

Pupil premium strategy statement – Whittington C of E primary

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	210
Proportion (%) of pupil premium eligible pupils	20 pupils
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)	3
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kelly Leeming
Pupil premium lead	Helen Willcox/Kelly Leeming
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37 620
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£ 37 620

Part A: Pupil premium strategy plan

Statement of intent

PRIORITY 1 - NARROWING THE GAP

The key priority for the pupil premium is to narrow the gap between the attainment of children on free school meals and their peers. This will be achieved by focused additional teaching of these pupils, including extra small group support with teaching assistants and class teachers.

Regular pupil progress meetings will establish whether this additional support is having a positive impact.

PRIORITY 2 - ACCELERATING PROGRESS

Where funded pupils are achieving expected levels of progress or exceeding them, then the grant will be used to support initiatives which accelerate progress. This will be achieved through targeted support from the class teacher and teaching assistants, as well as opportunities to participate in enrichment activities such as maths days or theatre trips etc.

Regular pupil progress meetings will establish whether this additional support is having a positive impact.

PRIORITY 3 - ENRICHING THE CURRICULUM

Funding will also be used to give funded pupils access to school life in the broadest sense. At Whittington we are committed to giving all pupils access to every aspect of school life, even if there is a financial cost. Because of this commitment we make available a proportion of the grant directly to the family of the funded child. This money can be spent on anything which facilitates access to all aspects of school life, so the money could be used for uniform, school trips, extra-curricular activities music tuition etc.

Challenges

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

Challenge number	Detail of challenge
1	Poorer wellbeing amongst our PPG pupils Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many of our PPG pupils. Teacher referrals for support remain relatively high.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Many of our disadvantaged pupils have below age-related expectations compared to other pupils.

3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Our attendance data indicates that attendance among disadvantaged pupils is often lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes will show that more disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Higher levels of wellbeing will be demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils – lunch and after school clubs
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance will be demonstrated by: • a reduction in the unauthorised absence rate for disadvantaged pupils • a reduction in the percentage of PPG pupils who are persistently absent

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: £ 37 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG - related staffing	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314	1-4
<i>Extra TA support where need is greatest</i>	Yearly assessment of need tells us which classes need most support. We will ensure that when our PPG pupils are struggling with their reading fluency and comprehension additional support is offered by way of enhanced 1-1 opportunities. Staff will provide extra reading and discussion opportunities for PPG pupils in order to try to address this gap. Our communication TA runs nurture groups and language interventions on a rotational basis during the school year.	1-4

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

Budgeted cost: £ 37 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle catch-up</i>	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314	2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance work</i>	Embedding principles of good practice set out in the DfE's guidance on <u>working together</u> to improve school attendance. Our attendance lead and SENCo work hard to support families in engaging positively with school life and what it offers.	4
<i>Redgate Sports & Rock Steady music programs</i>	We also use Redgate Sports mentoring and Rock Steady music to provide small group support to PPG pupils on a rotational basis throughout the school year. Our communication TA also runs nurture groups on a rotational basis.	1
<i>Nurture & language groups</i>	Two members of staff will run afternoons of bespoke pupil led wellbeing support. We also use Redgate Sports mentoring and Rock Steady music to provide small group support to PPG pupils on a rotational basis throughout the school year. We are again working with play therapist Alison Deri to deliver bespoke support to vulnerable pupils experiencing difficulties that are affecting their engagement in school life.	1

Total budgeted cost: £ 37 620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessments, observations, and discussions with pupils indicate that our PPGs have been more settled in school with us and have enjoyed the additional support and activities afforded to them. Parents tells us they feel supported and welcomed at our school.

Our work on trauma-informed practices continues to have a positive affect on pupil wellbeing and academic engagement.

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
Redgate sport tuition	Redgate
Rocksteady music tuition	Rocksteady
Therapeutic play opportunities	Alison Deri