

Whitleigh Community Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Whitleigh Community Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	50.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Dyson
Pupil premium lead	Mark Dyson
Governor / Trustee lead	Catherine Jane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,680
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	£245,680

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged pupils and their peers remains one of the greatest challenges in our education system. At Whiteleigh Community Primary School, we are committed to addressing disadvantage through inclusive teaching and learning practices that have the power to transform lives. Recognising that this is an ongoing process, not a one-time event, we have developed a set of key principles rooted in evidence and national best practice to tackle educational disadvantage effectively.

High aspirations, immersive experiences, and a strong emphasis on oracy underpin our approach to education. Our carefully designed curriculum builds progressively over time, ensuring that pupils not only gain knowledge but also retain it. Over the years, we have worked extensively to create a curriculum that is coherently sequenced and structured, enabling all pupils to thrive.

From the very beginning in the Early Years Foundation Stage (EYFS), we lay solid foundations for learning. We emphasise early reading, communication, and mathematics, ensuring that these critical areas of learning prepare children for the next stage of their education.

Our staff are deeply committed to nurturing each child's individuality and fostering strong relationships across the school community. With the highest aspirations for every pupil, we focus on meeting their academic, social, and emotional needs, regardless of their starting points.

The curriculum is designed to equip all pupils with the knowledge and skills to become successful, independent, and motivated learners. It empowers them to contribute positively to their local, national, and global communities while encouraging collaboration, reflection, and adaptability.

To inspire and engage pupils, we deliver meaningful, exciting lessons enhanced by regular educational visits and contributions from experts and community members. These experiences bring learning to life, making connections across subjects and reinforcing key skills. Through consistent links to Literacy, we provide regular opportunities for writing and vocabulary development, ensuring that reading and writing skills are continually strengthened throughout the school day.

Our Pupil Premium Strategy is grounded in national evidence-based practices aimed at addressing disadvantage and raising pupil attainment. By improving life chances, choices, and

opportunities, we seek to close the gap and enable every child to flourish. In making decisions about Pupil Premium funding, we carefully consider the school's unique context and challenges, tailoring strategies to the specific needs of our pupils rather than relying on generic approaches.

We recognise that disadvantaged children may face common barriers to learning, such as weak communication and language skills, limited parental engagement, social and emotional challenges, or attendance issues. Wider family or community factors may also impact a child's ability to thrive. To address these complexities, we involve all teaching staff in analysing data and identifying pupil needs, ensuring a comprehensive understanding of the strengths and challenges across the school.

Through our collective efforts, we aim to:

- Remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- Promote equity of access, opening doors for disadvantaged pupils to excel across the curriculum and benefit from all school experiences by enabling all pupils to engage fully with all areas of the curriculum, including participation in wider school opportunities.
- Prioritise children's health and wellbeing, providing the support needed to access learning at an appropriate level.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.

At Whitleigh Community Primary School we will:

- Have a designated Senior Leader to contribute to termly impact reviews and the sharing of best practices.
- Appoint a named Governor responsible for overseeing Disadvantaged pupils and related initiatives.
- Develop a costed Pupil Premium Strategy aligned with the three areas of need identified through EEF research. This strategy will follow a consistent framework, be published on the school website, and undergo termly reviews by senior leaders and Governors.
- Actively participate in Disadvantaged peer reviews and ensure an external review is conducted every three years to evaluate effectiveness.
- Allocate funding to support disadvantaged pupils in accessing extracurricular opportunities, ensuring they are fully represented in all aspects of school life.

-Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

This plan will be available on the website and reviewed by Senior Leaders and Governors.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low entry point</p> <p>Many children enter school with developing skills in Personal, Social, and Emotional Development (PSED) and speaking and listening. Most are working within the 22-36 month age band and are on their journey to building a richer vocabulary that reflects their experiences.</p> <p>To ensure acceleration of communication and language skills from starting point in EYFS to Year 6 to narrow the gap in attainment of disadvantaged and non-disadvantaged children.</p>
2	<p>Social, Emotional and Mental Health</p> <p>Staff have identified growing SEMH challenges for pupils and their families, highlighting the importance of building strong partnerships and providing targeted interventions. These challenges, which may stem from limited access to parent/carer support services, delays in external support, and financial pressures, underscore the value of our collective efforts to foster a supportive and inclusive school community.</p>
3	<p>Social capital and life experiences</p> <p>Lack of aspiration in the community to value education.</p> <p>It is possible that children have limited life experiences and related exposure to vocabulary impacting on their communication skills.</p>
4	<p>Attainment Gap</p> <p>30% of pupil population are living in poverty in the local area, compared to 15% across the SW. Child wellbeing index for local area is 64.4% compared to a SW average of 7.9%. Data analysis, pupil feedback and observations identify that disadvantaged pupils are underachieving in English and Maths.</p>
5	<p>Attendance</p> <p>Our data shows that absenteeism is impacting negatively on progress for disadvantaged pupils.</p> <p>Current attendance is 88.1% for disadvantaged pupils compared to 95.2% for non-disadvantaged.</p>

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
Improved language and communication skills for disadvantaged pupils.	Disadvantaged pupils make rapid progress by the end of Key Stage Two and meet age related expectations. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
Higher rates of progress across EYFS especially in understanding, listening and attention.	Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school. Children from disadvantaged backgrounds make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The number of pupils who are GLD by the end of Reception will be in line or above non-disadvantaged pupils nationally. By the end of EYFS, all disadvantaged pupils will have achieved these objectives unless a SEND need has been identified.
Approaches to language development and comprehension to be school-wide and rooted in evidence and good practice.	Teachers, Leaders and Governors to focus on addressing the language gap during strategy review evaluations. Use of Early identification of need through Speech and Language assessments on entry will ensure support is in place. Oracy is a core curriculum aim, word of the week, new vocabulary and opportunities to immerse children in a vocabulary rich environment are evident from learning walks.
Increased attendance rates and punctuality for disadvantaged pupils.	Overall attendance for disadvantaged pupils aims to be above 95% Number of disadvantaged pupils receiving attendance letters reduces.

<p>Families identified as having complex family situations are supported through a multi-agency approach.</p>	<p>Parent voice will be captured and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of an EHAT and will meet at least ARE by the end of the academic year.</p>
<p>Behaviour issues are addressed and incidents reduce.</p>	<p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours. There will be less behaviour incidents recorded.</p>
<p>All staff to take responsibility for better outcomes for disadvantaged learners and support through enabling curriculum which focuses on aspirations, experiences and oracy. Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.</p>	<p>Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Aspirations Day. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future. Pupil Premium pupils identified as greater depth in KS1 or exceeding in EYFS will make as much progress as 'other' pupils identified as being greater depth/exceeding. More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £132,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	<p>De-emphasising or replacing high-quality teaching with other activities will only worsen educational disadvantage.</p> <p>Focusing on raising aspirations and improving parental involvement will be unlikely to lead to success if it is not built on success in the classroom. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'.</p> <p>To maintain high quality teaching, continued professional development must be embedded and three members of the leadership team have attended training on Leading Learning with an EEF Research Network School.</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>Continued professional development to help teachers implement the core teaching elements BLP, growth mindset and behaviour for learning will be a priority. Embedding the use of formative assessment strategies with pixl across the school will support teachers to identify gaps in learning and address the needs of all learners.</p> <p>The school has invested and is committed to a coaching model to improve and enhance the teaching and learning within the school using StepLab.</p>	1-5
Graduated Approach to Inclusion	<p>Having a consistent approach to identifying need and supporting children, that fits in with the local authority/Code of Practice, will provide evidence of provision implemented for a child and is a helpful tool when looking at how a child can be supported.</p> <p>Training opportunities and high-quality CPD will continue to be offered to all teaching staff to make a real difference to the life chances of all pupils.</p> <p>Pastoral team support inclusive practice by reducing anxiety and barriers to learning with some pupils.</p> <p>Exposure to different approaches to learning will enrich the educational experiences of everyone, promote character development and support our school's ethos and values</p>	1, 2
Support for Early Career Teachers	<p>High quality teaching has a long term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Early Career Teachers will have access to high quality training and support.</p> <p>Walkthroughs such as scaffolding, live modelling, positive relationships</p>	1-5

	will be used by the school's mentor to support early career colleagues to bring to life the ECF statements.	
Assessment resources INSIGHT Pixl	Everything PIXL do is around helping young people achieve a better future and brighter hope and to support school leaders, to make this a reality Pixl is a leadership organisation, using leadership strategies and approaches to enable change to happen.	1-5
Additional teaching personal -	Smaller groups in Yr 6 to accelerate the learning of pupils by targeting gaps and giving immediate and specific feedback	1-5

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

Budgeted cost: £39,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Training for all staff to improve provision for teaching of early reading. Purchase of RWI portal resources to support teaching/ CPD of RWI. Ongoing coaching opportunities and leader development days purchased.	The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme. EEF publishes independent evaluation of Read, Write, Inc.... EEF (educationendowmentfoundation.org.uk) Reading Framework. The reading framework - GOV.UK	1-5
Purchasing of Chrome books	To ensure all children can access targeted support, the technology must be efficient. The school has purchased 60 Chromebooks and Chromebook trolleys. This will allow children to become more technology literate and access interventions throughout the school day.	1-5
Reciprocal Reading	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension Reciprocal Reading EEF (educationendowmentfoundation.org.uk)	1-5

Reading Resources Accelerated Reader subscription and resources support improvement and progress in reading (accessed by pupils year 1-6) +3 months	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books as they progress. Accelerated Reader EEF (educationendowmentfoundation.org.uk)	1-5
Maths resources My Maths and Maths Circle (Times Table Rockstars and Numbots) WRM subscription Maths.co.uk	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long term memory whilst playing this game which will boost learning and support them to remember more. 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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)	1-5

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

Budgeted cost: £96,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based counsellor to support SEMH needs of children following referral from SENDCo	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. Longer-term effects of school-based counselling in UK primary schools European Child & Adolescent Psychiatry	2&3
School based MAST Speech and Language therapist	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. They also include approaches more directly aimed at developing thinking and	1,3,4

Targeted CPD delivered by SALT e.g., colourful semantics/ blank levels.	understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Communication and language approaches EEF (educationendowmentfoundation.org.uk) Exploring interventions for children and young people with SLCN - GOV.UK Exploring interventions for children and young people with SLCN - GOV.UK	
Subsidised school visits and enrichment visitors	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) Activities and Curriculum Enrichment are important in determining life chances. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. Visits and visitors can provide opportunities for generating questions, further research and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need through our curriculum aims of oracy, experiences and aspirations.	3
Education Welfare Service Regular meetings with EWO, safeguarding lead and SLT to monitor and provide targeted support for persistently poor attendance and absenteeism.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working together to improve school attendance - GOV.UK [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK	3,5
Nurture provision to support Social, Emotional and Mental health needs and Communication and Interaction needs.	nurtureuk research: promoting nurture in education	3, 4
MAST Multi Agency Support Team	When behaviour needs cannot be met through an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team	2,4,5

Commented [MD1]: @rhiannonroberts Can you check this Rhiannon and also add a new table with our attendance incentive with gift cards

<p>OUTREACH support/ provision</p>	<p>including support at TAMs and EHATS, therapy services, Educational Psychology and family support for boundaries and appropriate chastisement.</p> <p>ACE Poole Farm Forest school</p> <p>Wider evidence base indicates outdoor learning can have positive impacts on other outcomes such as self-efficacy, motivation, and team work.</p> <p>Outdoor adventure learning EEF</p>	
--	--	--

Total budgeted cost: £268,810

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

At Whitleigh Community Primary school we use performance data, RWI data, phonics check, multiplication results and internal assessments such as PIXl to analyse the performance of our schools disadvantaged pupils during the year 2023-2024.

To assess the performance of our disadvantaged pupils, we compared our results to national and regional data for both disadvantaged and non-disadvantaged pupils. While there were notable successes, such as the increase in pupils achieving greater depth at the end of Key Stage 2, the progress and attainment of our disadvantaged pupils fell below our high expectations. The attainment gap between disadvantaged and non-disadvantaged pupils remains an area of focus, mirroring national trends.

In light of this analysis, we have carefully reviewed our strategy plan and adjusted how we will allocate our budget this academic year. These changes, detailed in the pupil premium report, reflect our commitment to closing the attainment gap and ensuring all pupils reach their full potential.

Additionally, we continue to explore and implement externally provided programs to support these efforts.

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
Jigsaw	Jigsaw PSHE Ltd
Real PE	Create Development
	Fronting the Challenge Projects
Accelerated Reader	Renaissance Learning
Step Lab	Calderdale Excellence Partnership
Language Angels	Nubridge Publishing
Spelling Shed	EdShed
Maths. Co.uk	Edu Key provision map

Commented [MD2]: @Lisa Richards What are these?