

Thomas Whitehead Academy Pupil Premium strategy statement

'Let your light shine' Matthew 5:16

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 Year 1 (2025 - 2026)	Data Year 2 (2026 – 2027)	Data Year 3 (2027 – 2028)
School name	Thomas Whitehead Academy		
Number of pupils in school	216		
Proportion (%) of pupil premium eligible pupils	28%		
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 To be reviewed annually		
Date this statement was published	December 2025		
Date on which it will be reviewed	Autumn Term 2026		
Statement authorised by	Natasha Chiswell		
Pupil premium lead	Helen Long		
Governor / Trustee lead	Paul Foster		

Funding overview

Detail	Amount	Amount	Amount
Pupil premium funding allocation this academic year	£88,329		
Recovery premium funding allocation this academic year	0		
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	£88,329		

Part A: Pupil premium strategy plan

Statement of intent

Identified barriers faced by our children who are in receipt of the PPG include less support with learning at home, poor language and communication skills and difficulties with learning. A number of these children have SEMH difficulties including lack confidence and low self-esteem. Other areas of concern are a limited access to wider opportunities and life experiences as well as a lack of aspirations. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ For all of our disadvantaged children and families to feel supported to ensure that they have positive mental health and wellbeing.
- ✓ For all of our disadvantaged children to access learning at an appropriate level and where their starting point is below ARE to make accelerated progress.
- ✓ For all disadvantaged pupils to develop aspirations and feel confident in their ability to achieve them.
- ✓ For all disadvantaged pupils to be fully prepared for the next stage in their education.

We aim to do this through:

- Ensuring all teaching is adapted according to the needs of all children.
- Improving quality first teaching.
- Providing additional adult support – pastoral and academic.
- Providing targeted interventions.
- Tracking and supporting families with attendance.
- Working with external agencies to support individuals.
- Ensuring smooth transitions between key stages.
- Ensuring that parents have access to family support.
- Highlighting career opportunities and aspirations through the curriculum, including arranging visitors to the school and a variety of workshops.

Key Principles for our strategy

- We are committed to raising the achievement of pupils who are eligible for PPG.
- We know that great teaching and careful planning can make a difference to the outcome of our disadvantaged pupils.
- We never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers at home and in school including; attendance, behaviour and other external factors.
- We take an evidence-informed approach to our Pupil Premium spending.
- We use assessment systems to track pupils and identify those who are under-achieving. This enables us to look at reasons for under-achievement and put in place measures to address them.
- We direct resources and interventions to accelerate progress of eligible pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium lack parental support with their learning at home
2	SEMH difficulties of children and their families.
3	A lack of varied experiences impacts on the children's starting points and aspirations.
4	Low attendance and poor punctuality.
5	Poor speech and language skills.
6	A large percentage of children in receipt of PPG are not attaining age related expectations in the core subjects.

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
The children who lack support with learning at home have increased opportunities to learn.	<ul style="list-style-type: none"> - Some parents are better able to provide support with learning at home – parent workshops – Phonics & Maths. - Children are accessing additional support in school. Progress is made in relation to the provision. - After school club give opportunities to support with homework/reading - Extra support with reading volunteers - Opportunities to complete homework as an early morning task
Improve SEMH for children and their families.	<ul style="list-style-type: none"> - Improved attendance for individuals - Soft start to the day for individuals / Breakfast Club offer - Reduced support sought from school by some parents. - Reductions in negative / inappropriate interactions observed. - Improved engagement with learning. - Children able to recognise which 'zone' they are in and, where appropriate, regulate their emotions. - Pupil survey shows that children feel supported and know how to access help. - Support from external agencies - Drawing & Talking available with trained staff - Small SEMH groups/1:1 delivered by trained staff
Increase experiences and improve aspirations for children.	<ul style="list-style-type: none"> - Children access new and varied experiences. - Children have high expectations and aspirations

Improve attendance and punctuality.	<ul style="list-style-type: none"> - Improved attendance for targeted children - Overall school attendance figures are improved - Children are progressing with their learning - Targeted children arrive at school on time. - Breakfast club offer
Children develop speech and language skills in order to improve outcomes in all areas, socially, academically and emotionally.	<ul style="list-style-type: none"> - Children are able to effectively communicate with a range of people in a range of situations. - Children's ability to participate in discussions is noted through monitoring. - Children are able to manage their feelings and relationships independently. - Oracy training accessed by teachers and implemented into daily teaching
Improve the percentage of children achieving age related in the core subjects.	<ul style="list-style-type: none"> - Data shows that there is an increase in the number of children of working at age related. - Intervention records show support has been in put in place to work towards achieving ARE - Evidence in books shows children are working at ARE - Evidence from pupil progress meetings, learning walks / lesson observations show that teaching matches need.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Year 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers will provide opportunities to develop speech and language across the curriculum implementing oracy training.</p> <p>They will be aware of the specific speech and language needs of children in their class and tailor support accordingly.</p> <p>For example, Goldilocks words, visual cues, comments/ versus, questions, modelling including the use of sentence stems, the use of Speech and Language and communication tool kit, including top tips.</p> <p>Medium Term plans show targeted key vocabulary</p> <p>Talk for writing.</p> <p>Vocabulary focus within weekly session of Reading Practice or Guided Reading.</p>	<p>EEF</p> <p>Oral Language Interventions.</p> <p>Impact in Early Years (+7)</p> <p>Impact in Primary = (+ 6)</p>	<p>5 & 6</p>

<p>Teachers will plan and deliver tasks to children in reading, writing and maths according to their individual needs.</p> <p>They will utilise Accelerated Reader, Talk for Writing and the Herts Essentials Maths Programme and related CPD.</p> <p>Cost £4500 Further subscription to Accelerated Reader (over 3 years. Paid in full in Year 1)</p> <p>£280 – Herts English</p> <p>£ 300 - Maths for Life subscription</p> <p>£100 - Ninja App</p>	<p>EEF Accelerated Reader – for all pupils 3 months progress and for those in receipt of free School Meals (+5) .</p> <p>EEF Talk for Writing – indicated a positive impact on pupil's attitudes, progress and attainment.</p>	6
<p>SENCo & PP lead £15,998</p>		All areas.

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

Budgeted cost: Year 1

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Writing conferencing – Supply</p> <p>To identify next steps with children and plan for children that required further support</p> <p>£500 - 2 days.</p>		5 & 6
<p>Teaching Assistant Support for children in receipt of PPG</p> <p>Year 1 (2025 – 2026)</p> <p>Year 1 - £8,500 towards TA Support</p> <p>Year 2 £11,050 towards TA Support</p> <p>Year 3 £26,000 TA Support</p> <p>Year 4 £5,100 towards TA Support</p> <p>Year 5 £12,750 towards TA Support</p> <p>Year 6 - £3000 towards TA Support in hub.</p>	EEF - +4 Months	1,2,5 & 6

Deputy Head to deliver evidence-based phonics interventions with key children. From Year 1. 90 minutes per week for 6 weeks £270	<p>EEF Phonics has a positive impact overall (+5) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	5 5
£350 Team teach refresher and Connect platform	<p>Team Teach has strategies that move beyond behaviour management. These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours and reduces risk.</p> <p>Support children to regulate and remain in school.</p>	
<p>Additional Resources purchased to support children's learning/well being</p> <p>£1000 - General Resourcing – including pencil grips, specialist pens / refills, overlays.</p>	<p>Survey results show that Mighty Writer has significantly improved various aspects of literacy among Key Stage One children, specifically:</p> <p>engagement vocabulary sentence recall sentence construction and idea recall.</p> <p>Almost 9 out of 10 respondents (88%) reported significant, substantial or even revolutionary impact across all evaluated aspects, indicating a high level of improvement or a complete</p>	5 & 6

	turnaround in literacy levels. Every school reported meaningful improvements in each aspect of literacy education.	
<p>To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home</p> <p>Parent workshops</p> <p>Phonics</p> <p>Maths</p>	<p>(EEF +4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis. 	1,2, 3, 4 & 5

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

Budgeted cost: Year 1

Activity	Evidence that supports this approach	Challenge number(s) addressed

Refresher drawing and talking - £180		
<p>Teachers will set homework on Sumdog enabling children to be independent and motivated to complete homework.</p> <p>£1045</p>	<p>EEF Sum dog – high impact (+ 6)</p> <p>EEF (+4) Parental engagement has a positive impact on average of 4 months' additional progress. EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	1 & 6
<p>Trained staff will deliver 1:1 to targeted children.</p> <p>TA – 45 mins per week £540 Plus extra child = another 12 weeks x 45 mins. £180</p> <p>Unqualified teacher – 45 mins per week £621</p>	<p>(EEF +4) Social Emotional Learning</p> <p><i>'After completion of the Drawing and Talking therapy, individuals are more able to control their behaviour and most importantly have higher self-esteem, allowing them to thrive in the world around them'</i> Drawing & Talking Website.</p>	2

Investigating initiatives to improve attendance	<p>Little heros -</p> <p>The Little Heroes campaign has seen significant improvements in attendance rates across Staffordshire. Since its launch, over 80% of primary schools have joined the campaign, with 69% reporting an improvement in attendance and 62% seeing an improvement in lateness. The campaign's positive impact is evident in the feedback from schools and parents, with many children expressing excitement about the creative resources and activities provided. The initiative continues to develop and support Staffordshire's children, aiming to make a real difference in their attendance and overall wellbeing.</p>	

Targeted (for example, wider curriculum)

<p>£2310 - enrichment to enhance learning across the school.</p> <p>Science Boffin workshop</p> <p>Felt workshop</p> <p>Victorian workshop</p>	<p>Studies show extracurricular activities complement learning by developing teamwork, communication, perseverance and independence, all of which support classroom learning. [educationgroup.com]</p>	5 and 6
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(£808 - workshops noted above) £1502 remaining to subsidise trips across the year.		

Total budgeted cost: £90808.50

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.

Teaching		
Desired Outcome	Chosen action/approach:	Impact:
1. Teachers will provide opportunities to develop speech and language across the curriculum.	They will be aware of the specific speech and language needs of children in their class and tailor support accordingly.	<p>Through monitoring sentences, stems are being used across the curriculum, which has resulted in children using more subject specific vocabulary.</p> <p>T4W is embedded with gives opportunities for talking and developing vocabulary in each English session.</p> <p>Reading practice and guided reading session have a specific vocabulary focus each week.</p> <p>Key Vocabulary is on medium term plans for foundation subjects this is differentiated to ensure that words chosen is targeted to the children's needs. The vocabulary can be seen displayed in classrooms and is referenced as part of teaching. It is also evidenced in the children's 2 page spreads.</p>

2. Teachers will plan and deliver tasks to children in reading, writing and maths according to their individual needs.	Accelerated Reader, Talk for Writing and the Herts Essentials Maths Programme and related CPD.	<p>Accelerated Reader continues to be used and impact is seen through children's engagement. Teachers track children's progress following baselines being completed data sheets are monitored.</p> <p>Mighty writer has motivated groups of children to engage in writing and to develop their ability to construct sentences.</p> <p>Herts Essential maths tracking back documents are used to support planning and to establish appropriate next steps.</p> <p>75% of PPG children made expected or better progress in Maths, 73% Writing and 86 % in Reading across the year.</p>
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3.EYFS - Stimulating the indoor and outdoor environment with a focus on communication & language, PSED and knowledge and understanding of the world.	Resources purchased	67% of the children in the PPG achieved the expected standard in PSED area of learning. 58% of Children in receipt of PPG achieved the expected standard in the C&L area of learning 83% of Children in receipt of PPG achieved the expected standard in the physical area of learning																				
4.Pupil progress meetings to be undertaken three times a year.	Staff released to allow a more thorough discussion about individuals and provision for the children that are disadvantaged.	Staff were taking responsibility for the progress and provision for individual children. Time allowed for professionals discussions. Links made with the appraisal targets. The impact of this was also noted in a quality of education visit completed by external advisor																				
Teaching Assistant Support for children in receipt of PPG Year 1 – Full time TA Year 2 (18 hours - £13,869) Year 4 - (18hours - £14,263)		<table><tr><td colspan="4">Progress data for the academic year</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>Maths.</td></tr><tr><td>Yr 1</td><td>90%</td><td>70%</td><td>90%</td></tr><tr><td>Yr 2</td><td>90%</td><td>60%</td><td>70%</td></tr><tr><td>Yr 4</td><td>100%</td><td>92%</td><td>85%</td></tr></table> Communication provision all children accessed learning and made significant progress. Attendance improved in all cases.	Progress data for the academic year					Reading	Writing	Maths.	Yr 1	90%	70%	90%	Yr 2	90%	60%	70%	Yr 4	100%	92%	85%
Progress data for the academic year																						
	Reading	Writing	Maths.																			
Yr 1	90%	70%	90%																			
Yr 2	90%	60%	70%																			
Yr 4	100%	92%	85%																			

Communication provision support (£7946)		
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Targeted Academic Support		
Desired Outcome	Chosen action/approach:	Impact:
1.To improve speech & language	To improve speech & language	As above in Teaching section point 1. Welcomm assessments carried out and intervention put in place accordingly. Impact was an improved starting point in Reception.
2. Children to be able to use phonics in readiness for reading and to complete the phonics programme	Experienced TAS to deliver evidence-based phonics intervention with key children. From Years 2 – 4.	All of the targeted children successfully completed their phonics programmes.
3. To support children at a school level or before they can access external agency support	Training Two staff to be trained in protective behaviours and team teach refresher.	De escalation is successfully used. Physical intervention records show minimal use required.
4. Improve aspects of writing such as vocabulary and sentence recall.	General resourcing and the use of mighty writer.	Progress data -shows 73% made expected or better progress in Writing

Wider Strategies		
Desired Outcome	Chosen action/approach:	Impact:
1.Targeted academic support, parental engagement with school	Teachers will set homework on Sumdog enabling children to be independent and motivated to complete homework.	Children have access to home learning to consolidate learning within the classroom – TTRocks and Numbots have been added to this. Allowing children's number sense to be strong. Increased number of children accessing it at home due to the number of children receiving certificates in the Friday assembly.
2.To support children with their emotional well being	Zones of Regulation to be used across the school and promoted for use at home	Parents received information at curriculum evening and via class Dojo, a page setup on the school website for parents to use. Zones are displayed and used by children in the classroom and we have seen an increase in children communicating their feeling and enabling staff to be proactive to see how a child is feeling which has prevented escalation and support children whose emotions are less outwardly visible.
3.To support children with their emotional well being	Drawing and talking therapy provided	Majority children engaged. Non of the children who accessed this were required to be referred to external agencies.
4.Children will be given a range of opportunities that enrich their learning experience and help to develop self-esteem and aspirations	Support parents in financing extra-curricular activities or events in and outside of school	Children had opportunities to experience a range of extracurricular/enrichment opportunities including residential and after school clubs. See Personal Development Curriculum. Impact – history curriculum enhanced through VR workshop

5.To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home	Online safety workshop.	Children accessed this in school and the parents were given access to it for use at home.	
Resources purchased to Support children's regulation £500	Resources for sensory purchased.	Sensory room used on a regular basis. Children supported.	

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

Recovery Premium.

Activity	Cost 2022 - 2023	2023 - 2024	2024 - 2025
Family worker to support parents & families with <ul style="list-style-type: none"> • SEMH • Signposting to agencies for support • Form filling etc 	£7.250	N/A	NA
☐ Parenting advice, strategies & support			

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	