

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	White Meadows Primary Academy
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	35.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Luisa Gould
Pupil premium lead	Luisa Gould – Executive Headteacher
Governor / Trustee lead	Adrian Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,850

Part A: Pupil premium strategy plan

Statement of intent

Key principles and objectives

At White Meadows Primary Academy, we believe every child deserves the chance to succeed, no matter their background. Our Pupil Premium Strategy helps ensure that disadvantaged pupils make great progress and feel happy, safe, and ready for each new stage of their education.

We focus on:

- Giving children the best start in Early Years so they are ready for Key Stage 1 and beyond.
- Supporting pupils to achieve well in phonics, reading, writing, maths (including foundational knowledge in multiplication table facts), and all subjects.
- Making sure every child can take part in exciting trips, clubs, and experiences.
- Supporting excellent attendance and reducing absence.
- Promoting mental health and wellbeing so pupils feel supported and confident.

To achieve these outcomes, we deliver high-quality teaching through an inclusive curriculum, offer enriching experiences to build cultural capital, and use termly data reviews to identify and close learning gaps. Attendance is monitored weekly with rapid intervention where needed, and wellbeing is embedded into our school ethos.

All strategies are grounded in EEF research and evaluated termly to ensure maximum impact.

Challenges

This following information details the key challenges to achievement that we have identified among our disadvantaged pupils:

Challenge number	Detail of challenge
1	Close Early Years gaps so that 80% of children achieve a Good Level of Development (GLD)
2	Raise attainment in phonics, reading, writing and mathematics, including multiplication table facts, so that pupils the school's disadvantaged pupils achieve academic success at least in line with disadvantaged pupils nationally

3	Enhance pupils' cultural capital and love of learning by ensuring that all disadvantaged pupils participate in enrichment opportunities
4	Where required , disadvantaged pupils to access and benefit from the school's pastoral support to strengthen their social and emotional development
5	Raise attendance for disadvantaged pupils so that it is at least in line with disadvantaged pupils nationally and reduce persistent absence by 10% compared to the previous year

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
At least 80% of children achieve a Good Level of Development (GLD) by the end of EYFS, with no more than a 10% gap between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> • Develop and embed disadvantaged children's foundational knowledge in communication and language, literacy and mathematics • 80% or more of disadvantaged pupils achieve GLD by the end of EYFS • The gap between disadvantaged and non-disadvantaged pupils does not exceed 10 percentage points • 80% of pupils meet expected levels in Communication & Language, Physical Development, and Personal, Social & Emotional Development • Termly tracking shows disadvantaged pupils making progress at least in line with peers • Moderation confirms accuracy of judgments and consistency across settings
Pupils in KS1 and KS2 to achieve academic success, in line with their non-disadvantaged peers and other disadvantaged pupils nationally, in all areas of the curriculum, and particularly in phonics, reading, writing and mathematics	<ul style="list-style-type: none"> • Develop and embed disadvantaged children's foundational knowledge in reading, writing and mathematics • Disadvantaged pupils achieve outcomes in phonics, reading, writing, and mathematics, including knowledge of multiplication table facts, that are: at least in line with non-disadvantaged peers within the school; at or above national averages for disadvantaged pupils • Targeted support and interventions demonstrably close gaps for disadvantaged pupils, including gaps in foundational knowledge • Termly tracking and gap analysis shows that disadvantaged pupils make strong progress from their starting points • Disadvantaged pupils access and achieve in all curriculum areas, not just core subject • All disadvantaged pupils demonstrate readiness for transition (KS1 → KS2 → KS3)

<p>Enhance pupils' cultural capital and love of learning by participating fully in all enrichment opportunities that the school makes available.</p>	<ul style="list-style-type: none"> • 100% of pupils, including disadvantaged pupils, to engage in all planned enrichment opportunities (e.g., trips, clubs, cultural experiences) • Pupils demonstrate improved confidence, resilience, and collaboration skills through enrichment activities • Pupils experience a broad range of cultural, artistic, and community-based activities beyond the classroom • Increased pupil engagement and enthusiasm for learning, as evidenced by: positive attitudes in pupil voice surveys; high attendance at optional enrichment activities • No disadvantaged pupil misses an enrichment opportunity due to financial or logistical barriers
<p>Enhance pupils' social and emotional development by ensuring that disadvantaged pupils engage in and benefit from the school's wide pastoral support offer as needed</p>	<ul style="list-style-type: none"> • All identified disadvantaged pupils access relevant pastoral support intervention (e.g., time with learning mentors, time with play therapist, time to reflect, external counselling etc) • Pupil voice surveys show improved self-reported wellbeing and sense of belonging • Reduction in behaviour incidents and emotional regulation concerns for targeted pupils • Disadvantaged pupils receiving pastoral support demonstrate improved engagement in lessons • Attendance for targeted pupils improves by 5% compared to baseline
<p>Attendance for disadvantaged pupils is at least 95% and persistent absence is reduced by 10% compared to the previous year</p>	<ul style="list-style-type: none"> • Enhanced monitoring and rapid response to absence • Stronger collaboration between pastoral teams, teaching staff and parents • Increased parental engagement in attendance improvement strategies (e.g., meetings, communication) • Incentive programs and recognition for improved attendance • Disadvantaged pupils maintain an average attendance of 95% or higher • Persistent absence (pupils with <90% attendance) among disadvantaged pupils decreases by at least 10% compared to the previous year • All disadvantaged pupils at risk of falling below 95% attendance receive timely intervention (e.g., meetings, support plans) • Attendance data for disadvantaged pupils is reviewed weekly

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: £80,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New EYFS leader to raise expectations and provide support, guide and provide a strong role model for high expectations in the early years</p>	<p>Effective leadership in early years settings is strongly linked to improved quality of provision and better child outcomes. Leaders act as role models for professional behaviour and pedagogy, shaping staff attitudes and practice. Positive modelling of high expectations and inclusive approaches leads to improved staff confidence and consistency.</p> <p>EEF guidance emphasises that high-quality interactions and ambitious expectations are essential for improving early literacy, language, and self-regulation outcomes. Leaders play a key role in embedding these expectations across the setting</p> <p>Communication and language approaches EEF Early Years EEF</p>	<p>1</p>
<p>Full time SENCO to provide support and CPD for teachers and TSAs</p>	<p>EEF recommends creating a positive and supportive environment and ensuring pupils with SEND access the best possible teaching. SENCOs play a key role in embedding evidence-informed strategies like scaffolding, explicit instruction, and metacognitive approaches.</p> <p>EEF Blog: The Role of the SENCO in Developing Teaching Practice Explains how SENCOs can use evidence-based strategies and the COM-B model to support teachers and TAs in changing classroom practice. EEF blog: The role of the SENDCO in developing teaching practice EEF</p> <p>EEF highlights that SENCO-led CPD should build knowledge, motivate staff, develop teaching techniques, and embed practice—aligned with the EEF Effective Professional Development guidance How can SENDCos develop teacher practice? EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	<p>1 & 2</p>
<p>HLTA release leaders to monitor and evaluate the quality of teaching and learning in early years, phonics, English and mathematics</p>	<p>EEF stresses that monitoring is essential to ensure strategies are implemented well and adapted as needed. Without monitoring, schools risk continuing ineffective practices. How monitoring can support decision making in schools EEF</p>	<p>1 & 2</p>

<p>Training for teachers and support staff in effective teaching of phonics, English and mathematics, including developing and embedding pupils' foundational knowledge</p>	<p>2 x full days of RWI training to maximise the impact on phonics teaching in EYFS, KS1 and for pupils in KS2 who have not completed the phonics curriculum Phonics EEF</p> <p>High-quality CPD improves teaching and pupil outcomes and sets out mechanisms for effective PD (building knowledge, motivating staff, developing techniques, embedding practice). Effective Professional Development EEF</p> <p>Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed. Making sure that all children have the best start in life is one of Ofsted's strategic priorities Strong foundations in the first years of school - GOV.UK</p>	<p>1 & 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £128,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time speech and language specialist teaching support assistant delivery interventions in EYFS and KS1</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>1 & 2</p>

TSA led interventions	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1 & 2
Additional teachers in upper KS2 for reading, writing and maths	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	1 & 2
EYFS intervention	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches</p>	1
HLTA support in every year group	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. We follow the principles in this guidance report to effectively deploy HLTAs in every year group.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	1 & 2

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

Budgeted cost: £79,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all disadvantaged pupils take part in enrichment activities	<p>Research shows that there is a positive correlation between participation in enrichment activities and improved school attendance, especially for disadvantaged pupils. Activities such as sports, arts, volunteering, and social action were shown to motivate pupils to attend school and engage more fully in learning.</p> <p>New research reveals positive link between enrichment and tackling the school attendance crisis Centre for Young Lives Press Release</p> <p>Research highlights that enrichment activities build social and cultural capital, which is crucial for disadvantaged pupils who often lack these opportunities outside school. Participation in arts, trips, and clubs fosters confidence, communication skills, and aspirations, helping level the playing field for pupils from low-income backgrounds</p> <p>the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf</p> <p>Pupils from low-income families who engage in arts and cultural enrichment at school are three times more likely to obtain a degree and have higher employability prospects. Enrichment also improves wellbeing and civic engagement (e.g., 20% more likely to vote as young adults).</p> <p>Cultural capital – Building a foundation for lifelong learning - Teachwire</p>	3 & 5
Learning mentors	<p>The average impact of successful Social and Emotional interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	1, 2 & 4
Behaviour mentor	Mentoring provides pupils with consistent guidance and positive role models, helping them develop self-control and manage emotions. It supports pupils' social-emotional learning	4

	<p>(SEL) by teaching empathy, resilience, and problem-solving. These skills improve classroom interactions and reduce conflict. High level behaviour incidents de-escalated resulting in fewer internal exclusions and reduced rates of high-level behavioural incidents and fixed term exclusions</p> <p>EEF evidence shows that targeted mentoring can reduce disruptive behaviour and exclusions, especially for pupils at risk</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</p>	
Play therapy	<p>Play therapy provides a developmentally appropriate way for children to express emotions, process trauma, and build resilience. It supports emotional regulation, confidence, and coping skills. Research shows play therapy fosters social skills, empathy, and problem-solving, improving relationships and classroom behaviour.</p> <p>The Role of Play Therapy in Childhood Emotional...</p> <p>The Effectiveness of Play Therapy for Children with Behavioral and Emotional Problems: A Meta-Analysis of Randomized Controlled Trials Journal of Public Health & Environment - Journal of Public Health & Environment</p>	4
Deputy Head leading a high-profile project to increase the attendance of disadvantaged pupils and reduce rates of persistent absence	<p>Research shows that strong leadership and targeted strategies significantly improve attendance rates, especially for disadvantaged pupils. Higher attendance correlates with better academic achievement, improved wellbeing, and stronger social-emotional development. Pupils who attend regularly are more likely to meet age-related expectations and develop resilience.</p> <p>EEF and DfE guidance highlight that consistent monitoring, family engagement, and clear accountability reduce persistent absence.</p> <p>Supporting attendance EEF</p> <p>Working together to improve school attendance - GOV.UK</p>	1, 2 & 5

Total budgeted cost: £287,850

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.

Analysis of Statutory Data 2024/5

Gap between disadvantaged and non-disadvantaged pupils at White Meadows:

Reception - Good Level of Development

All children: 65%

Non-disadvantaged pupils: 55%

Disadvantaged pupils: 45%

Gap: -10%

Phonics Screening

Year 1	All pupils: 75% Non-disadvantaged pupils: 54% Disadvantaged pupils: 46% Gap: -8%
Year 2	All pupils: 55% Non-disadvantaged pupils: 56% Disadvantaged pupils: 54% Gap: -2%

Historically, disadvantaged pupils achieve as well as non-disadvantaged pupils in school. However, in 2024/25, there is a gap between disadvantaged and not disadvantaged pupils in school. This will be targeted next year through quality first teaching and focused intervention.

Gap between disadvantaged at White Meadows and disadvantaged pupils nationally:

KS2 Attainment

RWM Combined EXS	Reading EXS	Writing EXS	Mathematics EXS
<p><u>2025</u> All pupils: 64% - close to average 62% (non-sig)</p> <p>Disadvantaged pupils: 43% - close to average 47% (non-sig)</p>	<p><u>2025</u> All pupils: 77% - close to average 75% (non-sig)</p> <p>Disadvantaged pupils: 61% - close to average 63% (non-sig)</p>	<p><u>2025</u> All pupils: 79% - close to average 72% (non-sig)</p> <p>Disadvantaged pupils: 68% - close to average 59% (non-sig)</p>	<p><u>2025</u> All pupils: 77% - close to average 74% (non-sig)</p> <p>Disadvantaged pupils: 61% - close to average 61% (non-sig)</p>
<p><u>3-year average</u> All pupils: 67% - close to average 61% (sig+)</p> <p>Disadvantaged pupils: 57% - above average 46% (above sig+)</p>	<p><u>3-year average</u> All pupils: 81% - above average 74% (above sig+)</p> <p>Disadvantaged pupils: 79% - above average 62% (above sig+)</p>	<p><u>3-year average</u> All pupils: 76% - close to the national average 72% (non sig)</p> <p>Disadvantaged pupils: 66% - close to the national average 59% (non sig)</p>	<p><u>3-year average</u> All pupils: 83% - above average 73% (above sig+)</p> <p>Disadvantaged pupils: 78% - close to the above average 60% (above sig+)</p>
<p>Low prior attainers 2-year average (some of whom are disadvantaged pupils) 32% - above average 11% (above sig+)</p>	<p>Low prior attainers 2-year average (some of whom are disadvantaged pupils) 70% - above average 32% (above sig+)</p>	<p>Low prior attainers 2-year average (some of whom are disadvantaged pupils) 41% - above average 23% (above sig+)</p>	<p>Low prior attainers 2-year average (some of whom are disadvantaged pupils) 57% - above average 26% (above sig+)</p>

While attainment in 2025 was broadly in line with national averages for all pupils and disadvantaged pupils, the pupil premium strategy is designed to impact on pupils over three years.

The 3-year accumulative data indicates that disadvantaged pupils and low prior attainers achieve significantly better than respective pupils nationally

Year 4 Multiplication Tables Check

All pupils: 53%

Non-disadvantaged pupils: 62%

Disadvantaged pupils: 38%

Gap: -24%

The attainment gap between disadvantaged and non-disadvantaged pupils widened disproportionately in MTC in the 2024/25 academic year. This is an area for priority development in 2025/26.

Attendance

Whole School: 91.7%

Disadvantaged pupils: 87.5%

Gap: -4.2%

Historically, attendance for disadvantaged pupils has been low, with persistent absence remaining a significant challenge over several years. To address this, a series of targeted strategies were introduced in September 2025, focusing on improving engagement, strengthening parental communication, and implementing early intervention measures.

There has been little to no improvement in pupils' attendance or persistent absence over the past 3 years. Therefore, the early impact of the September 2025 strategies is extremely promising, with whole-school attendance improving significantly. Continued focus and targeted interventions will be essential to maintain progress and reduce persistent absence further.

Impact to Date

Initial data indicates a positive shift in attendance rates across the school:

Whole School Attendance:

- Autumn 2024: 91.8%
- Autumn 2025: 93.4%

This represents a 1.6 percentage point improvement compared to the same period last year.