

Pupil premium strategy statement – Whitley Park Primary and Nursery School



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	37.35%
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)	2024-27
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	
Pupil premium lead	Nathan Butler-Broad
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,020
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>	£309,020

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment

The approaches we have adopted complement each other to help pupils excel and are based on experience of our local context and evidence-based research. To ensure they are effective we will:

- ensure disadvantaged pupils benefit from consistently effective Wave 1 teaching
- act early to intervene and promote access to the curriculum through a promotion of language and literacy
- provide a safe and nurturing environment in which all pupils achieve well
- adopt a whole school approach in which all staff take responsibility for the attendance and progress of disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Assessment information from across the school demonstrates an improving picture but continued gap in attainment of pupil premium children. This appears to correlate closely with low attendance and, whilst this to has improved over

	the last three years, there is a negative gap in attendance when compared to non-pupil premium children.
2	Monitoring of teaching and learning demonstrates an inconsistent picture of practice and attainment. Internal and external monitoring has demonstrated assessment for learning as an area of focus for the coming year. Instructional coaching structures are in place and the school has identified a core cluster of strategies to develop and ensure are embedded across the school.
3	Baseline assessments demonstrate that children arrive with low levels of language and weak communication. This deficit can inhibit access to the curriculum and progress through Early Years and Key Stage 1, as demonstrated by the Year 1 gap in phonics screening attainment.
4	Extremely high levels of SEND are a prominent feature of the school demographic. Work to support inclusion structures has enabled the school to implement Alternative Resource Provision for 40 children over the last 4 years [of which 18 SEN children are funded by RBC under the ARP funding] Building on this and enabling earlier intervention to be put in place for vulnerable children are key priorities going forward. Work to develop SEMH support and S&L provision are crucial aspects of this strategy.
5	Pupil and staff surveys demonstrate pupil behaviour as a common barrier to learning. This can have a negative impact on wellbeing and affect pupil and staff attendance. School monitoring, including analysis of behaviour records, demonstrate that PPG are disproportionately represented in the data and more at risk of suspension and exclusion. Thrive assessments on entry demonstrate how these pupils arrive in deficit and require additional support to improve and maintain their wellbeing.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of pupil premium pupils who are persistently absent being below 20% (a reduction of 13.7% on 2023-24)
To improve the consistency and overall quality of Wave 1 teaching, in turn, leading to improved outcomes.	<p>Consistent and effective use of school core cluster teaching techniques are demonstrated through monitoring. Internal monitoring demonstrates AFL is routinely used to advance learning for all pupils. Staff surveys demonstrate confidence in coaching programme.</p>

	Outcomes across all subjects and areas of the school improve.
To enable earlier access to S&L support and improved outcomes at the end of Key Stage 1.	S&L assessments demonstrate impact of routine intervention and follow up Pupil progress is sustained and built on over time. Y1 and Y2 phonics assessments demonstrate further progress towards national average.
To enable right support, right time intervention for all pupils, particularly those with SEMH needs.	N. of pupils on reintegration timetables reduces over time. Pupil and staff surveys demonstrate improved behaviour expectations. Pupil and staff wellbeing improves – as demonstrated in surveys. Parent surveys demonstrate improvement to needs of pupils being met.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 134,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed instructional coaching systems across the school in order to improve Assessment for Learning and feedback practice	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled ‘Embedding Formative Assessment’ in English schools and found a positive impact, on average.	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	2

We will fund teacher release time to embed key elements of guidance in school and to lead Maths Hub CPD (including Teaching for Mastery training).	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 61178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop school Oracy curriculum progression documents and approach	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral Language intervention - EEF	4
Early access to speech and language therapy		
Neli speech and language intervention in Early Years		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Teaching and Learning Toolkit EEF	2, 3 & 4
ABC to read volunteer reading support	Internal school data demonstrates the impact of trained volunteers and progress in reading.	2, 3 & 4
Year 6 Peer Tutoring from Reading Boys Maths Mentors	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Peer Tutoring EEF	1, 2

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

Budgeted cost: £ 112950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on new behaviour curriculum and management, with the aim of developing our school ethos and improving behaviour across school.</p> <p>Thrive assessments and intervention</p> <p>Play Therapy</p> <p>Alternative Provision, incl Ufton Court and gymnastics classes</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	5
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and continuing the effective work of the attendance officer and attendance champion</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Develop the existing SEMH provision through introduction of the Mulberry SEMH curriculum.</p> <p>Introduce nurture group provision in EYs and KS1</p> <p>Expand ELSA provision, through</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	4

training and supervision		
Provide access to the national breakfast programme for all pupils	Since the cost-of-living crisis, we have experienced an increase in families in desperate need and children who are arriving hungry or with an inadequate amount of food. This inhibits their ability to learn and thrive and can negatively impact their behaviour.	5
Fund trips, uniform and club spaces as required to support children's access to school and wider opportunities	Based on analysis of trip income over time we have identified that most pupil premium families rely on financial support to enable equal access to school trips, including the Y6 Residential. Monitoring and analysis of after school club take up demonstrates that pupil premium children are not accessing these and are less likely to engage in other external clubs/activities outside of school.	1

Total budgeted cost: £309,061

Part B: Review of the previous academic year

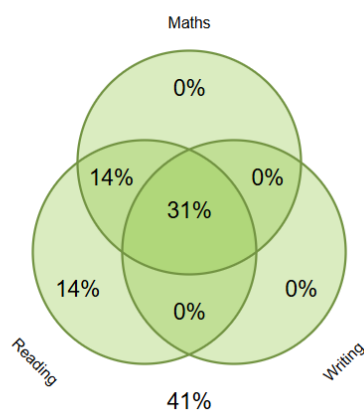
Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils are persistently lower than non-disadvantaged, see KS2 comparison 2023-24 below:

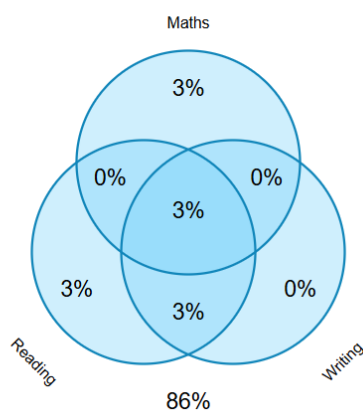
Combined attainment

Disadvantaged

At/above expected

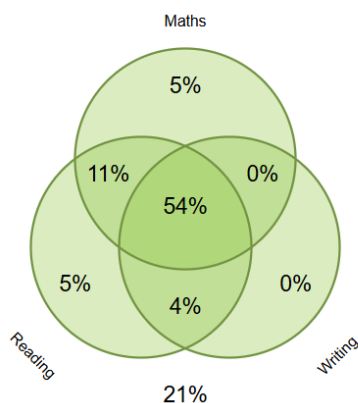


Above expected

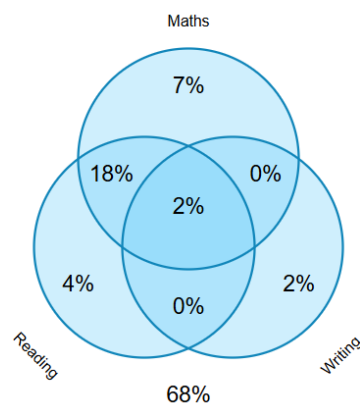


Not Disadvantaged

At/above expected



Above expected



Comparison to local and national averages demonstrate that whilst attainment is improving faster than the national and local average it remains in the bottom 20% of schools.

Deeper analysis of this data demonstrates a strong correlation to poor attendance, which, whilst once again is improving, remains a common and consistent barrier to children's progress and achievements.

Monitoring of attendance, including focus groups of pupils demonstrate wider barriers to children attending school, including inappropriate housing, adult mental health, domestic abuse, alcohol and drug misuse of parents, lack of uniform and inconsistent parenting support.

Progress against priorities identified in the previous plan:

Priority 1: *To improve Pupil Premium pupils' attendance - particularly the attendance of PP persistent absentees.*

Analysis demonstrates pleasing progress over the last year. Persistent and severe absence have both significantly declined but remain areas for improvement in the plan for 2024-27 plan.

Priority 2: *Ensure every disadvantage child can exit Yr1 having passed the Phonics screening test.*

Progress in the last 12 months demonstrates an improving picture but only 62% of disadvantaged pupils achieved the Phonics screening threshold compared to 71% of non-disadvantaged children. This demonstrates a need to persist with further improvement and investment in phonics tutoring as the positive impact of this can be seen in the internal improvement data.

Priority 3: *Ensure knowledge progression in the curriculum is well sequenced in all subjects.*

Attainment across the school is improving. Work to develop expectations has been strengthened in English through investment in the literacy tree scheme and associated training. Further work to build on this progress and ensure consistency of expectations across the school is needed.

Priority 4:

- *Ensure that Whitley Park supports social mobility through addressing gaps in children's speaking skills*
- *Ensure oracy and speaking skills are prioritised in approaches to teaching.*
- *Ensure that PP Pupils with speech and language difficulties, or moderate learning difficulties are identified early, and have research informed SALT interventions, to help them catch up quickly.*

Speech and Language provision has strengthened in school over time. Children now benefit from earlier assessment and intervention. Impact can be seen in the improving GLD attainment.

Work to develop oracy in the classroom is ongoing and is now being delivered through instructional coaching. This is being complemented by work to develop oracy curriculum

expectations and progression opportunities through the wider curriculum. Further work to refine this and build on the current early intervention is required going forward.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information

The school will continue to run a foodbank with support from local partners, including Kendrick Girls school. This relationship has proved extremely effective and contributed significantly to the wellbeing and safety of some of our most vulnerable children and families.