request.</p> <p>PP children make progress towards ISP targets / show progress using small steps tracking systems.</p> <p>PP children overcome barriers to learning resulting from behaviour issues especially those linked to SEN needs.</p> <p>PP children make expected or better than expected progress.</p> <p>Progress scores for PP children are in line or better than non-PP children at end of Key stage 2.</p>
<p>Ensure a greater number of children achieve expected age-related attainment in reading.</p>	<p>Teachers have a shared and consistent view of what the barriers are for the individuals.</p> <p>Staff will be able to identify PP children in their class.</p> <p>PP children will have access to a wide range of age-appropriate quality reading texts to read both in school and at home. Close gaps between PP and non-PP children in reading.</p>

	Increase the number of children achieving ARE in reading as assessed by internal and external data.
Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.	<p>There will be active engagement across the school with the work of the ELSA and SENCo.</p> <p>Consistent curriculum time will be given to the PSHE curriculum across the school.</p> <p>The school's Christian and 'root' values will be embedded across all year groups.</p>
Support the cultural development and enrichment of our PP children.	<p>To ensure that the breadth of the curriculum including educational visits are accessible to all.</p> <p>This will include musical opportunities through tuition and whole class ensemble teaching, forest schools, educational visits and visitors.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching for all pupils</p> <ul style="list-style-type: none"> • PP lead to work alongside class teachers to identify 	Inconsistencies in prior knowledge and basic skills means that teaching needs to be tailored to the needs of the individuals. Use of assessment	1,2,3,4

<p>individual needs (<i>management time cover</i>)</p> <ul style="list-style-type: none"> • PP lead to observe individuals and support class teachers in providing effective feedback (<i>management time cover</i>) <p>PP lead to track progress of disadvantaged children across the school and highlight where intervention is required.</p>	<p>and effective feedback is paramount if this is to be executed effectively.</p> <p>The EEF notes that:</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation. Impact can be up to +6 months.</p>	
<p>Reading focus</p> <ul style="list-style-type: none"> • Phonics training for all appropriate staff • Phonics support from assigned support staff • Reading Champion to work across the school • Reading buddies program set up and supervised by a member of support staff • Additional reading materials purchased 	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Impact can be up to +6 months.</p>	4
<ul style="list-style-type: none"> • Identification of barriers and strategies for individuals. (<i>PP lead management time</i>) <p>SENDCo support for implementation of ISPs. (<i>SENDCo time</i>)</p>	<p>The EEF recognises that:</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils</p>	2,3,4

	undertake and the pace at which they progress through the curriculum—will be more effective. Impact can be up to +4 months.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA will work with pupils (and their families) identified as needing emotional wellbeing support, reducing their barriers to learning.	Appropriate intervention provides opportunities for social and emotional support, development of growth mindset, improved emotional wellbeing and a reduction in barriers to learning.	1,2,5
Music tuition from private tutors and Leicestershire Music Service	All pupils will be given the opportunity to learn to play a music instrument and some (Y4-6) to be involved in a whole class ensemble. The aim is to improve confidence and self-esteem, boost brain development, verbal intelligence and listening skills. This should be	4,5,6

	<p>reflected in a positive impact on classroom outcomes.</p> <p>The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.</p>	
<p>Subsidised and funded educational visits and visitors and residential trips ensuring disadvantaged pupils have access to all such activities</p>	<p>To promote wellbeing and increased self-esteem by enabling disadvantaged children to participate with their peers and gain valuable life experiences that they may otherwise miss.</p> <p>The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.</p>	5,6

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Whitwick St John the Baptist CE Primary School, we believe that every child, regardless of their background, has the potential to succeed. Our latest Key Stage 2 results highlight both the challenges and successes of our disadvantaged pupils, and we are incredibly proud of the progress they are making.

We are committed to closing the gap in attainment by providing high-quality teaching, tailored interventions, and a nurturing learning environment. Our focus on personalised learning, additional reading and maths support, and fostering resilience is already making a difference. The fact that some of our disadvantaged pupils are exceeding expectations shows that our approach is working, and we are excited to build on this progress.

With the dedication of our staff and the enthusiasm of our pupils, we are confident that these positive trends will continue. We remain committed to ensuring that every child at Whitwick has the opportunity to grow, achieve, bloom, and repeat – laying strong foundations for a bright future.

The Year 1 phonics screen results show that 33% of FSM eligible children achieved a pass, compared to the national figure of 80% for FSM eligible children nationally.

The role of the ELSA within school has had a positive impact on PP children with at least 20% of disadvantaged children receiving ongoing support into the 2026/25 academic year. Attendance of disadvantaged pupils (93.2%) is slightly below that of non-disadvantaged pupils (95.2%) and continues to be monitored by senior leadership. However, the attendance of some individual pupil premium children has improved significantly and this has led to better outcomes for those individuals, in terms of behaviour, wellbeing and attainment. This has been achieved through stronger home-school relationships, ELSA support, academic support.

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

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.