

# Pupil premium strategy statement: White Mere Community 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	127 (at time of Pupil Premium allocation) 135 (on roll in December 2025)
Proportion (%) of pupil premium eligible pupils	29% (37 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2025/2026 (3-year plan start date 2023/2024)
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	John Archer, Headteacher
Pupil premium lead	John Archer, Headteacher
Governor	David Tait, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56, 055
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£56, 055</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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. 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 and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

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 excel. 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
- 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	Some children do not receive or have access to the same levels of support with learning in the home environment as other children in school. This means that progress in basic skills can be impacted unless additional support is provided in school.
2	<p>Pupil premium pupils account for almost half of pupils on the school SEND register. They require specific support to address identified areas of need to support their development across school.</p> <p>12 out of 29 pupils on the SEND register 2025/26 (41%)</p>
3	<p>Attendance of families of disadvantaged pupils is the lowest in the school. Some of these families need support to ensure that their children have positive regular attendance.</p> <p>11 disadvantaged pupils are categorized as severely absent (89% or below) and a further 11 disadvantaged pupils are categorized as persistently absent (90-95%).</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified resilience, wellbeing, social and emotional issues for many pupils, notably due to high levels of anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. A strong proportion of disadvantaged pupils currently require additional support with social and emotional needs and are receiving small group interventions, one-to-one support and access to regular therapeutic provision.</p>
5	Access to wider curriculum enrichment is of massive benefit for disadvantaged pupils to nourish educational aspirations and support social and emotional development.

## 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>Challenge 1: Improved basic skills of reading (phonics), writing and number for disadvantaged pupils.</p>	<p>Disadvantaged pupils close the gap with their peers to achieve in line with age related expectations.</p>
<p>Challenge 2: Support for disadvantaged pupils with SEND meets their needs.</p>	<p>Our school curriculum is robust and challenges all pupils while supporting disadvantaged pupils to achieve at least in line with their peers.</p> <p>Quality first teaching is delivered in all classes.</p> <p>Pupils with SEND identified promptly and assessed with clarity using Gateshead SEND Threshold Document.</p> <p>SEND support provided in class using one to one, small group or intervention model.</p> <p>Referrals for pupils with further additional needs are made swiftly with escalating concerns.</p> <p>Staff deliver professional-informed advice and strategies to pupils.</p> <p>Robust monitoring of effectiveness of support packages used across school (use of plan-do-review model).</p>
<p>Challenge 3: Attendance of disadvantaged pupils improves in line with school attendance target (95%).</p>	<p>Attendance lead within senior leadership team (SLT)</p> <p>Consistent use of attendance monitoring tool.</p> <p>Bespoke support packages implemented to support families with attendance improvements.</p> <p>SLT attendance lead to mobilise relevant training and evidence-based initiatives to improve attendance.</p> <p>Pupil's attitudes to school and learning are productive and they arrive on time, as much as possible, to learn.</p>
<p>Challenge 4: Pupils can articulate their mental well-being needs and apply strategies (independently and with support) to manage these effectively.</p>	<p>Mental health and well-being lead to monitor and track pupils.</p> <p>Systems in place to identify, support and action mental well-being needs in school.</p> <p>Most vulnerable disadvantaged pupils given bespoke packages where needed via ELSA (Emotional Literacy Support Assistant) and relevant therapeutic interventions (Kalmer Counselling/RISE).</p> <p>Pupils receive delivery of character development initiatives and curriculum design to nurture resilience through problem solving activities and scenarios.</p>

Challenge 5: Cultural capital is sustained by providing disadvantaged pupils with enhanced and enriched experiences of the curriculum.	<p>Curriculum design is explicit to include essential learning experiences to inspire, enhance and enrich learning.</p> <p>Thoughtful planning and integration of curriculum visits and experiences each term.</p> <p>Disadvantaged pupils have equal access to paid visits and experiences through significant subsidies and payment plans.</p>
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## 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: **£20, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing subscription purchase of <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Subscription to Boom Reader to enable a home-school dialogue to promote reading engagement, fluency and secure phonic knowledge.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF</a></p>	1 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD to deliver Mastering Number from Reception to KS1 (including Teaching for Mastery training).</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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1 2

Subscription to Times Table Rock Stars to support the acquisition of number and multiplication facts.  Subscription to Spelling Shed (Ed Shed) for the delivery of spelling from Years 2-6.		
Directed time for SENDCo to provide support and training for all staff to enable high quality interventions to be delivered in line with local authority policies and procedures.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF). <a href="https://tinyurl.com/2zej24r4">https://tinyurl.com/2zej24r4</a>	2
Ongoing curriculum review and redesign.  Curriculum lead appointed to manage this and provide strategic direction.  CPD for subject leaders to deepen	'The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.'  'What makes teaching great?' <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a>	1 2 5

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

Budgeted cost: **£21, 055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1 2
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive	1 2

pupils who require further phonics support.	<p>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><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><a href="https://tinyurl.com/2zej24r4">https://tinyurl.com/2zej24r4</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>This is whole cohort based with Commando Joe's character education and one-to-one via therapeutic Kalmer Counselling</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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Investment in an Attendance management system (A Star Attendance) to closely monitor trends and provide supportive</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

interventions for families in need.		
<p>Families of disadvantaged pupils have equal access to paid visits and experiences through subsidies and payment plans.</p> <p>No pupil misses out from carefully chosen and implemented school visits and experiences to develop cultural capital, enhance learning and aspirations.</p>	<p>Pupils who have access to educational visits are given a range of benefits from improved academic attainment and progress, to improved relationships and wellbeing.</p> <p><a href="https://tinyurl.com/bdemndha">https://tinyurl.com/bdemndha</a></p> <p><a href="https://tinyurl.com/ymtaxxd9">https://tinyurl.com/ymtaxxd9</a></p>	5

**Total budgeted cost: £56, 055**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National data demonstrated that:

- 1 out of 3 (33%) disadvantaged pupils in EYFS achieved GLD.
- 1 out of 6 (17%) disadvantaged pupils achieved the expected standard in the Phonics screening.
- 4 out of 4 (100%) disadvantaged pupils achieved the expected standard in reading at the end of KS1.
- 2 out of 4 (50%) disadvantaged pupils achieved the expected standard in writing at the end of KS1.
- 3 out of 4 (75%) disadvantaged pupils achieved the expected standard in maths at the end of KS1.
- 2 out of 4 (50%) disadvantaged pupils achieved the expected standard in reading, writing and maths at the end of KS1.
- 5 out of 7 (71%) disadvantaged pupils achieved the expected standard in reading at the end of KS2.
- 4 out of 7 (57%) disadvantaged pupils achieved the expected standard in writing at the end of KS2.
- 5 out of 7 (71%) disadvantaged pupils achieved the expected standard in maths at the end of KS2.
- 4 out of 7 (57%) disadvantaged pupils achieved the expected standard in reading, writing and maths at the end of KS2.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that outcomes for disadvantaged pupils in phonics is weaker than the outcomes of non-disadvantaged pupil. The outcomes of disadvantaged pupils in KS1 have not matched national standards or non-disadvantaged pupils.

5 out of 7 (71%) disadvantaged pupils in Year 6 met expected outcomes in reading compared to 11 out of 12 (92%) non-disadvantaged pupils. In KS2 writing, 4 out of 7 (57%) disadvantaged pupils met or exceeded the expected standard compared to 6 out of 12 (50%) non-disadvantaged pupils. 5 out of 7 (71%) of disadvantaged pupils met the expected standard in maths compared to 9 out of 12 (75%) non-disadvantaged pupils. Taking all this into account, disadvantaged pupils within this cohort performed

broadly in line with their non-disadvantaged peers in writing and maths but performed significantly lower in reading.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that there remains a school-wide need for social and emotional learning (SEL) particularly within our disadvantaged cohorts.

Based on all the information above, the performance of our disadvantaged pupils does not fully meet academic expectations, and we are at present not on course to fully achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the teaching of early reading and interventions related to phonics have not been as effective as previous years. Access to school visits and experiences have positively impacted disadvantaged pupils in terms of their academic outcomes, general wellbeing and aspirations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.