

Pupil premium strategy statement – Whitley Memorial C of E 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
Number of pupils in school	263 248 excluding nursery
Proportion (%) of pupil premium eligible pupils	41% 43% excluding nursery
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)	23/24, 24/25, 25/26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Stephanie Roome
Pupil premium lead	Victoria Hansen/Stephanie Roome
Governor / Trustee lead	Chris Peart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£153,920

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for pupil premium children are to ensure that no matter their starting point, they still reach or stretch beyond their God given talent and achieve on par with their non disadvantaged peers. As a school, we aim to continually advocate the profile of pupil premium children, ensuring they are represented proportionally within school life and ensuring they are at the forefront of the school's vision. All stakeholders in school accept responsibility for all pupils and recognise that many children may require additional support in order to reach their full potential, whether this be pastoral, social or academic nurturing.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that pupils learn best when they attend school regularly. However, attendance of the pupil premium group is lower than those not in receipt of pupil premium funding. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families by providing exciting learning - including access to forest school and a wider personal development curriculum. Our school attendance officer, along with school leadership, work with families to actively support and encourage good attendance in school.

To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

44% of our pupils are in receipt of pupil premium funding and of those 28.7% (31 children) are identified as having special education needs. In all cases, we strive to ensure all of our pupils make at least expected progress in their learning. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional interventions through one to one or small group teaching. We have access to specific interventions based on children's gaps in learning from our termly summative assessments.

We recognise that our pupil premium pupils are not meeting expected standards and that pupils in EYFS have low starting points, notably with communication and language. Due to this, we are working with RADY (Raising the attainment of disadvantaged youngsters), to ensure that we are committed to setting and achieving high aspirations for all disadvantaged children.

To ensure that the personal development curriculum for those in receipt of pupil premium funding is providing a well-rounded curriculum that provides experiences and prepares children to be global citizens.

At Whitley Memorial C of E Primary School we know that pupils must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been

particularly evident for children on entry to EYFS. We have ensured that high quality provision is in place for children which provides enrichment and experiences to equip them for their educational journey. Beyond this, we are working to build a personal development programme which focuses on the broader educational needs of the pupils in our community- this aims to enrich the pupils' experiences, prepare them for wider life, build their capacity to be more tolerant of different faiths and beliefs and support them in becoming emotionally resilient.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>The percentage of disadvantaged children attending school regularly is below national average and below that of their non disadvantaged peers. This provides difficulties with regards to understanding the sequence of learning; creating gaps in learning and continually widening the education gap. Attendance of those targeted previously has improved but new cohorts offer new challenges.</p> <p>National FSM 10.6% compared to 5.6% Persistent absence 33%FSM and 13.8 non FSM</p>
2	<p>Phonics Attainment</p> <p>Phonics attainment of disadvantaged pupils (67%) is behind that of their non disadvantaged peers (87%).</p> <p>Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the Early Years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.</p>
3	<p><u>Maths, Reading and Writing</u></p> <p>There is a significant difference in the outcomes of disadvantaged children to non disadvantaged children in the Key Stage Two statutory assessments with only 15% of pupil premium children</p> <p>35% compared to 71.4% reading KS2 Reading 30% compared to 76.2% writing 25% compared to 71.4% maths</p> <p>This attainment is consistent across school from all of the summer summative assessments.</p>

4	<p>Personal Development</p> <p>Within our community, children from disadvantaged backgrounds tend to have less opportunities to engage in experiences outside of school or outside of their immediate community. This can impact them educationally and emotionally because they cannot draw on the wider experiences to support their learning and understanding.</p>
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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
To reduce the gap between disadvantaged pupils' attendance and non disadvantaged.	<ul style="list-style-type: none"> - The PP attendance figure will improve from last academic year. - Persistent absentee levels will be lower than last academic year.
To improve the outcomes of disadvantaged children in phonics by bringing their outcomes in line with those who are not disadvantaged children.	<ul style="list-style-type: none"> - Increased percentage of children from disadvantaged backgrounds achieving national standards in the KS1 Phonics Assessment - Increased engagement with parents and children reading at home. - Assessing and adapting interventions according to the impact.
A year on year improvement in the national and in school outcomes of disadvantaged students.	<ul style="list-style-type: none"> - Consistent and confident delivery of the maths curriculum - Consistently teaching a full broad and balanced curriculum. - Improved awareness of disadvantaged pupils and teachers making a conscious effort to use assessment for learning strategies to address gaps in learning. - Improved outcomes for disadvantaged students in fortnightly arithmetic assessments. - Improved national outcomes across all subjects for disadvantaged pupils. - Adaptations and scaffolds in place to uplift disadvantaged children at all points of learning. - Children engage positively with reading - Pupil voice demonstrates enjoyment and increased confidence across the curriculum.

Enhance pupils' personal development through a structured curriculum and diverse opportunities for exploration and growth.	<ul style="list-style-type: none"> - To proportionally represent disadvantaged children in all aspects of school. - A wide variety of extra curricular activities available and attended by disadvantaged children - Pupils being provided with a wealth of experiences e.g. forest school, visits to religious places etc
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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: £76,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (<i>Hodder Education, SATs companion,</i>)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3

<p>Purchase into Read Write Inc Subscription, and access to the RWI portal, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Curriculum Management time for phonics lead to support staff development and consistency in delivering phonics. For phonics lead to engage with the English Hub. .</p> <p>Purchase of further RWInc books to ensure levelled home reading books for all children using the Read Write Inc programme to ensure children have access to high quality decodable books that match and maintain fidelity to our scheme.</p> <p>Training twice a year to ensure all staff (teachers and TAs) delivering teaching in phonics groups have high quality knowledge.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
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<p>English Hub engagement time and cost of supply.</p> <p>Coaching time for Phonics leads to ensuring fidelity to the programme across all staff.</p>	<div></div>	<div></div>
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and CPD</p> <p>Curriculum Management time for Maths leader to ensure consistency across school and to provide coaching as necessary to staff.</p> <p>Numbots used in KS1</p> <p>TT Rockstars to support engaging learning towards standardised tests in multiplication facts.</p> <p>Use of testbase learning to assess arithmetic skills.</p> <p>Use of White Rose Maths for curriculum progression.</p> <p>Engaging with NCEA Maths Lead (GR) to develop the maths curriculum. Time out for maths lead for curriculum development, monitoring and training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Enhance provisions made in English curriculum and teaching in line with the Telling the Story: The English Subject report</p> <p>CPD for teachers on planning for disadvantaged pupils.</p> <p>Release time for the English Subject leads to supporting teachers with coaching and planning</p>	<p>Telling the story: The English subject report https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Preparing for Literacy EEF Improving Literacy in KS1 EEF Improving Literacy in KS2</p>	<p>2,3</p>

<p>English lessons to meet the needs of all children.</p> <p>Implementing a handwriting programme (PENPALS) to support fluency and fine motor skills.</p> <p>To implement and refine Scode Spelling</p> <p>Regularly reviewing texts to check for suitability and to ensure progression across the school in line with The Reading Framework.</p> <p>Ensuring AR reading is used regularly and monitoring how teachers are addressing gaps are improving pupil's ZPD.</p> <p>Continuing protected story time in school and providing CPD surrounding this to ensure engagement from most pupils.</p>		
<p>The Thrive approach will be embedded across school to:</p> <p>Improve the quality of social and emotional learning (SEL). (<i>Thrive</i>)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff to deliver Thrive interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org. uk)</p>	<p>4</p>

<p>Updating of Forest School Site; clearing of site, felling trees.</p> <p>Release time for Forest School Lead to do a Forest School day per term for each class.</p> <p>Release time for PD lead to work with another local</p>	<p>Forest School and outdoor learning has a positive impact on mental health and wellbeing. School is very lucky to have its own forest school and this is a valuable resource to be taken advantage of in school.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-socialand-emotional-development</p>	1, 4
<p>school on creating a sustainable assessment for the PD curriculum.</p> <p>Development of a PD curriculum to support our key focuses. Training and release time for our PD lead</p> <p>Emotion Coaching Training</p> <p>ELSA Training for supporting with emotional literacy</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Working with RADY to raise the attainment and profile of disadvantaged children.</p> <p>Release time for PP lead and head to train for RADY and to implement different strategies.</p>	<p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium</p>	1, 2, 3, 4

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

Budgeted cost: £38,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional small group maths and English interventions based off GAPs in learning from the Hodder Assessments - Shine interventions	https://help.hoddereducation.co.uk/hc/en-gb/articles/21050361608477-Shine-Interventions https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3
<p>Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Teaching Assistants to deliver 1-1 daily phonics sessions for the lowest</p>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

20% of readers in each class.	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Speaking and Listening</p> <p>TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy, Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20%</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>Speech and Language</p> <p>Buy into SLA (Service Level Agreement) to provide Speech Therapy Assessments to targeted children in school. They will set targets and activities to be carried out by a trained TA within school</p> <p>Trained Teaching assistant to deliver Speech and Language activities within school to support targets provided by Speech</p>	<p>Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, writing and maths. Identifying and prioritising children who require support in speech and language as early as possible is essential to ensure progression across all areas of the curriculum. Assessment is a specialist field and required to set appropriate interventions to ensure maximum progress.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2,3

Therapist.		
<p>Three weekly attendance meetings</p> <p>Parental meetings to support with attendance</p> <p>Engagement of EWO, phone calls home to persistent absentees.</p> <p>Remove financial barriers to learning by paying for or subsidising residentials, educational visits and music lessons. Bus subsidies and access to sporting opportunities allow all children from disadvantaged background equal access to opportunities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1

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

Budgeted cost: £38,480

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

<p>Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secured from Greggs.</p> <p>This will impact attendance and punctuality and ensure every child who needs it has access to a nutrition breakfast to have the best start to the morning and be learning ready.</p>	<p>The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.</p> <p>Breakfast clubs EEF Magic Breakfast</p>	1
<p>Whole school subscription on the PSHE/RSE curriculum- SCARF-to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience.</p> <p>Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience</p> <p>Whole school access and teacher training to Pol Ed which provides current issue training and classroom support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance Guidance</p>	1

new procedures and appointing attendance/support officers to improve.	The EEF is undertaking a rapid review of attendance strategies and any further up-to-date information from the EEF will be taken into account as soon as it is available. EEF Rapid Review for Attendance Protocols	
Continue to develop incentives for high and improved attendance.	Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds. EEF Guide to Pupil Premium	
Tapestry Regularly meeting with parents to inform them about learning in school, such as the phonics meetings and reading meetings. Provision of materials for meetings.	Evidence suggest that engaging parents in learning and having communication with school has a positive impact on children's achievement in school. EEF Parental Engagement Working with Parents to Support Children	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £153,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievements in Early Years Foundation Stage (EYFS)

In the past academic year, targeted strategies to improve oral language skills and vocabulary acquisition have yielded notable progress for disadvantaged pupils in EYFS. Specifically:

- **Listening, Attention, and Understanding:**
 - Last year, 60% of Pupil Premium (PP) pupils achieved the expected standard.
 - This year, this figure improved to 62.5%, marking a modest but encouraging increase in the proportion of disadvantaged pupils reaching age-appropriate milestones.
- **Speaking:**
 - Last year, 70% of PP pupils achieved the expected standard.
 - This year, this rose significantly to 87.5%, reflecting the impact of focused interventions and enhanced language-rich environments.

When compared to national data, our progress highlights important gains in closing the attainment gap in communication and language skills, particularly in speaking, where we now surpass the national average for disadvantaged pupils. However, sustained effort is needed to further align listening, attention and understanding outcomes with or above national benchmarks.

- **Word Reading:**
 - The percentage of disadvantaged children achieving the expected standard in word reading increased from 50% in 2023 to 75% in 2024. This improvement reflects the significant focus on basic literacy skills for PP pupils.
- **Writing:**
 - Writing attainment for disadvantaged pupils rose from 40% in 2023 to 62.5% in 2024, highlighting the success of targeted interventions and structured writing support.
- **Mathematics:**
 - Achievement in mathematics for disadvantaged children increased from 60% in 2023 to 62.5% in 2024, demonstrating an overall improvement in attainment for this group.
- **Good Level of Development (GLD):**
 - There is now only a 5.7% gap between PP and non-PP pupils achieving GLD at the end of Reception, further underscoring the progress made in closing attainment gaps.

Phonics Outcomes

In phonics, our overall performance was 76.7%, which aligns closely with national standards. For disadvantaged pupils:

- 60% achieved the expected standard, which is comparable to national figures for this cohort.

This indicates that while we are achieving parity with national data for disadvantaged pupils, there remains an opportunity to further raise attainment through targeted phonics support, especially given the critical importance of phonics in early literacy development.

Key Stage 2 (KS2) Results

At KS2, disadvantaged pupils performed significantly below their non-disadvantaged peers. Specifically:

- Only 15% of disadvantaged pupils achieved the expected standard in combined reading, writing, and mathematics (RWM), compared to 62% of non-disadvantaged pupils.

This significant gap underlines the need for intensified interventions and support at KS2 to address the disparity and ensure disadvantaged pupils are equipped with the skills needed for future academic success.

Systems have been put in place to monitor the percentage of PP children attending breakfast club and out of school clubs, these have increased with the percentage of PP children being proportionately represented in most clubs e.g. archery has 17 ch and 8 of these are PP which is 47%.

Attendance

Contextual Information	September 23	September 24	October 23	October 24
Overall	93.10	93.83	91.71	91.96
Overall PA (<10%)	30.2	22.58	35.83	31.73
Overall PA (<15%)	20	13.71	22.44	18.47
PP overall	91.45	90.09	89.51	91.33
PP PA (<10%)	38.02	35.19	45.76	37.96
PP PA (<15%)	27.27	24.07	28.81	19.44

Key Highlights from Student Attendance Data (September - October 2024):

Overall Attendance Improvement:

- The overall attendance rate increased slightly from 2023 to 2024.

Persistent Absence (PA) Reduction, for students with attendance below 90% (PA <10%), improvements are evident:

- Overall PA reduced from 35.83% in October 2023 to 31.73% in October 2024.
- Pupil Premium (PP) PA also dropped from 45.76% to 37.96% during the same period.

Pupil Premium Attendance:

- While overall PP attendance increased from 89.51% (October 2023) to 91.33% (October 2024), further efforts are required to address persistent absence (<10%), which remains high at 37.96% but has still seen a reduction compared to last year.

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
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Thrive	Fronting the Challenge
Tapestry	The Foundation Stage Forum
Times Tables Rock Stars, Numbots	Maths Circle
Widgit	Widgit Online
SCARF	Coram Life Education
Reading Eggs	3P Learning
Read Write Inc	Ruth Miskin

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***

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The impact of that spending on service pupil premium eligible pupils

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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.