

Pupil premium strategy statement – Whatfield Primary School



This statement details our school's use of pupil premium (and recovery 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	37
Proportion (%) of pupil premium eligible pupils	19% (7) Incl. service child 38% (7)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	
Date on which it will be reviewed	December 2025
Statement authorised by	Julia Shaw (Executive Head Teacher)
Pupil premium lead	Charlotte Clarke (Head of School)
Governor / Trustee lead	Heather Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850 £2560 (service child)
Recovery premium funding allocation this academic year	£1000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£17,410

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We have a number of service children, who we are aware may potentially be disadvantaged by school moves and parental absence. Therefore, we need to ensure that our strategy also meets their needs. We will also consider the challenges faced by vulnerable pupils, such as those who are young carers.

High-quality teaching is at the heart of our approach, with a focus on early reading, maths and phonics, particular areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, although most children are now not affected by the lockdowns of COVID - 19 our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be impacted this particularly clear for the children that are now in Year 4/5/6. Therefore, our plan focuses on pupil wellbeing and mental health, which are essential, as well as contributing to wider academic achievement.

Our approach will be responsive to common challenges and individual needs, including higher achieving pupil premium children, rooted in robust diagnostic assessment, for example PIRA and White Rose Assessments, Little Wandle Phonic programme, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: -

- act early to intervene at the point need is identified -
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing and mental health of our disadvantaged children is a concern. 71% of the disadvantaged cohort finding learning difficult to engage with due to how they feel about themselves and their worries around family circumstances.
2	29% are either SEND support or monitoring in all three core subjects. The need is often related Communication and Interaction which could be an impact from COVID – 19.
3	Need to review attendance rate of Pupil Premium children to prevent the gap from widening. 2023 –24 Attendance of Pupil Premium (including service children) overall 94%. Non-Pupil Premium 92%, one of the non-pupil premium children has persistence absence due to health.
4	2023 – 24 Outcomes for our Pupil Premium children showed at expected. Reading – 57% Writing – 57% Maths – 57%

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 ensure that pupils in receipt of pupil premium, including those with SEND and our service children, make expected progress from their starting points.	High quality teaching and use of interventions to support children make expected progress from their starting point. The implement the use of WalkThru to ensure all children can access their learning.
To ensure that the wellbeing and emotional needs of pupil premium children are being met and that they are ready to learn	Observations show that pupils are settled in school and ready to learn so that interventions have enhanced impact. Attendance rates are high.
To identify pupil premium children who are at risk of not achieving expected in Writing and Maths.	High quality teaching and use of interventions to support children achieving expected in Writing and Maths.

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: £6120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of standardised diagnostic assessments, PIRA, White Rose Maths, Little Wandle Phonics to analyse results and implement the interventions identified.	The assessment systems in place provide reliable insights into the specific strengths and weaknesses of each pupil. Reports are then generated to show where gaps are in learning and for class teachers to plan accordingly.	2,4
Embedding oral language activities across the school curriculum, including Talk 4 Writing, drama and stem sentences. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,4
Ensure that SPAG aspects of Writing are clearly identified in the long-term plan writing unit. Opportunities for Writing in different ways. To review the writing long term plan to ensure basic skills are embedded in KS1 and these continued to be supported in KS2 for those children are identified.	https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school#:~:text=By%20the%20end%20of%20key%20stage%201%2C%20all%20children%20need,social%20development%20are%20also%20important. https://d2tic4wvo1iusb.cloudfront.net/reduction/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669	2,4
To introduce Zone of Regulations to support children to understand and place their feelings. Staff need CPD in this approach and our goal is to roll out as a whole school approach in January	Evidence shows that disadvantage children have weaker social and emotional literacy skills. Research has shown that if children can place and understand their feelings can help with decision making, interaction with others and self-management of emotions. These	1

	needs need to be met before a child is ready to engage in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
To embed the practice of Walkthrus as a core component of our coaching strategy, aimed at systematically raising teacher standards, enhancing instructional effectiveness, and fostering a culture of continuous professional growth and reflective practice.	A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning evidence from the study of effective professional development. Through our books and materials, we draw on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst.	2,4
To use EEF Training for Metacognition to ensure that strategies utilised in school are enabling all children to learn effectively.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2,4

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

Budgeted cost: £2350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a variety of interventions to support and accelerate progress. Interventions may include <ul style="list-style-type: none"> - Beat Dyslexia - White Rose based interventions - Ed Shed 	High quality one-to-one and small group tuition -Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.	2,4
Additional phonics sessions targeted at pupils who require further support and disadvantaged pupils. Little Wandle – individual/group keep up Little Wandle – Rapid	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:	2,4

Catch up	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Tutoring for maths at end of KS2.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	2,4
Analysis White Rose Maths Assessments	Reports are then generated to show which interventions children need and these are then implemented. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Developing staff skills and abilities to support pupil wellbeing, social skills and dealing with anxiety Training for support staff – Mental Health First Aid Awareness and sharing of strategies Training for senior staff - A strategic	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF note that 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

<p>approach to Whole School Emotional Health and Wellbeing (Thrive)</p> <p>Interventions may include:</p> <ul style="list-style-type: none"> • Nurture Groups • Drawing and Talking • Lego Therapy • THRIVE 		
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Total budgeted cost: £11720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a small school, our student cohort sizes are often too small for standardised results to be published publicly. This is in line with privacy and data protection guidelines. While our academic outcomes may not always be reflected in official reports, we are committed to providing a high-quality education and supporting each student to achieve their personal best.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dynamo Maths	Jelly James Publishing
Nessy Reading and Spelling	Nessy Learning
Spelling Shed	Ed Shed
Times Table Rock Stars	Maths Circle Limited

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***

2023/24 - Service pupil premium funding was spent on ELSA training to support our families. 2 of our 7 children have accessed this service. This academic year 2024/25 maths tutoring is being used to support one of our service families. An example of supporting service children attending school is funding is spent on Breakfast Club and Sports Club as one parent in each family doesn't drive.

The impact of that spending on service pupil premium eligible pupils

Monitor.