Whinfield Primary School Pupil Premium Strategy Statement 2024 - 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whinfield Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	87 pupils 19.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 2022 to 2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Shirley Welsh Headteacher
Pupil premium lead	Shirley Welsh Headteacher
Governor	Claire Thorns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,979
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

Whinfield Primary School has high expectations for all pupils and we strive to ensure that our practice is inclusive and meets the needs of all learners. Each child is unique and valued for the talents they possess. The curriculum is designed to ensure that these talents are nurtured and developed.

Our intention is that all pupils, irrespective of their starting points or the challenges they may face, make good progress. 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.

Quality First teaching is at the heart of our approach ensuring that any attainment gaps are successfully identified and addressed through high quality intervention. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Our approach will be flexible and adapt to the challenges which arise in our day to day work. Decisions will be rooted in robust diagnostic assessment and not in any assumptions about the impact of disadvantage.

This strategy will aim to:

- Ensure that all children have an equal opportunity
- Support the further development of a curriculum devised to cater for all children
- Ensure that all children access Quality First teaching
- Ensure that the School Development Plan is focussed on identified need
- CPD provided for staff is tailored to the needs of the children
- Ensure that disadvantaged children are challenged in the work that they are set
- Ensure that intervention is timely and meets individual need
- Ensure 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 (Barriers are both in school and external)
1	Language and vocabulary: The acquisition and understanding of spoken language has been identified as a key barrier to learning. The breadth of vocabulary used by many pupils is limited and their understanding of the spoken word can be poor. Baseline assessment on entry to school has identified a decline in the breadth of use and understanding of spoken language.
2	Independent skills: Observations on entry to Reception and across Key Stage 1 highlight the loss, in some cases, of the ability to complete tasks independently, make choices and use their own imaginative play as a source of learning.
3	Writing: Assessments and observations showed that periods of home learning in previous years are still impacting on writing in the upper years. Children favour devices rather than writing.
4	Phonic acquisition: Phonic acquisition is slower in pupils who have not had a stable nursery experience and where exposure to books and the enjoyment of reading has been limited. Under developed listening skills impact on the ability to hear the sounds. Over reliance on devices has led some children to have American accents which impacts on the ways sounds are heard.
5	Number acquisition: All children acquire the number knowledge necessary for them to calculate at an age related level.
6	Reading: Reduced exposure and access to book and stories has lessened individual engagement.
7	Attendance: Data shows there is a gap in attendance between disadvantaged and non-disadvantaged pupils therefore having a direct impact on progress.
8	Social and emotional development: Over reliance on devices outside of school has changed the social dynamics of children and the experience of play. We have found that a greater number of disadvantaged pupils access additional support. More parents/carers are asking for advice and guidance.

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
Language and vocabulary: Children catch-up quickly, developing their language and vocabulary through quality first teaching and support.	1. Children enter Reception from up to 26 different providers therefore the reception curriculum takes into account the development of spoken language and the broadening of vocabulary. 2. NELI used effectively. 3. Speaking and Listening outcomes demonstrate the impact. 4. Each year group uses assessment evidence from previous years to ensure they continue the drive to support that catch-up for those children who need further development. 5. The whole school focus on vocabulary is evident in observations and outcomes. 6. By Year 6 all children have a good grasp of the vocabulary and understanding necessary to enable them to access their next step of education effectively.
Independent skills: Children quickly develop their independence and are able to actively lead in their own learning.	1. The Reception curriculum promotes independent learning. 2. Embedded routines promote independence. 3. Staff in all year groups promote resilience through GEMS. 4. Observations show that children are proactive in their learning.
Writing: Letter formation and early writing skills are caught up and stamina for writing has increased.	1. Gaps in handwriting have been quickly reduced. 2. Aim for all children to form their letters correctly. 3. Stamina and resilience to tackle longer pieces of writing return. 4. External tests validate impact.
Phonic acquisition: All children acquire the phonic knowledge necessary for them to read at an age related level.	1. Little Wandle is taught across Reception and Key Stage 1 effectively. 2. All pupils are tracked closely and interventions timely. 3. Nessy is used as targeted support. 4. Reading Leaders monitoring is accurate. 5. Phonics outcomes reflect impact.
Number acquisition:	1. Mastering Number is taught across Reception and KS1.

All children acquire the number knowledge necessary for them to calculate at an age related level.	2. Mastering Number is used as an intervention as appropriate for targeted support in Years 3 and 4. 3. Key staff are trained across the school in delivering the programme.
Reading: The love of books, stories and reading returns for all pupils.	1. Children read to daily promoting that love of stories and reading. 2. Books are engaging and 'hook' children in. 3. A wide variety of engaging books are available. 4. Children talk about books with enjoyment. 5. Individual reading books reflect phonic stage and promote progress. 6. Outcomes in reading show improved progress.
Attendance: The aim is that there is no gap for any pupil group in terms of attendance.	1. Overall absence for all groups is within national parameters. 2. Timely intervention to support attendance is effective. 3. Parents/carers engage well with support provided by SENCo.
Social and emotional development: All children are able to interact with their peers co-operatively and have emotional resilience, tackling barriers with courage.	1. The GEMS Behaviour system evidences infrequent consequences. 2. Children tackle learning head on and see making mistakes as a positive way of learning. 3. Staff report positive learning behaviours where children welcome challenge and enjoy it. 4. Individual support is provided by Teaching Assistants monitored by SENCo and demonstrates impact. 5. ELSA and ELSEY are delivered and support individual need. 6. Resilience nurse meets with children as appropriate. 7. C:The Box work with targeted pupils/groups of pupils to address behaviour on line. 8. Parents/carers are involved.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £114,839.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle and CPD for all staff Continuation of annual licence.	The embedding of a validated systematic synthetic phonics programme to secure even better phonic acquisition. Regular updates and CPD. Phonics Toolkit Strand EEF	3, 4, 5
Purchase/replace phonic reading books (that are additional to Little Wandle materials) for EYFS/KS1 to closely match phonic programme. Pupils will take these books home.	The Reading Framework 2021 Phonics Toolkit Strand EEF	4, 6
Additional teaching group in Year 6	Targeted small group intervention supports progress. EEF research.	1, 3, 4, 5, 6
Experienced DHT leading teaching and learning to ensure Quality First teaching.	EEF research. Effective advice and guidance ensures consistent Quality First Teaching. Individual support aids pupil progress. Focussed CPD as appropriate.	1, 2, 3, 4, 5
Teaching Assistants provide focussed intervention.	Effective, targeted interventions ensure identified barriers for individual children are removed.	1, 3, 4, 5, 6, 7
SENCO supporting intervention delivery and monitoring impact.	Timely review and impact of intervention ensures that progress is good.	1, 3, 4, 5, 6
Staff trained in ELSA/ELSEY.	Individual support provided.	2, 8

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

Budgeted cost: £48,079.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Assessments and use of Stile	Personalised learning supports individual children to achieve.	3, 4, 5
Additional teaching group in Year 6	Targeted small group intervention supports progress. EEF research.	1, 3, 4, 5
Sensory Circuits to provide regulation.	Children who are regulated are ready to learn.	1, 2, 3, 4, 5, 7
Nessy	Children have their own log-in and a tailored programme	4, 5
Mastering Number	Rekonreks bought to support the programme.	5

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

Budgeted cost: £65,937.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of behaviour strategy based on GEMS.	Building resilience, a growth mindset and independent learners promotes progress. Children who are comfortable to make mistakes achieve. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.	4
DHT supporting the further development of inclusion across the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.	4
ELSA provided by a specialist Teaching Assistant.	An ELSA is a specialist teaching assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists in the Local Education Authority. The aim is to remove the barriers to learning and to have happy children in school and at home.	4

ELSEY provided by a specialist Teaching Assistant.	An ELSEY is a specialist teaching assistant with a wealth of experience of working with children. ELSEYs are trained and regularly supervised by the Educational Psychologists in the Local Education Authority. The aim is to remove the barriers to learning and to have happy children in school and at home.	4
Teaching Assistant trained in Bereavement Counselling.	Timely support is available for individual children.	4
Educational Psychologist involvement supporting SENCO and teaching staff to provide appropriate individual interventions.	Pupils have in-depth assessment to ensure barriers to progress are addressed. Personalised learning supports individual children to achieve their targets.	1, 2, 3, 4, 5, 7
Marvellous Me	Parents/carers received regular positive updates about the experiences their child has in school and how well they are achieving both academically and across the broader aspects of school. Parental feedback suggests that Marvellous Me has had a positive impact.	1, 2, 3, 4, 5, 7
Tapestry	Parental engagement with Tapestry supports the learning of the pupils both in and out of school. It allows parents/carers easy access to their child's current learning journey, whilst access in school is limited for parents.	7
NASEN Supportive Technology Programme - SENCo	Government pilot looking at Assistive Technology and how it supports individual learning in the classroom.	1, 2, 3, 4, 5, 6, 7
Psychological First Aid Training completed by all staff - ACES	Supporting staff to develop the skills to support children initially. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.	7
Peer on Peer abuse training – all staff	Supporting staff to develop the skills to support children initially. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.	7

Total budgeted cost: £228,855.80

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.

SATS outcomes in 2024 showed a closing of the gap in the areas we had identified as part of this strategy. RWM for all Year 6 pupils was 72.2% against Pupil Premium of 66.7% (22% above national performance for Pupil premium pupils in 2024). The focus will continue as detailed in this form.

Outcomes in Early Years and Year 1 phonics reflect the success of the investment in the curriculum eg. Little Wandle, ELSEY, NELI.

Interventions continue to be delivered and have a positive impact on pupil progress. Staff identification of gaps and the action taken to close those gaps continues to be a priority. As per EEF research small group teaching continues to have a greater impact on pupil progress.

Results indicate that the performance of disadvantaged pupils is significantly above national performance of Pupil Premium pupils in Maths and Writing and in line with other pupil outcomes.

The curriculum has been redesigned and is effectively delivered as evidenced by Ofsted in March 2022. The Deputy headteacher continues to evaluate and review the impact of all subjects and therefore curriculum development remains reflective of the needs of the children.

Attendance levels in some areas remain a challenge but this reflects the national picture.

Additional staff have been trained in the delivery of ELSEY and ELSA.

Parental feedback from the 2022 Ofsted was positive.

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
Times Tables Rockstars	Maths Circle
Tapestry	Foundation Stage Forum Limited
Curriculum Data Tracking and Analysis	The School Data Company

Little Wandle	Little Wandle
Inclusion Charter	Darlington Educational Psychology Service
White Rose Premium	White Rose
Nessy	Nessy Learning
Testbase	Testbase
Classroom Secrets	Classroom Secrets