Pupil premium strategy statement – White Meadows Primary Academy

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

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

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

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

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	572
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Amanda Dingwall (Headteacher)
Pupil premium lead	Tina McFarlane (Inclusion Lead)
Governor / Trustee lead	Adrian Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,760
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£291,760

Part A: Pupil premium strategy plan

Statement of intent

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.

This strategy is designed to ensure that well planned, appropriate provision is made for ALL children but with a particular focus on those who belong to vulnerable groups, therefore ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

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.

We aim to do this through:
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.

• Ensuring that teaching and learning opportunities meet the needs of all children.

• Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged children are effectively assessed and addressed.

• When making provision for socially disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

• We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any children the school have legitimately identified as being socially disadvantaged.

• Pupil Premium funding will be allocated following a needs analysis which will identify priority groups and individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group of children includes:

• Ensuring all teaching is good or better thus ensuring that the learning experienced by all children is high quality.

• To provide additional teaching and learning opportunities provided by trained and experienced Teaching Assistants.

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

Challenges

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

Challenge number	Detail of challenge
1	Internal assessment data shows an attainment gap between disadvantaged children and non disadvantaged children achieving the Good Level of Development (GLD) at the end of Early Years.
2	Assessment data and feedback indicates a gap in attainment in phonics, reading, writing and mathematics in line with the national picture.
3	Many disadvantaged children have limited access to wider life experiences which limits understanding of the world and cultural capital.
4	Although attendance overall is improving it is still an issue with some children and there is an overlap with this group and disadvantaged children. Policy and strategy is regularly revisited and we regularly support families who most need it. Nevertheless, as is the case nationally disadvantaged children's attendance is lower than their non disadvantaged peers
5	Feedback, observations and every day interactions show us that speech, language and vocabulary knowledge across the curriculum is not as well developed with disadvantaged children as their non disadvantaged peers. This is a contributory factor in why there is a gap in attainment and progress at the end of each key stage.

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
Challenge 1: Close Early Years gaps so that 80% of the children achieve a Good Level of Development	Further 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
Challenge 2: Raise attainment in phonics, reading, writing and mathematics so that the school's disadvantaged children achieve academic success at least in line with disadvantaged pupils nationally.	Foundational knowledge in reading, writing and mathematics will be evident in promoting progress and outcomes for disadvantaged children's learning • 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)
Challenge 4: Raise attendance and reduce persistent absence for disadvantaged children so that it is at least in line with disadvantaged children nationally	Enhanced monitoring and rapid response to absence from the whole team • 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 children decreases by at least 10% compared to the previous year. All disadvantaged pupils at risk of flalling below 95% attendance to receive timely intervention (e.g. follow up calls, meetings, support plans)

Challenge 3: Enhance pupils' cultural capital and love of learning by ensuring that all disadvantaged children participate in enrichment opportunities	• All 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
Challenge 5: To improve outcomes for disadvantaged pupils by developing their speech, language and vocabulary knowledge across the curriculum, ensuring that pupils can communicate confidently, understand and use increasingly ambitious vocabulary, and access learning successfully, resulting in improved attainment and progress at the end of each key stage.	A clear and progressive approach to the explicit teaching of vocabulary is consistently implemented across all year groups and subjects, particularly in the Early Years • Disadvantaged pupils regularly participate in high-quality oracy, language-rich and vocabulary development opportunities within daily classroom practice. • Language and vocabulary are modelled well by all staff. • Targeted speech, language and communication interventions are identified through assessment and delivered effectively, with progress monitored termly. • Pupil voice, lesson visits and work scrutiny demonstrate that disadvantaged pupils confidently use subject-specific and ambitious vocabulary when speaking and writing. • Assessment information shows that disadvantaged pupils make strong progress in language development and achieve improved outcomes in reading, writing and the wider curriculum. • The attainment gap between disadvantaged pupils and their peers reduces at the end of each key stage.

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: £83,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS leader to raise expectations and provide support, guide and provide a strong role model for high expectations in the early years	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. 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 *Communication and language approaches | EEF Early Years | EEF*	1
Full time SENCo to provide support and CPD for teachers and TSAs	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. 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* 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?* https://educationendowmentfoundation.org.uk/educationevidence/guidance reports/send	1 & 2
HLTA release Core Subject leaders to monitor and evaluate the	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*	1 & 2

quality of teaching and learning in early years, phonics, English and mathematics		
Training for staff on phonics, Foundational Knowledge, adaptive teaching and support for vulnerable children	On-going RWI training for key staff and regular TA / Staff training on the implementation of adaptive teaching. High quality CPD improves teaching and pupil outcomes and sets out mechanisms for effective PD (building knowledge and confidence in staff, embedding good practice) Effective Professional Development / EEF Research demonstrates 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 beneficial for those whose early learning has been limited. This may include children from disadvantaged backgrounds and those with delayed language and communication. Making sure that children have the best start in life is one of Ofsted's strategic priorities. Strong foundations in the first years of school – GOV.UK	1&2

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

Budgeted cost: £129,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time speech and language specialist teaching support assistant	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. 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	1, 2 & 5

delivery interventions in EYFS and KS1	from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/educationevidence/early years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/educationevidence/guidanc e-reports/teaching-assistants	
TSA Led Interventions	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/educationevidence/te aching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/evidence summaries/teaching-learning-toolkit/small-group-tuition/	1&2
HLTA support in every year group	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. https://educationendowmentfoundation.org.uk/educationevidence/guidan ce-reports/send https://educationendowmentfoundation.org.uk/educationevidence/guidan ce-reports/teaching-assistants	1,2 & 5

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	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. *New research reveals positive link between enrichment and tackling the school attendance crisis | Centre for Young Lives | Press Release* 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	3&5

	aspirations, helping level the playing field for pupils from low-income backgrounds. *the-valuing-enrichment-project-emerging-findings-and recommendation.pdf* 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). *Cultural capital – Building a foundation for lifelong learning - Teachwire*	
Learning Mentors	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	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 (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. EEF evidence shows that targeted mentoring can reduce disruptive behaviour and exclusions, especially for pupils at risk https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring	4
Play Therapist	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. The Role of Play Therapy in Childhood Emotional Development The Effectiveness of Play Therapy for Children with Behavioral and Emotional Problems: A Meta-Analysis of Randomized Controlled	4

	Trials | Journal of Public Health & Environment - Journal of Public Health & Environment	
Family Liaison Officer	The Education Endowment Foundation (EEF) identifies parental engagement as one of the most effective and cost-efficient approaches for improving outcomes, with pupils making an average of +4 months additional progress when schools effectively engage parents in learning. The evidence is particularly relevant for disadvantaged pupils. • Builds positive home-school relationships. • Supports parents to engage confidently with learning. • Removes barriers that may prevent families from accessing support. • Strengthens the home learning environment. Four new evaluations of programmes and approaches designed to… | EEF	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal 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).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Analysis of Statutory Data 2025/6

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

In 2025/26, there is a gap between disadvantaged and not disadvantaged pupils in school and a dip in the outcomes at the end of KS2. This will be targeted next year through quality first teaching and focused intervention.

2025 figures in ()

Reception - Good Level of Development All children: 67% Non-disadvantaged pupils 72%

Disadvantaged pupils: 56% (45%)

Gap: -16%

Phonics Screening Year 1

All pupils: 80% (75%)

Non-disadvantaged pupils: 85% (54%)

Disadvantaged pupils: 71% (46%)

Gap: -14%

Year 2 All pupils: 87% (55%)

Non-disadvantaged pupils: 94% (56%)

Disadvantaged pupils: 75% (54%)

Gap: -19%

Gap between disadvantaged at White Meadows and disadvantaged pupils nationally:

RWM Combined EXS	**Reading**	**Writing**	**Maths**
2026 All Pupils: 33% Disadvantaged pupils: 26% Similar Schools: 44% 3 Year Average: 45% ***(Close to average non sig)*** Low prior Attainers 2 year average (22/23) 32% (some of whom	2026 All Pupils: 48% Disadvantaged pupils: 46% Similar Schools:58% 3 Year Average: 65% ***(Close to average non sig)*** Low prior Attainers 2 year average (22/23) 70% (some of whom	2026 All Pupils: 60% Disadvantaged pupils: 54% Similar Schools:57% 3 Year Average: 64% ***(Close to average non sig)*** Low prior Attainers 2 year average (22/23) 41% (some of whom	2026 All Pupils: 46% Disadvantaged pupils: 40% Similar Schools: 58% 3 Year Average: 62% ***(Close to average non sig)*** Low prior Attainers 2 year average 57% (22/23) (some of whom are

are disadvantaged) above sig+ 11% (Nat	are disadvantaged) 32%(Nat)	are disadvantaged) 23% (Nat)	disadvantaged) 26%(Nat)

Whilst there was a dip in attainment at the end of Key Stage 2 in 2026, the 3 year average identifies that we remain in line with the national average for disadvantaged pupils. We are however committed to ensuring our 2027 cohort achieve in line with previous cohorts.

Attendance:

2025 2026: Whole School: 91.9%

Disadvantaged pupils: 90.4% (89.4%in 2024/25)

Gap: 1.5%

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 have been implemented, 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 seen is extremely promising, with whole-school attendance improving significantly and a significant drop in the number of children who are persistently disrupted. 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:

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Well Com Language Assessment	Wellcom

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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