



Whiteknights

Growing Greatness

Pupil premium strategy statement – Whiteknights Primary School

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

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

School overview

Detail	Data
Total number of pupils in school	420 (excl. Nursery)
Number of pupil premium eligible pupils	75
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Bridget Reynolds
Pupil premium lead	Louise Lewis/Emma Connor (SENCOs)
Governor / Trustee lead	Penny Gilham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	As above



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Part A: Pupil premium strategy plan

Statement of intent

At Whiteknights Primary School, we aim to provide outstanding educational opportunities that develop happy, confident pupils, who have the skills to be successful lifelong learners and are able to fulfil their ambitions. We will nurture each individual and help them to grow in greatness.

Our intention is that all pupils, regardless of their background, make good progress and attain well across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to fulfil their potential, including those who are already achieving well.

We consider the varied challenges faced by vulnerable pupils at our school, including those who are supported by external professionals such as a social worker or early help worker. We believe that it is important to build strong relationships with families so that we can be in the best position to offer support.

For all our pupils, we prioritise high-quality teaching across the curriculum. Our staff (including teaching assistants) receive ongoing professional development to ensure that they are highly skilled and reflective to ensure that all pupils, including disadvantaged, make the best possible progress. All staff have high expectations for all pupils both in terms of their academic performance but also in terms of developing pupils' independence and effort.

We also recognise the importance of pupils being able to read and we work hard to develop pupils who read confidently and have a love of reading. This enables them to access all areas of the curriculum so that they can develop a depth and range of knowledge. Our curriculum is underpinned by reading and all subject areas have purposeful and meaningful links to quality texts. Priority reading is a key intervention that we implement in order to support disadvantaged pupils.

Developing pupils' speech and language skills is a focus for our school. Children requiring support are identified early through teacher observation and tracking meetings, which means that effective intervention can be put into place quickly. We recognise that pupils benefit from broadening their vocabulary and aim to immerse them in a language-rich environment and curriculum. Within the classroom, key vocabulary is identified and pre-planned, and taught explicitly.

Support for the emotional wellbeing of our disadvantaged pupils also forms a key part of our strategy. We have a designated Mental Health Lead who is able to complete a nurture programme in school with those pupils who require it, or is able to refer to CAMHS West Berkshire Mental Health Support Team (previously Wokingham MHST) if appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Analysis shows that our disadvantaged pupils have less developed oral language skills and vocabulary than their peers



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2	Analysis shows that our disadvantaged pupils have greater difficulty with their reading comprehension skills compared to their peers
3	The number of disadvantaged pupils achieving GDS (greater depth standard) in Reading is impacted by pupils being less likely to read for pleasure beyond the confines of the school day resulting in more limited vocabulary and knowledge
4	The number of disadvantaged pupils achieving GDS (greater depth standard) in Writing is limited by their vocabulary, experiences and amount of reading they partake in
5	Our disadvantaged pupils and their families can be less likely to engage in broader school life

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
For pupils to develop their oral language and vocabulary skills	Pupils will widen their vocabulary Pupils will be able to make effective vocabulary choices in their Writing
To increase the number of disadvantaged pupils achieving the expected standard in Reading so that it is in line with non-disadvantaged peers	Further narrowing of the gap in attainment in Reading
To increase the number of disadvantaged pupils achieving the expected standard in Writing so that it is in line with non-disadvantaged peers	Further narrowing of the gap in attainment in Writing
To increase the number of disadvantaged pupils achieving greater depth in Reading	An increase in disadvantaged pupils achieving GDS in Reading
To increase the number of disadvantaged pupils achieving greater depth in Writing	An increase in disadvantaged pupils achieving GDS in Writing
For families to engage and participate in school activities in greater numbers	<ul style="list-style-type: none"> • Greater take up of parents evening appointments • More PPG pupils participating in residential school trips • More PPG pupils participating in extra-curricular clubs • More PPG pupils representing school in outside activities



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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20 070**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and refine Writing teaching	EEF: mastery learning (+5) EEF: oral language interventions (+6)	1, 3 and 4
Ongoing CPD: whole-class reading (Year 2 – 6)	EEF: mastery learning (+5) EEF: oral language interventions (+6)	1, 2, 3 and 4
Ongoing CPD: Read Write Inc. for early reading	EEF: phonics (+5)	1, 2
Ongoing CPD: teaching for GDS in Reading and Writing	EEF: mastery learning (+5) EEF: oral language interventions (+6)	1, 3, 4
CPD: vocabulary teaching strategies	EEF: oral language interventions (+6)	1, 2, 3 and 4

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

Budgeted cost: **£ 66 870**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority reading	EEF: one to one tuition (+5) EEF: reading comprehension strategies (+6)	1, 2, 3 and 4
Phonics tutoring	EEF: one to one tuition (+5) EEF: phonics (+5)	1 and 2
Group reading intervention	EEF: reading comprehension strategies (+6) EEF: small group tuition (+4)	1 and 2
Speech and language interventions	EEF: oral language interventions (+6)	1 and 2



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

Budgeted cost: **£28 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health lead to support pupils with behaviour, emotional wellbeing and self-confidence through bespoke nurture programme	EEF: mentoring (+2 months) EEF: metacognition and self-regulation approaches (+7 months)	5
Home school link worker to support families, including in purchasing uniform, improving attendance through access to breakfast and after school club, parent workshops etc.	EEF: parental engagement (+4 months)	5
Funding to improve PPG pupils' access to extra-curricular activities	EEF: arts participation (+3 months)	5
Bespoke therapy for individual pupils as required (e.g. play therapy, art therapy)	EEF: metacognition and self-regulation approaches (+7 months)	1, 2, 3, 4
Homework club	EEF: homework (+5 months)	1, 2, 3, 4
Workshops and SPLAT sessions to encourage parental engagement	EEF: parental engagement (+4 months)	1, 2, 3, 4, 5

Total budgeted cost: £ 115 400



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment data shows that PPG funding has had a positive impact on pupils. In the Summer Term of 2023/24, data shows that PPG pupils made more progress compared to their peers in Reading in every year group except one (where the pupil who made slightly less progress was also SEND). In Years 2-6, the percentage of PPG pupils achieving the expected standard was broadly in line with non-PPG pupils. In Years 1 and 6, the percentage of PPG pupils achieving GDS was in line with non-PPG pupils, however this was not the case in all year groups. The number of PPG pupils achieving GDS in Reading will continue to be a focus.

In Writing in Years 4 and 5, the percentage of PPG pupils achieving the expected standard is broadly in line with their peers. However, in Writing in all year groups, the number of PPG pupils achieving GDS is significantly below the number of non-disadvantaged pupils achieving GDS. This area will continue to be a focus.

There has been a clear impact on PPG pupils' involvement with broader school activities, for example in those attending the residential trips in Years 4 and 6 and pupils taking part in extracurricular clubs. PPG pupils who are not reaching the expected standard or are not making progress have been individually invited to attend clubs to help them in the areas identified, with financial support available. The role of the Home School Link Worker has been vital to this as it has enabled the school to identify pupils who may have faced a barrier to accessing after-school clubs and has supported them to overcome these difficulties (be it financial or another difficulty affecting their ability to participate in wider school life).

The role of the Mental Health Lead, which is partly funded by PPG funding, has also had a significant impact. Pupils requiring additional support have been quickly identified and support put in place to help pupils improve their mental health and wellbeing. This has been undertaken through a range of interventions, including nurture programmes, work with Wokingham's Mental Health Support Team, and wider support for families.

There has been a focus on PP children in class to ensure that they all reach their full potential and this has been successful. Some of the strategies used have been: identifying focus pupils who may require additional support within lessons; careful talk partner choices; ensuring PP pupils answer the questions being asked by the teacher. Engagement with parents of PP children by class teachers has helped to eradicate most of the difficulties regarding completing home learning and home learning clubs have helped families, especially those who have no internet access or computers at home.

The attendance of PPG pupils was in line with their peers at 96.2%. This has been impacted by the work of the Home School Link Worker who has supported individual families in improving pupils' attendance and punctuality. Termly attendance meetings have been used to monitor attendance of all pupils, including those who are disadvantaged, and early action taken where concerns arise.