

# Whitehall Junior School's Pupil Premium Strategy Statement for 2025-2028 (2025-2026 academic year)

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 at the end of the academic year.

## School overview

Detail	Data
School name	Whitehall Junior School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs A. Mloi
Pupil premium lead	Miss T. Costa
Governor / Trustee lead	Mrs K. Rouse

## Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium and PLAC)	£194,755.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,755.00

# Part A: Pupil premium strategy plan

## Statement of Intent

At Whitehall Junior School, we understand that educational disadvantage means those whose achievement is at risk because of the impact of their social and economic circumstances. Our intent is to ensure that all pupils, regardless of their background or the challenges they face, make good progress and achieve high standards across the curriculum. We understand that educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining.

Our fundamental belief is that *all* staff understand the challenges disadvantaged pupils face and recognise their role and responsibility in mitigating these for our pupils. We firmly believe that this is a shared responsibility; we relentlessly strive to challenge the impact of disadvantaged pupils' ability to achieve through reflecting on the impact of our words and actions on all of our pupils, particularly our disadvantaged. We pride ourselves on addressing the needs, not the label, of all of our pupils.

Our strategy is built on research and experience. We understand that it is in the classroom, through high quality teaching and strong relationships with our pupils, that we have the most control over their development. Through quality first teaching and strong relationships with our pupils, we can significantly improve all pupils' learning and sense of belonging at school. Our staff engage, unite and reflect on their daily practice, in order to enable progress and adapt to enable best outcomes for all of our learners.

Our primary aim is to narrow the attainment gap between disadvantaged pupils and their peers by prioritising high-quality teaching and fostering strong, supportive relationships. We are committed to enhancing pupils' language abilities, with a particular focus on reading comprehension and oral communication, recognising these as foundational skills for lifelong learning.

We also strive to cultivate resilience, independence, and positive attitudes toward learning, equipping pupils with the tools to manage challenges and avoid dysregulation. Promoting strong attendance and punctuality is another key focus, especially for pupils with Social, Emotional and Mental Health (SEMH) needs, as consistent school engagement is vital for academic and personal growth.

In addition, we aim to actively engage families who join the school later in the academic year - many of whom speak English as an additional language - in their child's learning journey. By building meaningful partnerships with these families, we support both academic progress and holistic development.

Our pupil premium strategy is guided by the Education Endowment Foundation's (EEF) recommended three-tiered approach, ensuring a comprehensive and evidence-based framework for supporting disadvantaged pupils.

High-Quality Teaching: we are investing in ongoing professional development with weekly CPD, team teaching and monitoring. This foundation ensures that every pupil benefits from excellent teaching practices on a daily basis.

**Targeted Academic Support:** through the use of data-driven and research-informed interventions, we provide focused support for pupils who are falling behind, particularly in core subjects, such as reading, writing and mathematics. These interventions are tailored to individual needs to maximise impact.

**Wider Strategies:** We recognise that academic success is influenced by a range of factors, we address non-academic barriers including attendance, behaviour and emotional wellbeing. We also prioritise parental engagement, creating strong home-school connections that reinforce learning and development.

We believe that the most effective way to support disadvantaged pupils is by ensuring that they benefit from excellent teaching every day. Our strategy is integrated into our wider school development plan to ensure a cohesive and sustainable approach.

We use a rigorous cycle of data collection, pupil progress meetings and impact evaluation to review and refine our pupil premium strategy. We also involve governors in the monitoring process to ensure accountability.

Our intent is to enable all pupils, regardless of their background, to leave Whitehall Junior School with the knowledge, skills and attitudes they need to succeed at secondary school and beyond.

## Challenges

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

Challenge number	Detail of challenge
1 Attainment	<b>The KS2 SATs attainment of disadvantaged pupils is lower than non-disadvantaged pupils.</b> 22% difference in reading; 26% difference in writing; 31% difference in GAPS; 26% difference in mathematics and 23% difference in reading, writing and maths combined (based on July 2025 SATs results).
2 Attendance and SEMH needs	<b>Attendance for disadvantaged pupils is lower than non-disadvantaged pupils.</b> Our attendance data for 2024-25 indicates that attendance among disadvantaged pupils was 91.3% and for our non-disadvantaged pupils was 94.6%. The percentage for disadvantaged pupils is below national average for 2024-25 (94.8%). Our attendance percentage for PP pupils has improved by 1% compared to 2023-24 but we want to see this improved further, as well as a desire to close the persistent absence gap. Observations and data indicate that SEMH need is a significant factor in pupil absence, especially persistent absence.

<p>3 High mobility: late joiners and EAL</p>	<p>Our data on mobility shows that for the academic year 2024-25, we had 110 mobile pupils. <b>Late joiner pupils often enter our school with starting points below national expectations and/or English as an additional Language (often early acquisition).</b> This therefore impacts their learning journey and attainment throughout the school.</p>
<p>4 Reading, oracy and language</p>	<p>Assessments, observations and discussion with KS2 pupils indicate that <b>disadvantaged pupils generally have lower levels of reading comprehension than their peers.</b> Most of our pupils, including those from more disadvantaged backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. Discrepancies open-up, however, as pupils progress through the school, where the role of wider reading, background knowledge and vocabulary come in to play and becomes more important to achieving success across the curriculum.</p>
<p>5 Dysregulation</p>	<p>Our data on behaviour, including <b>CPOMS, daily learning walk observations and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils.</b> Suspension rates for disadvantaged pupils are lower than national averages but are still higher than our non-disadvantaged pupils. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. This is also reflected in the lower homework completion rates for disadvantaged pupils.</p>

## 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>Improved outcomes for disadvantaged pupils in their end of KS2 SATs results and seeing a closing of gap between their non-disadvantaged peers.</p>	<p>2025/26 outcomes to show progress towards:</p> <ul style="list-style-type: none"> <li>- progress measures for disadvantaged pupils to be above the national average for the attainment of all pupils e.g. 0 or above.</li> <li>- attainment percentages and average point scores, for disadvantaged pupils in reading, writing, SPAG, mathematics and reading, writing and maths combined to improve for disadvantaged pupils.</li> <li>- a closing of the gap between disadvantaged pupils and their non-disadvantaged peers in their end of KS2 results.</li> </ul>

<p>High attendance levels for our disadvantaged pupils.</p>	<p>2025-26 outcomes to show progress towards:</p> <ul style="list-style-type: none"> <li>- our attendance for disadvantaged pupils to be greater than national average.</li> <li>- our attendance for disadvantaged pupils to be in line with non-disadvantaged pupils with no more than a 1% difference.</li> <li>- to have a reduction of persistent absence for disadvantaged pupils over the next three years and be in line with national average.</li> </ul>
<p>Improved outcomes for late joiners and improved language proficiency for late joiner EAL pupils.</p>	<p>2025/26 outcomes to show progress towards:</p> <ul style="list-style-type: none"> <li>- improved progress and attainment outcomes for later joiner pupils in summative assessments, with the aim of them achieving, or being in line with, national expectations by the end of KS2.</li> <li>- improved language proficiency for late joiner EAL pupils through attaining personalised EAL targets such as securing phonics knowledge and language development.</li> </ul>
<p>Improved reading comprehension and vocabulary development.</p>	<p>2025/26 outcomes to show progress towards:</p> <ul style="list-style-type: none"> <li>- having a smaller disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils in reading summative assessments.</li> <li>- having a smaller disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils in reading KS2 SATs results.</li> <li>- progress measures for disadvantaged pupils in reading to be above the national average for the attainment of all pupils e.g. 0 or above.</li> </ul>
<p>Improved metacognitive and self-regulatory skills.</p>	<p>2025/26 outcomes to show progress towards:</p> <ul style="list-style-type: none"> <li>- smaller disparity in internal and external suspension rates between disadvantaged and non-disadvantaged pupils.</li> <li>- reports in pupil progress meetings and classroom observations to show disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>- improved homework completion rates for disadvantaged pupils across the school.</li> </ul>

## Activity in this academic year

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: £90,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teachers' ability to ensure ALL pupils are actively participating in their learning through using a range of Quality First Teaching Strategies following a robust professional development programme.</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the <a href="#">EEF Effective Professional Development Guidance Report</a>. There is evidence that having robust professional development on Quality First Teaching improves pupil outcomes if it follows the key mechanisms: builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p>	<p>1, 3, 4 and 5</p>
<p>Ensure teachers continue to support pupils' reading and language development. Use Language Link assessments, refined guided reading practice across the school and implementing 'Dialogic Talk' strategies.</p>	<p>Developing reading strategies has a strong evidence base for improving outcomes <a href="#">Reading comprehension strategies   EEF</a>. Pupils need high quality teaching and extensive opportunities to practice reading and writing as recommended in the EEF Guidance Report on <a href="#">Improving Literacy in Key Stage 2</a>.</p>	<p>1, 3 and 4</p>
<p>Ensure teachers continue to support pupils' spelling development through using Spelling Shed scheme throughout the school.</p>	<p>There is evidence that spelling should be actively taught rather than simply tested and that the teaching of spelling is likely to work best when related to the current content being studied in school, when teachers encourage pupils to use new spellings in their writing. This is recommended in the EEF Guidance Report on <a href="#">Improving Literacy in Key Stage 2</a>.</p>	<p>1, 3 and 4</p>

<p>Ensure teachers continue to support pupils' mathematics development. Use question level analysis from termly assessments to identify and address next steps and support pupils' oracy and ability to share reasoning fluently and with confidence.</p>	<p>Evidence shows that assessment is not just used to track pupils' learning but also provides teachers with up-to-date and accurate information about the specifics of what pupils do and do not know. This information allows teachers to adapt their teaching so it builds on pupils' existing knowledge, addresses their weaknesses, and focuses on the next steps that they need in order to make progress. This is recommended in the EEF Guidance Report <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3 and 4</p>
<p>Ensure teachers meet the needs of their Focus Five pupils through careful lesson planning and high-leverage adaptive teaching strategies. This is supported through diagnostic assessment, learning walks and pupil progress meetings.</p>	<p>Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including: <a href="#">SEND Mainstream Schools Guidance Report</a>, which includes a holistic understanding of pupils and their needs and working effectively with teaching assistants. Another source is the <a href="#">Five a Day Approach</a>, such as explicit instruction, flexible grouping and scaffolding.</p>	<p>1, 3, 4 and 5</p>

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

Budgeted cost: £65,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead to be allocated time to oversee the progress and attainment of vulnerable pupils' results in termly summative assessments and liaise with year leaders around strategies to raise attainment.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">EEF Diagnostic Assessment Tool</a></p>	<p>1, 3 and 4</p>

<p>Use tailored 1:1 daily reading provision for focus children who do not have the fundamental reading skills to improve fluency and phonics (targeting lowest 20% across the school).</p>	<p>Developing reading strategies has a strong evidence base for improving outcomes <a href="#">Reading comprehension strategies   EEF</a>. Pupils need high quality teaching and extensive opportunities to practise reading and writing that is recommended in the EEF Guidance Report on <a href="#">Improving Literacy in Key Stage 2</a>.</p>	<p>1, 3 and 4</p>
<p>Use a trained phonics teacher to teach a daily phonics programme to late joiner EAL pupils to improve reading, oracy and writing of the English language.</p>	<p>Developing reading strategies has a strong evidence base for improving outcomes <a href="#">Reading comprehension strategies   EEF</a>. Pupils need high quality teaching and extensive opportunities to practice reading and writing that is recommended in the EEF Guidance Report on <a href="#">Improving Literacy in Key Stage 2</a>.</p>	<p>1, 3 and 4</p>
<p>Use formative and summative assessments to continue to identify vulnerable pupils who have not secured the fundamental skills in reading comprehension, handwriting, writing and mathematics and select these pupils to be targeted for direct instruction intervention groups. These programmes focus on developing pupils' basic knowledge and fluency so that they can access the main curriculum.</p>	<p>See recommendation 7 from EEF Guidance Report on <a href="#">Improving Literacy in Key Stage 2</a> using the TARGET intervention method for best intervention outcomes and recommendations 5 from EEF Guidance Reports on <a href="#">Improving Mathematics in Key Stages 2 and 3</a> outlining knowing the needs of the children so that their barriers to learning can be addressed through well-structured intervention.</p>	<p>1, 3 and 4</p>
<p>Run weekly year group support for pupils who have consistently not completed their homework and require the time, space and/or additional support of an adult to complete their work.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning <a href="#">Homework   EEF</a>.</p>	<p>1, 3, 4 and 5</p>

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

Budgeted cost: £40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Run a daily Breakfast Club for targeted pupils so that they can eat, play and socialise in a welcoming and supportive environment and have the opportunity to build purposeful relationships with their teachers and peers.</p>	<p>There is some existing evidence that breakfast clubs help improve attainment and attendance <a href="#">Magic Breakfast - trial   EEF</a>. We are therefore evaluating this intervention through internal measures of pupils' attainment and improved attendance.</p>	<p>1 and 2</p>
<p>Employ a trained Kick London Mentor for three days a week to address the social, emotional and mental health needs, as well as the behaviour needs of vulnerable pupils who are not responding to the school's universal social and emotional learning and behaviour systems.</p>	<p>Evidence shows that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour and SEMH needs, a personalised approach is recommended. This is recommendation 5 from EEF Improving Behaviour in School Report <a href="#">Improving behaviour in schools</a>.</p>	<p>1, 2 and 5</p>
<p>A trained member of staff to lead afternoon 'Nurture Groups' three afternoons a week with vulnerable pupils across the school who are demonstrating SEMH needs and dysregulation. These sessions focus on 'Power Thoughts' to help pupils regulate their own thoughts and emotions.</p>	<p>Evidence shows that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life <a href="#">EEF Social and Emotional Learning</a>.</p>	<p>1, 2 and 5</p>
<p>Establish an attendance team to create an attendance strategy that builds a holistic understanding of pupils and families, working with them to diagnose specific needs so that we can improve attendance for all, especially for our most vulnerable pupils and those with persistent absence.</p>	<p>Evidence of the importance of parental engagement comes from DfE Guidance on <a href="#">Working together to improve school attendance</a> and the EEF findings <a href="#">Parental engagement   EEF</a>.</p>	<p>1 and 2</p>

<p>Pupil Premium Lead to be allocated time to oversee the wider provision for some of our most vulnerable pupils in regards to additional extra-curricular opportunities to support their wellbeing. This includes, sport club provisions, additional resources to support learning, educational visits and so on.</p>	<p>The evidence for this intervention is drawn from a range of different sources. Evidence for Parental engagement comes from DFE Guidance on <a href="#">Working together to improve school attendance</a> and the EEF findings <a href="#">Parental engagement   EEF</a>. Evidence for wider participation and behaviour interventions is detailed above through other activities.</p>	<p>1, 2 and 5</p>
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**Total budgeted cost: £195,000.00**

## Externally provided programmes 2025-2026

*Please include the names of any non-DfE programmes that you purchased in 2025-26 academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Mathematics Premium	<a href="https://resources.whiterosemaths.com/resources/">https://resources.whiterosemaths.com/resources/</a>
Reading Plus	<a href="https://student.readingplus.com/seereader/api/sec/login">https://student.readingplus.com/seereader/api/sec/login</a>
Spelling Shed	<a href="https://www.spellingshed.com/en-gb/">https://www.spellingshed.com/en-gb/</a>
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
Mathletics	<a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a>
Language Link	<a href="https://speechandlanguage.link/whole-school-approach/junior-language-link/">https://speechandlanguage.link/whole-school-approach/junior-language-link/</a>
Test Base	<a href="#">Testbase   Giving you the freedom to teach   Primary Assessment</a>
Nessy	<a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a>
Provision Map	<a href="#">Log in   Learning Plans &amp; Provision Map Writer   School Robins</a>

## Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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 assessments. Below outlines the data analysis for 2024-25:

#### PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

Progress strength	Progress Weaknesses
<ul style="list-style-type: none"> <li>- PP reading progress is greater than non-PP pupils in Yrs 5 and 6</li> <li>- PP SPAG progress is greater than non-PP pupils in Yrs 4 and 5</li> <li>- PP writing progress is greater than non-PP pupils in Yr 3</li> <li>- PP maths progress is greater than non-PP pupils in Yrs 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>- PP reading progress is significantly less than non-PP pupils in Yrs 3 and 4</li> <li>- PP writing progress is significantly less than non-PP pupils in Yrs 4 and 5</li> <li>- PP maths progress is significantly less than non-PP pupils in Yr 5</li> </ul>

#### ATTAINMENT OF PUPIL PREMIUM COMPARED TO ATTAINMENT OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

PP Attainment Strengths	PP and non-PP Attainment small differences	PP Attainment Weaknesses
<ul style="list-style-type: none"> <li>- Yr 3 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils</li> <li>- Yr 3 PP attainment for 'at' ARE for mathematics is the same as National 2024 'at' ARE</li> <li>- Yr3 PP attainment for 'above' ARE for mathematics is only 1% less than National ARE 'above' ARE</li> </ul>	<ul style="list-style-type: none"> <li>- Yr 3 'at' ARE in reading, SPAG, writing, mathematics and RWM combined.</li> <li>- Yr 3 'above' ARE in reading, writing and mathematics</li> <li>- Yr 4 'at' ARE in reading and RWM combined</li> <li>- Yr 4 'above' ARE in reading, SPAG, writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- Yr 3 'above' ARE in SPAG</li> <li>- Yr 4 'at' ARE in SPAG, writing and mathematics</li> <li>- Yr 5 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and mathematics</li> <li>- Yr 6 'at' ARE in all subject areas and 'above' ARE in SPAG, writing and mathematics</li> </ul>

- Yr3 PP attainment for 'above' ARE for RWM combined is the same as National ARE 'above' ARE - Yr 4 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils	- Yr 5 'above' ARE in writing and RWM combined - Yr 6 'above' ARE in reading and RWM combined	
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**ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2025 ASSESSMENTS TO SUMMER 2025 ASSESSMENTS (INTERNAL SCHOOL MEASURES)**

	<b>PIRA % difference between Spring 2025 and Summer 2025 assessments</b>	<b>GAPS % difference between Spring 2025 and Summer 2025 assessments</b>	<b>Writing % difference between Spring 2025 and Summer 2025 assessments</b>	<b>Maths % difference between Spring 2025 and Summer 2025 assessments</b>
<b>Year 3 PP pupils</b>	-2%	+4%	-14%	+9%
<b>Year 4 PP pupils</b>	-2%	-2%	-17%	+2%
<b>Year 5 PP pupils</b>	+2%	-3%	-6%	-12%
<b>Year 6 PP pupils</b>	+1%	+5%	+11%	-2%

**STRENGTHS OF 'PURE' PUPIL PREMIUM ONLY (not including those also classified as SEN, EAL or late joiners) COMPARED WITH NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)**

- Yr 3 pure PP attainment is greater than their non-PP peers' attainment in all subject areas except 'above' ARE in mathematics.
- Yr 4 pure PP attainment is greater than their non-PP peers' attainment in all subject areas.
- Yr 5 pure PP 'at' ARE in reading is greater than their non-PP peers' attainment.
- Yr 6 pure PP 'at' ARE attainment in reading is only 1% less than the attainment of their non-PP peers. In addition to this, Yr 6 pure PP 'at' and 'above' ARE attainment in RWM combined is within 5% of the attainment achieved by their non-PP peers.

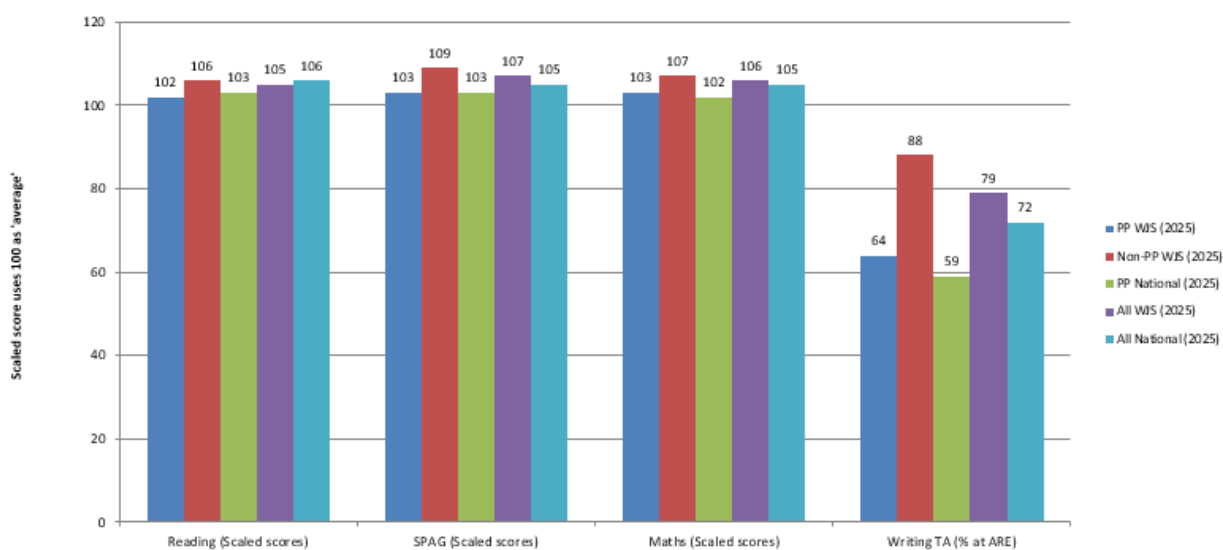
**ATTAINMENT OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM (UNVALIDATED DATA)**

N.B. 86 pupils were on roll during SATs, 28 of these pupils were PP. Three pupils were eligible to be disapplied from the 2025 SATs data set (2 PP pupils and 1 non-PP pupil) so the calculations below are based on 83 pupils (26 of whom are PP pupils). 2 PP pupils did not sit SATs as they were not working at KS2 level: this data includes the data for the 2 PP pupils who have significant SEN needs. Please note

that the writing TAs are for 82 pupils due to a late joiner (non-PP) sitting SATs but they were not with us long enough to accurately assess their writing ability.

### 1) Key Stage 2 Attainment: Average Point Score

Cohort: 83 children (82 children for writing). 26 PP pupils



### 2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 83 children. 26 PP pupils

	<i>Pupils eligible for PP (WJS) 2025</i>	<i>Pupils eligible for PP (National) 2025</i>	<i>'All' national average 2025</i>
% achieving expected standard or above in reading, writing & maths	<b>54% (0% GDS)</b>	<b>47%</b>	<b>62% (8% GDS)</b>
% making expected attainment in reading	<b>64% (23% GDS)</b>	<b>63%</b>	<b>75% (33% GDS)</b>
% making expected attainment in writing (Teacher Assessment 2025)	<b>64% (0% GDS)</b>	<b>59%</b>	<b>72% (13% GDS)</b>
% making expected attainment in SPAG	<b>68% (12% GDS)</b>	<b>60%</b>	<b>73% (30% GDS)</b>
% making expected attainment in mathematics	<b>61% (15% GDS)</b>	<b>61%</b>	<b>74% (26% GDS)</b>

Please note that this cohort of pupils has had both Years 1 and 2 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of 3 SEN pupils, who are also PP (2 of these PP pupils have significant SEN need and did not sit this year's SATs due to not working at KS2 level).

It should be noted that our purely PP pupils, 8 children, (those that are not SEN, Late joiners or EAL) achieved the following:

	<b>Pure Pupil Premium pupils (WJS) 2025</b>	<b>'All' national average 2025</b>
% achieving expected standard or above in reading, writing & maths	<b>63% (0% GDS)</b>	<b>62% (8% GDS)</b>
% making expected attainment in reading	<b>75% (38% GDS)</b>	<b>75% (33% GDS)</b>
% making expected attainment in writing (Teacher Assessment 2025)	<b>75% (0% GDS)</b>	<b>72% (13% GDS)</b>
% making expected attainment in SPAG	<b>75% (13% GDS)</b>	<b>73% (30% GDS)</b>
% making expected attainment in mathematics	<b>75% (13% GDS)</b>	<b>74% (26% GDS)</b>

## Summary

- PP scaled score attainment in reading is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 4 points behind non-PP pupils (an increase in gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score 1 point less than 'PP national' and they are 4 points behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 6 points behind non-PP pupils (a closing in the gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score that is the same as 'PP national' but they are 2 points behind 'all national' scaled score for SPAG.
- PP scaled score attainment in maths is 1 point greater than what was achieved in 2024. PP pupils have a scaled score which is 4 points behind non-PP pupils (a closing in the gap by 3 points compared to 2024 results). WJS PP pupils have a scaled score that is 1 point more than 'PP national' but they are 2 points behind 'all national' scaled score for maths.
- PP percentage attainment in writing has increased by 17% compared to PP writing attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils is 24%, a closing in gap of 18% in the difference between PP and non-PP pupils' attainment in writing compared to last year. The percentage of PP writing attainment is 5% more than 'PP national' but 8% less than 'all national'. However, our pure PP pupils achieving at expectation in writing is 3% greater than 'all national'.
- PP percentage attainment in reading, writing and maths combined has increased by 16% compared to PP attainment in reading, writing and maths combined in 2024. The gap between the percentage of PP pupils attaining at expectation in reading, writing and maths combined compared to non-PP pupils is 19%, a closing in gap of 25% in the difference between PP and non-PP pupils' attainment in reading, writing and maths combined compared to last year. The percentage of PP reading, writing and maths combined is 7% more than 'PP national' but 8% less than 'all national'. However, our

pure PP pupils achieving at expectation in reading, writing and maths combined is 1% greater than 'all national'.

- PP percentage attainment in reading has increased by 1% compared to PP reading attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in reading compared to non-PP pupils is 20% a closing in gap of 3% in the difference between PP and non-PP pupils' attainment in reading compared to last year. The Percentage of WJS PP pupils achieving at expectation in reading is 1% greater than 'PP national' but 11% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is the same as 'all national' and 5% greater than all national for GDS.

- PP percentage attainment in SPAG has increased by 9% compared to PP SPAG attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in SPAG compared to non-PP pupils is 28%, a closing in gap of 6% in the difference between PP and non-PP pupils' attainment in SPAG compared to last year. The percentage of WJS PP pupils achieving at expectation in SPAG is 8% more than 'PP national' but 5% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 2% greater than 'all national'.

- PP percentage attainment in maths has increased by 8% compared to PP maths attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in maths compared to non-PP pupils is 23%, a closing in gap of 15% in the difference between PP and non-PP pupils' attainment in maths compared to last year. The percentage of WJS PP pupils achieving at expectation in maths is the same percentage as 'PP national' and 13% less than 'all national'. However, our pure PP pupils achieving at expectation in maths is 1% greater than 'all national'.

- The rate of progress for this cohort will not be available to analyse due to COVID-19.

We conclude that those pupil premium pupils who have additional barriers to their learning for example, SEN, late joiners and EAL are having a significant impact on our attainment results as can be seen from our pure pupil premium pupils' attainment outcomes. It should also be noted that this cohort has also been significantly impacted by the pandemic as they lost out on learning during Years 1 and 2 due to school closures.

## Overall Outcomes

Good progress       Average progress       Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, the end of KS2 attainment percentage for our disadvantaged pupils in writing, SPAG, mathematics and reading writing and mathematics combined for end of KS2 2025 SATs has improved compared to 2024 results. As well as this, our pure-PP pupils (those without additional barriers to their learning) have achieved either the same as, or greater than, all national results at the end of KS2. However, there is still a gap between our disadvantaged and non-disadvantaged pupils in attainment, but the progress of our disadvantaged pupils relative to the progress of disadvantaged pupils nationally show that we are attaining better than national disadvantaged pupils in writing, SPAG and reading, writing and mathematics combined.

## Teaching

Good progress       Average progress       Minimal progress

Internal and external evidence indicates that the focus on the support given to vulnerable pupils is making a difference to pupil learning, such as through systematic checks for understanding, targeted scaffolding and support and opportunities to extend understanding. Pupils read regularly across the curriculum with teachers supporting comprehension with vocabulary teaching and scaffolded questions. Pupils also use partner talk to share and refine their ideas. However, there has not been enough focus on ensuring *all* staff have ownership and knowledge and understanding of the school's strategy plan as this has been predominantly led by SLT: a change that is being addressed for the new strategy plan.

## Targeted Academic Support

Good progress       Average progress       Minimal progress

There was extensive targeted academic support in place for 2024-25 to ensure pupils who were struggling in the core curriculum subject areas received the appropriate levels of support to make good progress. There is evidence that pupils in both the mathematics and English intervention groups made good progress on their targeted areas for development in reading, writing and mathematics, which was closely tracked and reviewed using Provision Map. Some pupils, whose progress was more stubborn, had more severe and intractable learning and cognition needs.

## Wider Strategies

Good progress       Average progress       Minimal progress

The school's approach to pastoral care is making a difference to behaviour and social, emotional and mental health issues, particularly for our most vulnerable pupils. This provision has ensured that some of our most vulnerable disadvantaged pupils received at age related expectation end of KS2 results. As well as this, many of our most vulnerable pupils have regular access to extra-curricular activities. However, further work needs to be done on raising attendance, which is a big focus in the next strategy plan.