



Pupil premium strategy statement

This statement details our school’s use of pupil 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	Whitminster Endowed C of E Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	December 2024
Reviewed	December 2025
Date to be reviewed	December 2026
Statement authorised by	Finance Committee
Pupil premium lead	Alison Parry-Jones
Governor lead	Alice Wood

Funding overview

Detail	Amount
Pupil premium funding allocation for this academic year	£19,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£729
Total budget for this academic year	£20,024

Part A: Pupil premium strategy plan

Statement of intent

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to **all its pupils**. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.

The key principles of our strategy plan (taken from EEF document, Guide to The Pupil Premium)

- [DfE: Using Pupil Premium Guidance \(2025\)](#)
- [EEF: Guide to the Pupil Premium / Menu of Approaches \(EEF evidence brief\)](#)

Teaching

Spending on improving teaching, including professional development, training and support. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Targeted academic support

Targeted academic support for those who are not making good progress across the spectrum of achievement. We use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching (Pre and Post intervention). [EEF: Effective Professional Development guidance / Cognitive Science in the Classroom summary](#)

Wider strategies

We use wider strategies related to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

How does our current pupil premium strategy plan work towards achieving this?

- It provides additional educational support to raise the achievement of pupils in receipt of the PPG through first quality teaching, additional support or early help

- School staff narrow the gap between the educational achievement of these pupils and their peers.
- It addresses underlying inequalities, as far as possible, between pupils and use the funding to ensure equal access
- It ensures that the funding reaches the pupils who need it most by assessing the needs of pupils entitled to the funding. This may be through a My assessment (social and emotional needs) or My Plan (SEND needs)
- It ensures that the school works in partnership with the parents/carers of pupils to collectively ensure pupils' success.

Challenges

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

Challenge number	Detail of challenge
1	Academic
2	Parental issue – mental health/single parent/ lack of support
3	Anxiety
4	Physical needs
5	Financial family difficulties

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 the gap to narrow rapidly between PP and non-PP pupils through termly reviews of both formative and summative assessment using Insight.	Progress and attainment rises rapidly in line or above the cohort average – see data and books EEF: Interim Evidence Brief — Reading at Transition (reading interventions, phonics, one-to-one/small-group) and EEF: Read Write Inc. / Fresh Start evaluation summary
Families receive appropriate support and help when needed. For example attendance, parenting workshops	Children make at least expected progress using the support from school, family and other external agencies – see data and

	<p>books. Evidence of support recorded in CPOMS</p> <p>EEF: Working with Parents to Support Children's Learning guidance report & Parental Engagement Toolkit strand</p>
<p>To provide identified children with strategies to deal with their emotions and anxieties.</p> <p>The curriculum and care practices promote and support children's social and emotional needs.</p> <p>For children to remain focused on the present moment and thrive in it.</p> <p>To give children the skills to deal with any anxieties positively.</p>	<p>Using a range of strategies including the Jigsaw PHSE scheme children develop resilience and enjoyment of all school activities. Anxiety is not a barrier to their academic or social development.</p> <p>Evidence on CPOMS and data.</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools guidance report</p>
<p>To be able to confidently take part in physical activities – developing fine and gross motor skills.</p>	<p>Handwriting is legible with correctly formed letters and joins.</p> <p>Children's gross and fine motor skills are in line with other children.</p> <p>ALL physical challenges are completed in line with other children</p> <p>EEF Early Years Physical Development.</p>

Activity in this academic year

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

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

Budgeted cost: £13,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision teaching for maths, reading and spelling.</p> <p>Pre and Post intervention working closely with the class teacher and the TA.</p>	<p><i>Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy</i></p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements</i></p>	<p>1- academic</p>

	<p><i>teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i></p> <p><i>(EEF Pupil Premium Guide, T and L Toolkit)</i></p> <p>EEF: One to one tuition & Small group tuition (Teaching and Learning Toolkit) —</p> <p>EEF: Mathematics guidance and mastery approaches (EEF resources)</p> <p>EEF: Making Best Use of Teaching Assistants guidance</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6711

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family worker support for parents	<p><i>Families are best supported by those who are already working with them, with additional support from local partners arranged as needed. Children and families are entitled to early help if and when they need it.</i></p> <p><i>(Gloucestershire Early Help team).</i></p> <p>EEF: Working with Parents to Support Children's Learning guidance report & Parental Engagement Toolkit strand</p>	2 – Parental/Family support
Family worker/TA support for children (ELSA)	<p><i>The ELSA project was developed to build the capacity of schools to support the emotional needs of their pupils from within their own resources.</i></p> <p><i>ELSAs are trained to plan and deliver programmes of support for pupils in their school or setting.</i></p> <p><i>The programme covers:</i></p> <p><i>An introduction to ACEs, Resilience & Emotional</i></p>	3 – Anxiety

	<p><i>Literacy</i> <i>Attachment and Security</i> <i>Skills for Effective Therapeutic Conversations</i> <i>Emotion Coaching</i> <i>Selfhood, Self-Esteem and Strengths-Based Approaches</i> <i>Solution-Focused Approaches</i> <i>Affiliation, Social Skills Interventions & Restorative Approaches</i> <i>Bereavement, Loss and Family Separation</i> <i>Creative Therapeutic Interventions</i> <i>Cognitive Behavioural Approaches and Mindfulness</i></p> <p><u>EEF: Improving Social and Emotional Learning in Primary Schools guidance report</u></p>	
<p>Fizzy sessions to support fine motor skills to improve handwriting and gross motor skills to develop better movement and confidence.</p>	<p><i>This is a graded and measurable activity programme.</i> <i>It was designed to do the following:</i></p> <ul style="list-style-type: none"> • <i>To be incorporated into a pupil's individual education plan.</i> • <i>To be provided to schools by therapists to work on specific skills as determined at assessment.</i> • <i>To be a product that can be used in schools as a whole package to use with pupils who have weak gross and fine motor skills, prior to referral to the therapy services for assessment of co-ordination difficulties</i> <i>(NHS Occupational Therapy)</i> <p><u>EEF Early Years Physical Development.</u></p>	<p>4- Physical challenges 1- Academic</p>
<p>Support given to ensure that disadvantaged children are able to access all that school has to offer (including support for residential costs– July 2025 and April 2026)</p>	<p><i>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills.</i> <i>(EEF T and L Toolkit)</i></p> <p><u>DfE Using Pupil Premium guidance: schools may use PP to remove barriers including acute needs; DfE Menu of Approaches signposted</u></p>	<p>5- financial difficulties</p>

	<u>DfE: Using Pupil Premium Guidance — attendance and wider strategies / EEF attendance resources</u>	
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Total budgeted cost: £ £20,024

Further Information (other activity that we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Social and emotional/ Dealing with Anxiety

Pupils working through the ELSA programme able to thrive in class with more confidence and received recognition awards. Supporting funding for residential trip (Yrs 5 and 6) allowed pupils to develop their independence, confidence and resilience PHSE/PE scheme in place and increasing levels of resilience, teamwork and social skills.

Academic support

*75% of PP students achieved at or above ARE in Maths
50% of PP students achieved at or above ARE in Reading
50% of PP students achieved at or above ARE in Writing*

Support to families who are no longer meeting Early Help/Social Care criteria

*To support through parent's separation
To support parent with move to new home
To support a family with behaviour, rules and consequences and routine.
Information of furniture banks etc., regular phone calls.
To support parent with signing children up with a new GP.
Ensuring access to FSM schemes.
Telephone and email contact with families.
Complete paperwork for access to services and transition.*

Externally provided programmes

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

Programme	Provider
Fizzy	Atlas Sports