



AHMAT

**Pupil premium
strategy statement –
White Waltham CE
Academy**

September
2025

Ashley
Hill Multi
Academy
Trust

Encourage one another
and build each other up
1Thessalonians 5:11

Pupil premium strategy statement – White Waltham CE Academy

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.

A three year plan that covers the academic years 2023-2026

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Isabel Cooke, CEO
Pupil premium lead	Laura Denham, Head of School
Governor / Trustee lead	Anne Crittenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,964
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£21,964

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 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 create aspirational pupils.

Challenges

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

Challenge number	Detail of challenge																							
1 Language Development	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																							
2 Low baseline	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and communication and language than their peers. On entry to Reception class in the last 4 years, between 40 - 50% of our disadvantaged pupils arrive below age-related expectations compared to 50 - 60% of other pupils. This gap decreases by the end of KS2, but this is dependent on numbers of disadvantaged pupils within the cohort.																							
3 Reading, Writing and Maths attainment	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Foundation – Y3 and Y6. The attainment gap narrows in Y4 and Y5. Reading Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey) <table><tr><td>Disadvantaged 11 pupils - Average: EXS</td><td>45%</td><td>27%</td><td>27%</td></tr><tr><td>Not Disadvantaged 153 pupils - Average: EXS</td><td>17%</td><td>57%</td><td>26%</td></tr></table> Writing Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey) <table><tr><td>Disadvantaged 11 pupils - Average: EXS</td><td>36%</td><td>64%</td></tr><tr><td>Not Disadvantaged 153 pupils - Average: EXS</td><td>22%</td><td>69%</td><td>9%</td></tr></table> Maths Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey) <table><tr><td>Disadvantaged 11 pupils - Average: EXS</td><td>27%</td><td>45%</td><td>27%</td></tr><tr><td>Not Disadvantaged 153 pupils - Average: EXS</td><td>12%</td><td>60%</td><td>28%</td></tr></table>	Disadvantaged 11 pupils - Average: EXS	45%	27%	27%	Not Disadvantaged 153 pupils - Average: EXS	17%	57%	26%	Disadvantaged 11 pupils - Average: EXS	36%	64%	Not Disadvantaged 153 pupils - Average: EXS	22%	69%	9%	Disadvantaged 11 pupils - Average: EXS	27%	45%	27%	Not Disadvantaged 153 pupils - Average: EXS	12%	60%	28%
Disadvantaged 11 pupils - Average: EXS	45%	27%	27%																					
Not Disadvantaged 153 pupils - Average: EXS	17%	57%	26%																					
Disadvantaged 11 pupils - Average: EXS	36%	64%																						
Not Disadvantaged 153 pupils - Average: EXS	22%	69%	9%																					
Disadvantaged 11 pupils - Average: EXS	27%	45%	27%																					
Not Disadvantaged 153 pupils - Average: EXS	12%	60%	28%																					
4 SEMH	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to parental SEMH and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 21 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (5 of whom are disadvantaged) receiving small social skills group interventions.																							
5 Attendance	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils. 6.25% - 9.09% of disadvantaged pupils have been ‘persistently absent’ compared to 3.25% - 3.68% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.																							

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan July 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
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: • qualitative data from pupil voice, surveys and teacher observations • a reduction in SEMH • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: • attendance officer liaises with EWO regarding persistent absences (termly meetings) • the overall attendance rate for all pupils being in line with national expectation of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being lower than their peers.

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: £ 6,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding oracy across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Take 1 Book research Take One Book teaching strategy/ Book Talk	1

	Aidan Chambers (2011) <i>Tell Me and the Reading</i> http://www.aidanchambers.co.uk/readingenviro.htm Writing 4 Pleasure research writing4pleasure.com/the-science-of-teaching-primary-writing/ Magma Maths Research: Facilitating producing mathematical discourse with Magma Maths	
Replenishment of our RWInc Systematic phonics resources DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will fund teacher release time to embed key elements of guidance in school and to develop teaching videos, resources and CPD for Phonics lead.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF Read Write Inc Evaluation report 2022 Reading by six: How the best schools do it Independent review of the reaching of early reading Ruth Miskin: Research and Evidence Royal Holloway Phonics works: Sounding out words is best way to teach reading	2
Enhancement of our writing teaching and curriculum planning in line with Ofsted and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to develop teaching videos, resources and CPD for Phonics lead.	Ofsted guidance gov.uk/government/news/a-strong-foundation-in-reception-and-key-stage-1-sets-children-up-for-success Writing 4 Pleasure research writing4pleasure.com/the-science-of-teaching-primary-writing/ EEF guidance Improving literacy in Key Stage 1 Improving literacy in Key Stage 2	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths Hub and Magma Maths resources and CPD (including Teaching for Mastery training).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

	EEF Maths EY KS1 Guidance Report.pdf?v=1729679579	
Improve the quality of social emotional and mental health learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF EEF: Approaches for supporting personal, social and emotional development	4

Targeted academic support

Budgeted cost: £ 9,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group teaching for pupils in need of additional support, delivered and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide:	Teaching including pre-teaching and precision targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF – Evidence underpinning one-to-one and small group tuition One-to-one tuition Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with RWInc suggestions for those falling behind.	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: Phonics Teaching and Learning Toolkit EEF Read Write Inc Evaluation report 2022	2
Purchase of iPads for disadvantaged pupils who have relatively weak spoken language skills.	Repeated engagement with narrated stories interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF National Literacy Trust: Audiobooks and literacy. A rapid review of the literature	1

Wider strategies

Budgeted cost: £ 5,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve ELSA and ERSA training and release time for staff to develop and implement new procedures and appointing attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF report – Supporting school attendance EEF report – Improving Parental Engagement	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. PP about trips and enrichment Developing cultural capital in primary school	All

Total budgeted cost: £21,964

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2025 Review Key Stage 2 SATs PP (3 children) 100% GDS Reading PP (3 children) 33% EXS 66% GDS Writing PP (3 children) 33% EXS 66% GDS Maths PP (3 children) 33% EXS 66% GDS GAPS Year 4 Multiplication tables check 8 chn achieved 25/25. This is 27% of the year group. Year 4 average = 21.2. National average in 2025 was 21 73% of Year 4 achieved a score of 20+ One child who is disadvantaged was disapplied from the test due to working below the key

stage. One achieved 18/25.

Year 1 Phonics Screening Check

PSC pass = 81%

National average 2024 = 80%

75% of PP chn passed (3 out of 4)

Year 2 - cumulative pass = 97%

EYFS GLD

Good progress in all areas.

GLD = 72%

National Average = 68%

PP chn GLD = 100% (2 out of 2)

Externally provided programmes

Programme	Provider
Well Being Champions	RBWM
ELSA	RBWM
Magma Maths	Magma Maths
Attachment Awareness Schools Award	Achieving for Children
Delivering Better Values project	Achieving for Children
Times Tables Rockstars	Maths Circle LTD
Ready Steady Comprehension	Literacy Counts
Read Write Inc Phonics	Oxford University Press & Ruth Miskin Training
Take One Book	Just Imagine Ltd.
Fred's Teaching	© 2024 Fred's Teaching
Writing 4 Pleasure	Writing 4 Pleasure Centre
Ready Steady Write	Literacy Counts
PSHE Association membership	PSHE Association

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
ELSA has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and special activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.