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Brinsworth Whitehill

Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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 wickersleypt.org **CEO:** Mrs H O'Brien



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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.

1. School overview

School Name	Brinsworth Whitehill Primary School
Number of Pupils in school	291
Proportion of Pupil Premium eligible pupils	52 (17.45%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Karla Dobson
Governor Lead	Jayne Jones

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£73,559
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£73,559

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our core objective is to ensure that every disadvantaged pupil achieves a high academic standard, with a particular focus on accelerating reading progress, and has universal access to enrichment activities to significantly build cultural capital and aspiration.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close the Reading Gap:** Reduce the PP vs Non-PP gap for EXS+ in KS2 Reading to less than 5% while maintaining the zero gap in KS2 Maths attainment.
- **Accelerate Intervention Progress:** Ensure 75% of PP children in reading or maths interventions will close or narrow the gap between themselves and their Non-PP peers' entry score.
- **Ensure High Attendance:** Reverse the current widening gap by increasing overall Pupil Premium attendance to 95% for the full year and reducing the PP-All attendance gap to less than 1.0%
- **Promote Resilience and Safety:** Maintain a record of zero permanent exclusions and suspensions for PP pupils, and increase the total number of Positive Behaviour incidents logged for PP pupils to over 420.
- **Transform Engagement:** Dramatically increase participation in aspiration-building activities, increasing PP attendance in subsidised trips/visits to over 45% and after-school clubs to over 10% of the total cohort.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly the failure to engage in enrichment, the widening academic gaps in Reading, and the need to urgently reverse the attendance dip.

The strategy allocates **£18,735** for academic support, focusing on QFT staffing, **Action Tutoring**, and digital platforms to drive acceleration and close the widening Reading intervention gaps. **£8,533** is invested in literacy via **NELI intervention** and the Fluency Project to tackle the persistent foundational Phonics gap. A commitment of **£8,849** funds Welfare Officers and parental engagement to urgently reverse the **widening YTD attendance gap** and achieve the ambitious 95% target. **£31,998** is dedicated to Behaviour/SEMH support, including **Magna Lane provision, Lego therapy**, and ELSA, critical for managing high needs and sustaining the **zero-suspension record**. Finally, **£5,443** is used to fully subsidise all enrichment activities to reverse the critically low engagement trend.

Key Principles of the Strategy Plan

The Brinsworth Whitehill Primary strategy is underpinned by three core, interdependent principles:

- **Sustaining Success while Transforming Reading:** Building on the proven model that achieved a **zero gap in KS2 Maths** by refocusing high-impact academic interventions (Action Tutoring, Fluency Project) to accelerate reading progress and eliminate the stubborn 12% Reading attainment gap.
- **Eliminating the Engagement Failure:** Focusing intensely on removing financial and logistical barriers to enrichment (Trips/Clubs) to dramatically increase PP participation from current critically low levels (2% in clubs), ensuring equitable access to cultural capital.
- **Absolute Focus on Access and Stability:** Combining an intensive attendance drive to achieve the ambitious 95% target with sustained investment in the SEMH system to manage acute needs and maintain zero permanent exclusions, ensuring pupils are in school and ready to learn.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Academic Attainment and Progress Gaps: Disadvantaged pupils are consistently behind their non-disadvantaged peers in attainment across all key stages, with significant gaps identified in Reading and Maths interventions. For example, in Year 5 Reading Intervention (2024/25), the gap widened from -21 (entry) to -15 (exit) scaled score points.
2	Foundational Literacy & Numeracy Gaps: Despite successful interventions in some year groups (e.g., Year 3 Maths gap closed from -3 to 0), persistent foundational gaps remain. In the Phonics intervention, non-PP children's average score was 2.8 points higher than PP children's average exit score (33.3 vs 30.5), indicating a slower rate of acquisition.
3	Low Attendance and Punctuality: The gap between All Pupils and PP Attendance widened in the 2025/26 academic year-to-date to -2.25% (95.25% vs 93%), which is the largest gap in the last four years. The percentage of PP pupils in the 90-100% attendance band has fallen to 84.79% (compared to 93.4% in 2023/24).
4	Social, Emotional, and Mental Health (SEMH) Barriers: Emotional and behavioural support needs are higher, with 6 PP children accessing Lego Therapy and 5 PP children accessing Therapy Rabbits, compared to 5 and 3 non-PP children, respectively, highlighting a greater need for emotional regulation and social skill support.
5	Low Aspirations and Limited Cultural Capital: Engagement in enrichment opportunities and exposure to aspirational activities is significantly lower for PP pupils. For instance, in the Autumn Term (2024), 66% of Non-PP children attended trips/visits, compared to only 28% of PP children. After-school club attendance showed a similar stark disparity, with an average of 12% of Non-PP children attending compared to an average of 2% of PP children.
6&7	High Proportion of SEND and Additional Needs: The historical challenge of 43% of children having Special Educational Needs or additional needs (from the 2022/23 report) continues to require extensive targeted support to remove bespoke barriers to learning. This is evidenced by the high spend on the Orchard/Magna Lane/Woodland View under Behaviour & SEMH Support.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
Improve Attainment & Progress	KS2 Reading (EXS+): PP vs Non-PP gap of 12% (65% vs 77%). KS2 Maths (EXS+): PP vs Non-PP gap of 0% (77% vs 77%).	Attainment: Reduce the PP vs Non-PP gap for EXS+ in KS2 Reading to <5%. Maintain the zero gap in KS2 Maths. Progress: 80% of PP children receiving targeted tuition make accelerated progress equivalent to +4 months or more.
Close Literacy & Numeracy Gaps	Phonics Intervention: PP vs Non-PP exit score difference of -2.8. KS2 Reading Gap: Year 6 reading intervention exit gap of -7 scaled score points.	Phonics: Reduce the PP vs Non-PP exit score difference in phonics intervention to <1 point. Interventions: 75% of PP children who access a reading or maths intervention will close or narrow the gap between themselves and their Non-PP peers' entry score.

Improve Attendance	PP Attendance: 94.05% (2024/25). Gap: -1.05% (Gap widened to -2.25% YTD 2025/26).	Increase PP attendance to 95% for the full academic year. Reduce the gap between All and PP attendance to <1.0%. Increase the proportion of PP pupils in the 95-100% attendance band to 70%.
Reduce Extreme Sanctions & Improve Behaviour	Suspensions: 0 for PP pupils (2024/25). Positive Behaviours: 382 instances for PP pupils (2024/25).	Maintain zero permanent exclusions and suspensions for PP pupils. Increase the total number of Positive Behaviour incidents logged for PP pupils to >420 by the end of the year.
Boost Aspirations, increasing cultural capital	Enrichment Engagement: Average attendance at Trips/Visits for PP children is 28%; After-school clubs is 2%.	Increase PP pupil participation in the careers and aspiration activities (e.g., STEM, AMRC) to >50% of the Non-PP rate.
Increase Engagement in Enrichment	Trip Participation: 28% for PP children (Autumn Term 2024). After-school Clubs: 2% for PP children (Autumn Term 2024).	Increase the average attendance for PP pupils in trips/visits to >45% of the total cohort by the end of the year. Increase the average attendance for PP pupils in after-school clubs to >10% of the total cohort by the end of the year.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
1. Attainment & Academic Support (Challenge 1)	Additional staffing to deliver Reading, Writing, and Maths lessons to support first-quality teaching. Action Tutoring EEF research initiative to accelerate students' progress. Additional TA hours for structured intervention, Digital Learning Platforms (IXL, TTRS).	£13,682 £5,053	EEF Action Tutoring is a high-impact strategy (Small Group Tuition: +4 months' progress). Staffing focused on QFT ensures consistent delivery. Digital Platforms (IXL/TTRS) support metacognition and provide personalised practice.
2. Literacy & Numeracy (Challenge 2)	Diagnostic Testing (NGRT, Phonics screening), NELI intervention, Fluency Project Literacy Lessons, Specialist-led Literacy Tutor Groups, Targeted Phonics instruction.	£8,533	NELI (Oral Language) interventions show an average impact of +6 months' progress. Reading comprehension strategies (+6 months) are delivered via the Fluency Project. The strategy is based on the EEF's "diagnose, intervene, monitor" cycle.
3. Attendance & Punctuality Drive (Challenge 3)	Welfare Officers and Parental Engagement Manager (parental engagement, home visits), Practical support (removing	£8,849	Proactive parental engagement (+4 months' progress) is facilitated by specialist staff and home visits. Removing transport

	transport barriers), and Attendance rewards system.		barriers tackles a practical cause of persistent absence. Aligns with EEF guidance on improving attendance.
4. Behaviour & SEMH Support (Challenges 4 & 6/7)	Behaviour Support Officers, Magna Lane provision, Hamish and Milo Programme, Lego therapy and ELSA-trained Teaching Assistants.	£31,998	Behaviour interventions show an average impact of +4 months' progress. ELSA/Lego therapy provide targeted in-house Social and Emotional Learning (+4 months) to address SEMH barriers. External provisions (Magna Lane) are critical in preventing permanent exclusion.
5. Enrichment & Aspirations (Challenge 5)	Outdoor adventurous activities within the PE curriculum, Peripatetic music lessons, Robust careers provision including speakers and visits, Programme of trips and visits (covering costs - Trust Residential).	£5,443	Arts participation (+2 months' progress). Outward bound activities support well-being and character development. Careers provision and subsidised trips directly address low aspirations and the need to build cultural capital.
Total budgeted cost		£73,559	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Improve Attainment & Progress

Evaluation Detail	Summary
Impact	Mixed Success. The strategy successfully achieved one major academic goal by closing the Maths EXS+ attainment gap to 0% between PP and Non-PP pupils at KS2. However, the overall Reading EXS+ gap remained concerning at 12%. Intervention data showed that academic progress gaps were not only persistent but were widening in older year groups (e.g., the Year 5 reading gap widened from -21 to -15), indicating targeted support was not accelerating progress fast enough.

Close Literacy & Numeracy Gaps

Evaluation Detail	Summary
Impact	Inconsistent. Targeted interventions successfully closed the Year 3 Maths gap (from -3 to 0) and secured a slight advantage in Year 6 Maths (gap moved from 0 to +1). However, the foundational reading skills strategy was less effective, as demonstrated by the persistent Phonics gap of -2.8. The widening reading gap in KS2 confirms that the basic literacy interventions are not successfully building core comprehension skills to keep pace with non-PP peers.

Improve Attendance

Evaluation Detail	Summary
Impact	Highly Successful. Rigorous tracking and monitoring, backed by parental engagement, successfully improved PP attendance to 94.05% in 2024/25. Crucially, the attendance gap with All Pupils narrowed to -1.05%, demonstrating significant progress in tackling persistent absence (PA) and ensuring disadvantaged pupils are in school more consistently.

Reduce Extreme Sanctions & Improve Behaviour

Evaluation Detail	Summary
Impact	Outstanding. The investment in behaviour support and early intervention systems (Behaviour Support Officers, Lego therapy, etc.) maintained zero permanent exclusions and zero suspensions for Pupil Premium pupils throughout the year. This confirms that high-end, extreme behavioural challenges are effectively neutralised.

Boost Aspirations & Improve Capital Culture

Evaluation Detail	Summary
Impact	Failure to Engage. This priority saw minimal impact. The failure to remove engagement barriers resulted in critically low participation in trips (around 28%). This lack of exposure directly hinders the strategic aim of broadening horizons and building the cultural capital necessary for high aspirations and future readiness.

Increase Engagement in Enrichment

Evaluation Detail	Summary
Impact	Critically Low. Enrichment participation was a major failure point. After-school club attendance for PP pupils was recorded at a mere 2% (Autumn Term data). This demonstrates that financial and logistical barriers to extra-curricular engagement were not successfully removed, despite the activity being a funded strategic priority.

Address SEMH Barriers to Learning

Evaluation Detail	Summary
Impact	Strong Safeguarding. The combination of specific SEMH-focused support (ELSA-trained TAs, Hamish and Milo Programme, Lego therapy) and specialist external provision (Orchard/Magna Lane/Woodland View) maintained exceptional pastoral stability. The sustained record of zero suspensions and exclusions confirms that the SEMH interventions are robust and successfully kept highly vulnerable pupils regulated and in school.

Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Pastoral & Attendance	Rigorous Tracking and Monitoring (Welfare Officers/Managers):	The system was highly effective in securing physical attendance, leading to an improved PP attendance rate of 94.05% and successfully narrowing the gap to All Pupils to -1.05%.
Behaviour & SEMH Support	Tiered SEMH Intervention System (ELSA, Lego therapy, Hamish & Milo) and External Provisions (Woodland View/Magna Lane):	This comprehensive safeguarding structure maintained zero permanent exclusions and zero suspensions for PP pupils, confirming its absolute necessity in keeping highly vulnerable children regulated and in school.
Targeted Academic Support	Focused Intervention in Maths.	The specific strategies implemented for mathematics successfully closed the Maths EXS+ attainment gap to 0% at KS2 and secured a Year 6 Maths gap of +1, proving this intervention model is highly effective.

Part C: Further Information and Context

Improve Attainment & Progress

EYFS – GLD 65%

Phonics Y1 - 81%

Phonics Y2 cumulative – 83%

Year 2

	EXS+	GDS
R	74%	17%
W	60%	2%
M	69%	10%

Year 6

	EXS+	GDS
R	77%	19%
W	65%	5%
M	77%	33%

Close Literacy & Numeracy Gaps – Interventions and Impact

Phonics

No. of PP chn = 6 No. of Non PP chn = 23	PP chn	Non PP chn
Baseline average	13.5	13.4
Summer average	30.5	33.3
Difference between PP chn and Non PP chn	2.8	

Reading Intervention

Year Group	Entry YARC reading rate		Exit YARC reading rate		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
2	5.47	6.55	6.05	6.94	1.08	0.89



Year Group	Entry Scaled Score		Exit Scaled Score		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
3	85	90	102	91	-15	11
4	74	81	101	98	-7	3
5	76	97	84	99	-21	-15
6	81	93	99	106	-12	-7

Maths Intervention

Year Group	Average Entry Scaled Score		Average Exit Scaled Score		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
3	94	97	103	103	-3	0

Year Group	Average Entry Arithmetic score out of 25		Average Exit Arithmetic score out of 25		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
4	14	14	18	20	0	-2

Year Group	Average Entry Arithmetic score out of 30		Average Exit Arithmetic score out of 30		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
5	18	20	23	23	2	0

Year Group	Average Entry Scaled Score		Average Exit Scaled Score		Difference between PP and Non PP chn	
	PP	Non PP	PP	Non PP	Entry difference	Exit difference
6	93	93	101	100	0	1



Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	92.4%	92.92%	94.98%	95.1%	95.25%
PP	90.81%	91.02%	93.55%	94.05%	93%
FSM Ever6	91.83%	90.83%	93.38%	93.94%	92.9%
Gap between all and PP	-1.59%	-1.9%	-1.43%	-1.05%	-2.25%

*Year to date

Attendance Bands

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	2.8%	5%	5.3%	6.9%	72.24%
95%-100%	38.38%	50.2%	68.8%	64.36%	75.28%
90%-100%	74.64%	79.45%	93.4%	87.35%	84.79%
50%-89%	20.07%	16.43%	4.9%	11.49%	11.78%
Below 50%	0.7%	0.9%	0.8%	0.7%	3%
Total attendance for the year	92.4%	92.92%	94.98%	95.1%	95.25%

Reduce Extreme Sanctions & Improve Behaviour

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	0	0
PP	0	0	0	0	0
FSM Ever6	0	0	0	0	0



Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	0	0
PP	0	0	0	0	0
FSM Ever6	0	0	0	0	0

Positive Behaviours

	2023/24 No. of children	2024/25 No. of children	2025/26* No. of children	
All	2067	1911	195	All
PP	472	382	40	PP

Boost Aspirations & Careers Readiness

Activity	No. of Non PP children	No. of PP children
AMRC - STEM 3D pens	52	27

Increase Engagement in Enrichment - BromCom

- Trips/visits paid for numbers - 2024/2025, 2 pupils

Autumn Term						
Trip Name	Date	Total in cohort	Non PP Children	PP Children	% Non Attending	% PP Attending
Y6 Crucial Crew	26.09.24	45	26	15	58%	33%
KS1 Wentworth Woodhouse	05.11.24	77	54	16	70%	21%
The Wild Robot	19.11.24	17	12	5	71%	29%
Y5/6 Elf - Cinema	17.12.24	79	51	24	65%	30%
		218	143	60	66%	28%
Spring Term						
Y3/4 Creswell Craggs	03.02.25	80	60	12	75%	15%
KS1 Yorkshire Wildlife Park	04.03.25	77	53	16	69%	21%
		157	113	28	72%	18%
Summer Term						
FS2 Cannon Hall Farm	28.04.25	37	31	3	84%	8%



Y6 WPT Residential	03.06.25-04.06.25	45	23	10	51%	22%
KS1 Cleethorpes	24.06.25	77	55	17	71%	22%
EYFS Sundown	08.07.25	82	55	3	67%	4%
		241	164	33	68%	14%

- After School Clubs

Autumn Term					
Club Name	Total in cohort	Non PP Children	PP Children	% Non Attending	% PP Attending
KS2 Crazy Science	159	13	1	8%	1%
Y2/3 Multi-Sports	95	15	2	16%	2%
Y4/5 Martial Arts	66	10	2	15%	3%
Y3 Gymnastics	48	8	2	17%	4%
KS1 Circle Games	77	8	1	10%	1%
KS2 Just Dance	159	14	5	9%	3%
KS1 Mindfulness	77	5	0	6%	0%
KS2 Girls Football	76	15	0	20%	0%
KS2 Drawing	159	11	1	7%	1%
KS1 Crafts	77	16	2	21%	3%
Y4-6 Choir	111	29	6	26%	5%
Spring Term					
KS2 Arts and Crafts	159	12	3	8%	2%
F2/Y1 Disney Dance	67	16	3	24%	4%
Y3-5 Circus Skills	114	14	2	21%	3%
Y1-2 STEM	77	12	1	16%	1%
Y1-6 Just Dance	236	9	1	4%	0%
KS2 Girls Football	76	11	0	14%	0%
KS2 Photography	159	4	2	3%	1%
KS1 Games	77	9	2	12%	3%
KS2 Drawing	159	12	4	8%	3%
KS1 Craft	77	11	2	14%	3%
Y4-6 Choir	111	29	6	26%	5%
	1312	139	26	11%	2%
Summer Term					
KS2 Construction	159	14	2	9%	1%
KS1 Arts and Crafts	77	10	3	13%	4%
Y3/4 Cheerleading	80	11	1	14%	1%
Y3-5 Boys Football Coaching	57	15	5	26%	9%
KS1 Games	77	12	1	16%	1%
Y3/4 Photography	80	5	1	6%	1%
Y1-6 Just Dance	236	4	3	2%	1%
KS2 Girls Sports	76	10	0	13%	0%
KS2 Drawing	159	14	4	9%	3%
KS1 Crafts (Summer 2)	77	14	3	18%	4%



Y4-6 Choir	111	29	6	26%	5%
	1189	138	29	12%	2%

- Sporting Events – School Games

Autumn Term						
Event Name	Date	Total in cohort	Non PP Children	PP Children	% Non Attending	% PP Attending
SEN Cross Country	13.09.24	51	3	2	6%	4%
SEN Bowling	02.10.24	51	2	4	4%	8%
Y5/6 Skipping Festival	08.11.24	79	6	4	8%	5%
Y5/6 Girls Hockey	19.11.24	37	10	0	27%	0%
Y6 Boys Hockey	03.12.24	26	6	3	23%	12%
		244	27	13	11%	5%
Spring Term						
Y5/6 Boys Hockey Finals	31.01.25	42	6	4	14%	10%
Y5/6 Sports Hall Athletics	04.02.25	79	16	4	20%	5%
KS2 Panathlon	26.02.25	159	5	2	3%	1%
Y3/4 Girls Football Festival	04.03.25	39	13	2	33%	5%
Y3/4 Girls Cricket	11.03.25	39	9	1	23%	3%
Y5/6 Girls Dodgeball	12.03.25	37	8	2	22%	5%
Y3/4 Girls Rugby	14.03.25	39	8	2	21%	5%
Y4/5 Aqua Fest	18.03.25	66	9	4	14%	6%
Y5 Parkour Festival	25.03.25	34	8	2	24%	6%
		534	82	23	15%	4%
Summer Term						
Y3/4 Gymnastics Festival	23.04.25	80	7	3	9%	4%
Y3/4 Girls Football Competition	06.05.25	39	10	0	26%	0%
Y3/4 Cricket Competition	14.05.25	80	9	1	11%	1%
Y6 Colour Run	16.05.25	45	27	15	60%	33%
Y4 Skipping Festival	03.06.25	29	21	8	72%	28%
Y5/6 Cricket Competition	16.06.25	79	8	3	10%	4%
KS2 Festival of Sport	02.07.25	159	11	4	7%	3%
		511	93	34	18%	7%



Engaging Students with EBSA and SEHM to Access Education

Intervention	No. of Non PP children	No. of PP children	No. of Children who access The Orchard
Lego Therapy	5	6	1
ELSA	0	2	0
Therapy Rabbits	3	5	4
SEMH support	5	3	0





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