

# Pupil premium strategy statement - Whittingham Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026/27 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whittingham Primary Academy
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	25.01% (93 ch)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Jane Woods (Interim Executive Head)
Pupil premium lead	Courtney Thompson (Principal)
Governor / Trustee lead	David Booth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,640

# Part A: Pupil premium strategy plan

## Statement of intent

### Aim:

Our aim is to utilise pupil premium funding to minimise gaps and raise expectations for our most disadvantaged learners. We strive to set high expectations for all learners and promote pupils' intrinsic ability to achieve more than they could.

Our intention is to provide high quality teaching and learning for all pupils, irrespective of their backgrounds. Through the use of aspirational targets, we aim to support pupils to make good progress and achieve high levels of attainment across all subject areas. The aim of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including stretching and challenging those who are already high attainers.

Our curriculum focus is to provide high quality teaching and learning for all pupils. We aim to focus on areas in which disadvantaged pupils require the most support. Through both regular teacher and formal assessment processes, we are able to identify pupil needs and swiftly action next steps to implement strategies in support of this. In the intended outcomes detailed below, we aim to ensure attainment in non-disadvantaged pupils is sustained and improved alongside progress for disadvantaged pupils.

In addition, we work to promote life experiences via additional educational visits and inhouse workshops, coupled with aspirational employment sector role models to support this. We involve and support families where we can through additional support/resources at home and on-going clear communication.

Our approach is responsive to common challenges and individual needs, rooted in accurate assessment rather than assumptions about barriers to learning. The approaches we have adopted are designed to help pupils excel and achieve to the best of their capabilities. To ensure the approaches are effective, we will:

- Ensure disadvantaged pupils receive support and challenge in the work they are provided, where required
- Act early via use of teacher and formal assessment practices, to intervene when deemed necessary
- Adopt a whole school approach in which all members of staff are accountable for pupils' outcomes
- Engage parents & families through involving them in the learning journey and providing them with means to support their children at home

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils enter Reception with oracy below that of their peers. Results from phonic assessments show children's lack of language skills are impacting early reading skills.
2	Additional barriers for some families include EAL with some pupils joining the school as new arrivals to the country.
3	School data shows gaps in attainment between pupil premium pupils and non-pupil premium, in reading, writing and maths.
4	Attendance data shows that the gap between pupil premium and non-pupil premium pupils remains. In 2023/24, 27.27% of our disadvantaged pupils were regarded as Persistently Absent (PA) as compared to 14.52% of non-pupil premium pupils.
5	School data shows that SALT is the largest areas of SEND need in school, impacting some of our pupil premium pupils.
6.	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world.

## 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
<b>Curriculum</b> Pupils will access a well sequenced and knowledge rich curriculum. Extra-curricular opportunities will support the educational experiences of all children, particularly those who are disadvantaged.	<p>Mixed ability pupil groups ensure collaborative learning takes place in all lessons. Pupils learn through consolidation and sharing of ideas which supports independence and application of knowledge and skills.</p> <p>Pupils will have access to a greater range of extra-curricular activities to enhance their school experience by exposing them to a wider range of life skills. Access to these events will provide a greater opportunity for pupil's social skills to develop.</p> <p>Pupils will have opportunities to attend specific workshops (PP only) and work with special visitors (Inspirational sports leaders, authors, etc) to the school to expose them to a</p>

	<p>wider range of life skills. This will support pupils to develop themselves as whole person and raise ambition and inspiration.</p>
<p><b>Staff CPD</b></p> <p>To ensure a personalised approach to developing teaching practice further.</p> <p>Project 80+</p>	<p>Instructional coaching ensures high quality teaching and learning.</p> <p>Project 80+ resources ensure robustness to analysing pupil data and identifying interventions &amp; support needed for groups / individuals. Teachers adapt planning to address gaps in learning.</p> <p>Resources support teachers in planning / preparation.</p>
<p><b>Early Language &amp; Literacy Development</b></p> <p>Develop oral language skills of our youngest pupils so that the language skills of disadvantaged pupils match (or become closer to) that of non-disadvantaged pupils.</p>	<p>Wellcomm is used to screen early language acquisition and interventions support the development of early language.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>The learning environment and adult modelling provides vocabulary rich opportunities to increase pupil exposure to a wider range of words.</p> <p>There is a continued upward trend of pupils in Reception achieving GLD from the previous year – the gap between pupil premium and non-pupil premium pupils is narrowed.</p>
<p><b>Attainment / Progress</b></p> <p>To support disadvantaged children to make accelerated progress in Reading, Writing and Maths</p>	<p>Gaps in pupil attainment pupil premium vs non pupil premium are narrowed from previous year (EYFS - Y6).</p> <p>Where gaps are not narrowing, there is a clear focus on why with steps being taken to minimise and overcome these barriers.</p>
<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>There is a robust attendance policy and systems in place – pupils at risk of reaching the level of PA are identified early and steps taken to improve attendance implemented.</p> <p>Year on year improvement in attendance data of disadvantaged pupils as compared to national.</p> <p>There is a reduction in persistent absenteeism for pupil premium pupils (in-line with national averages).</p>

<p><b>SALT</b></p> <p>To provide support for pupils with Speech &amp; Language needs – to support the development of language skills fundamental for reading, writing and overall learning.</p>	<p>Pupils show improved communication skills – pupils demonstrate enhanced verbal and non-verbal communication abilities.</p> <p>Increased clarity and fluency in speech for individuals.</p> <p>Interventions show measurable improvement in vocabulary usage and sentence structure.</p> <p>Pupils show improved comprehensions skills including understanding instructions and narratives.</p> <p>Increased participation in class discussions and activities.</p> <p>Pupils show greater confidence in their ability to communicate.</p> <p>Positive feedback from parents re. Their child's progress and communication.</p> <p>Increased engagement and motivation in classroom activities and tasks.</p>
<p><b>EAL</b></p> <p>To support EAL pupils (including those new to country) to develop their knowledge, understanding and fluency of English language and reading skills so that they can access the curriculum.</p>	<p>Pupils can recognise, understand and use an expanding range of vocabulary relevant to their daily lives and learning.</p> <p>Pupils show increased use of subject specific vocabulary in speaking and writing.</p> <p>Pupils demonstrate increasing understanding and ability to respond appropriately to spoken English in various contexts, including classroom instructions and peer interactions.</p> <p>Pupils can express their thoughts and ideas using full sentences using appropriate vocabulary. They show increased confidence and participation in discussions, group work and when working with a talk partner.</p> <p>Pupils can identify and read phonemes, improving their ability to decode unfamiliar words.</p> <p>Increased accuracy when reading aloud, with appropriate pace and expression.</p> <p>Pupils are able to read age-appropriate texts and make predictions based on prior knowledge and clues from the text.</p> <p>Pupils can convey meaning using sentences using appropriate vocabulary and basic sentence structures.</p>

	Pupils show increased confidence in using English in various contexts and are able to access the curriculum.
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## 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: £53,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching – Rosenshine Principles</b>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for disadvantaged pupils.</p> <p><b>Rosenshine Principles:</b></p> <p>EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	1, 2, 3
<p><b>Curriculum</b></p> <p>Embed UL Writing curriculum, adapting plans as appropriate to meet the needs of all children and use assessment criteria, staff CPD and moderation to ensure writing assessments are interpreted correctly and teacher assessment is accurate.</p> <p>Maths Mastery – White Rose Maths</p>	<p>Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009):</p> <ul style="list-style-type: none"> <li>• Teach pupils the writing process;</li> <li>• Teach pupils to write for a variety of purposes; Set specific goals to pupils and foster inquiry skills;</li> <li>• Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing;</li> <li>• Provide daily time to write;</li> <li>• Create an engaged community of writers.</li> </ul> <p><b>Maths Mastery:</b></p> <p><a href="#">EEF</a> - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	3

	<p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p>	
<p><b>Staff CPD</b></p> <p>Instructional Coaching</p> <p>ECT training - face to face training for school mentors and induction leads, alongside coaching, weekly online resources, and regular online coaching and support sessions</p>	<p>Instructional Coaching:</p> <p>To ensure a personalised approach to developing teaching practice further.</p> <p>Instructional coaching is not only theoretically promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018), but its impact is also visible in schools. (Steve Farndon - Ambition Institute)</p> <p>Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).</p>	1, 2, 3
<p><b>Early Reading:</b></p> <p>School follows Ruth Miskin Read Write Inc phonics programme.</p> <p>Training package to upskill staff / support Phonics lead</p>	<p>A number of influential research studies (see Torgerson et al (2006)), attest to the effectiveness of systematic phonics programmes in early literacy teaching. A commitment to the use of systematic synthetic phonics in the teaching of early reading has long been a hallmark of educational policy in England (DfES 2010; Ofsted 2006, Rose 2006).</p> <p>Reading is a more important driver of social mobility than socio-economic status (OECD). Children from deprived backgrounds read better and enjoy reading more when they have excellent teachers.</p> <p>Pupil impact:</p> <p>Primary outcome: Improved phonics attainment, measured by the Phonics Screening Check.</p> <p>Secondary outcome: Improved reading attainment, measured by Key Stage 1 reading outcomes.</p> <p>School-level impacts:</p> <ul style="list-style-type: none"> <li>• Teacher confidence in teaching phonics and early reading improves</li> <li>• Reading Leader has enhanced ability to lead literacy in school, including practices such as cycle of practice, coaching and feedback.</li> </ul> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3



<p><b>Attainment / Progress</b></p> <p>Formative assessments</p> <p>Standardised diagnostic pupil assessments - PUMA / PIRA support teacher assessment and gap analysis.</p> <p>Project 80+</p>	<p><b>Formative Assessment</b></p> <p>EEF's <a href="#">Teaching and Learning Toolkit</a> shows that feedback interventions can have a very high impact on pupil outcomes, based on extensive evidence.</p> <p>In <a href="#">the evaluation</a>, pupils in schools implementing EFA made the equivalent of two months' additional progress</p> <p><b>Standardised tests</b> 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><b>Project 80+</b></p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="#">(EEF)</a></p> <p>Our approach for improving outcomes for disadvantaged pupils is based upon three core principles. Firstly, we really know our pupils; secondly, we use evidence informed decision making; and finally, we know and reflect upon our impact.</p> <p>Central to knowing our pupils is the expectation that all of our children can succeed, therefore the focus is upon teachers having total clarity of the barriers faced by their students and the gaps in their learning.</p>	<p>1, 2, 3</p>
<p><b>Recruitment &amp; Retention</b> - through professional development such as NPQs</p>	<p><b>Supporting staff retention:</b></p> <p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p>	<p>1,2,3</p>
<p><b>SEND Assistant</b></p> <p>To deliver SALT interventions and support staff</p>	<p><a href="#">EEF Key Findings:</a></p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months. All</p>	<p>1, 2, 3, 5</p>

	<p>children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Positive effects have been identified on early language and literacy skills.</p> <p>A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech &amp; Language therapist</b></p> <p>Working with individual pupils &amp; staff to ensure that interventions are delivered effectively</p>	<p>Delayed listening and language or persistent language and communication difficulties has an impact on pupils learning especially their literacy and social communication.</p> <p>Evidence has shown that children with poor speech and language skills have confidence issues that last long after the language issue has cleared up, even into secondary and higher education.</p> <p>Independent studies have shown that poor language skills restrict a child's psycho-social development and can lead to mental health and behavioural problems.</p>	5
<p><b>Early Language Development</b></p> <p>Wellcomm</p>	<p><a href="#">EEF Key Findings:</a></p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1, 2

	Positive effects have been identified on early language and literacy skills.	
<b>Early Reading</b> Additional Fast Track phonics 1:1 sessions targeted at disadvantaged pupils who require further phonics support or new to English	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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
<b>School Led Boosters / Tutoring</b> School led tutoring for target disadvantaged children.	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' 1 2 disadvantaged children in addition to NTP.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://fft.org.uk/tutoring/">https://fft.org.uk/tutoring/</a>  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">National Tutoring Programme   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Attendance</b> Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Includes BACME support.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4
<b>School Trips / Experiences/ School Residential</b>	Outdoor Adventure Learning provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	3, 4

## Total budgeted cost: £137,640

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 2023 to 2024 academic year.

<p><u>Key areas of impact:</u></p> <p>GLD 2024: 75% (Above national - 2023)  Phonics 2024: 80% (In line with national)  KS2 2024 – R: 79% W: 71% M: 84%</p> <ul style="list-style-type: none"> <li>CPD linked to whole school priorities has ensured consistent whole school approaches in teaching and learning. <ul style="list-style-type: none"> <li>NELI intervention had a positive impact on developing pupil language in Reception. Pupils as a result were better able to access their learning in all areas.</li> <li>PUMA/PIRA tests used diagnostically to identify gaps in pupils prior learning and all teachers are tracking pupil progress. UL moderation set up and delivered 3 times a year – Teachers are more accurate and robust in their judgements of pupil attainment.</li> </ul> </li> </ul>
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- KS1 phonics: 2023 / 24 KS1 phonics screening – 80% all Y1 pupils (80% National average).
- Attendance: Pupil Premium Pupils PA (27.3%) was slightly better than national averages (29%).
- Targeted interventions will need to be planned, implemented and monitored to ensure good progress and the closing of gaps for all PP pupils.
- Education with Character - Our 'hidden' curriculum teaches our pupils about creativity and resilience as well as providing them with opportunities to learn about teamwork, to care and to serve, to overcome difficulties and to manage themselves and their feelings. Whittingham children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.
- Thrive sessions provide support for pupils who need emotional or therapeutic support and have led to fewer exclusions.

## 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
TTRockstars	Maths Circle
Wellcomm	GL Assessment
Speech & Language therapist	Waltham Forest
Educational Psychologist	Waltham Forest
PUMA / PIRA	Rising Stars
RWI Portal / Oxford Owl	Ruth Miskin
Mirodo	Mirodo Education
Shine	Rising Stars
Oak Academy	Oak Academy
Flash Academy	ESOL
Lexia	Lexia
SATs Companion	SATs Companion

## Service pupil premium funding (optional)

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

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

**Further information (optional)**