

Pupil premium strategy statement – Whitegate CofE 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	151
Proportion (%) of pupil premium eligible pupils	12/151 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 st year 2024 – 2025 2 nd year 2025 – 2026 3 rd year 2026 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Caroline Mackenzie
Pupil premium lead	Michael Thomas
Governor / Trustee lead	Teresa Finney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25080

Part A: Pupil premium strategy plan

Statement of intent

At Whitegate CofE Primary, we aim to ensure 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research (for example The EEF Guide to Supporting School Planning: A Tiered Approach) has proven this 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.

Our strategy reflects wider school priorities for ensuring all children achieve the best possible outcomes, notably through our focus on identifying key gaps in pupils' knowledge and skills and addressing these in a timely and effective way. We realise that barriers to learning are as individual as the children and we target our support accordingly. Where appropriate, we additionally employ a range of wider strategies. Please see below for further information on our key priorities and how we propose to achieve them.

Challenges

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

Challenge number	Detail of challenge
1	In order to secure expected or greater progress, interventions planned for disadvantaged pupils must be carried out regularly and consistently across the school. This includes both pastoral and academic support.

2	Gaps in some pupils' knowledge and skills due to the effects of school closures and missed schooling due to absences; this has had an impact on all pupils but disadvantaged pupils are affected to a greater extent than their peers. These findings are supported by national studies.
3	Emotional and mental wellbeing for all of pupils is of paramount importance. A significant proportion of our disadvantaged pupils require support beyond that possible from an in-class LSA.
4	Attendance data in previous years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This has substantially improved in the past two years but since our past assessments and observations indicated that absenteeism has negatively impacted disadvantaged pupils' progress, attendance remains a key focus.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Historical gaps between the attainment in reading of children in receipt of the PPG vs their non PP peers.
7	Historical gaps between the attainment in writing of children in receipt of the PPG vs their non PP peers.
8	Historical gaps between the attainment in maths of children in receipt of the PPG vs their non PP peers.
9	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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 expected or greater progress for all pupils, particularly	- End of year assessments will show that at least 85% of disadvantaged pupils will have made expected or greater progress in reading, writing and maths.

our disadvantaged pupils.	<ul style="list-style-type: none"> - Interventions (both academic and pastoral) will have been carried out regularly and consistently in all classes throughout school and will be evident in class intervention folders. - All pupils, especially those who are disadvantaged, will receive 1:1 or small group adult support in-class during lessons as needed.
Focus on promoting and nurturing positive mental health and well-being.	<ul style="list-style-type: none"> - Vulnerable children identified for ELSA. ELSA intervention and supervision. sessions to be reinstated, including use of the Orchard nurture room. - Participation in enrichment activities, partly funded by the use of the Pupil Premium funding, among disadvantaged pupils. - Pupil Premium pupils to have access to after-school clubs paid for through the PP fund.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Positive attendance figures for disadvantaged children (where figures are in line with their non-disadvantaged counterparts). - Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> o the overall unauthorised absence rate for all PP pupils being no greater than that of their peers and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50% from 2023/24 to 2024/25. - the percentage of all PP pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Reading – Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 reading outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have additional SEND who met the expected standard is in line with all other pupils nationally. - PP children falling behind in reading will be identified through teacher assessments and reported to SLT in pupil progress meetings. - PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress. - Children experience consistent quality first teaching of reading.
Writing –	- KS2 writing outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have

<p>Improved writing attainment among disadvantaged pupils.</p>	<p>additional SEND who met the expected standard is in line with all other pupils nationally.</p> <ul style="list-style-type: none"> - PP children falling behind in writing will be identified through teacher assessments and reported to SLT in pupil progress meetings. - PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress. - Children experience consistent quality first teaching of writing.
<p>Maths – Improved maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> - KS2 writing outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have additional SEND who met the expected standard is in line with all other pupils nationally. - PP children falling behind in maths will be identified through teacher assessments and reported to SLT in pupil progress meetings. - PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress. - Children experience consistent quality first teaching of maths.

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 £5,630

Activity	Evidence that supports this approach	Challenge num
<p>Purchase of standardised diagnostic assessments.</p> <p>£1230</p>	<p>Standardised tests 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2, 6, 7, 8
<p>Regular LSA CPD meetings with SENCO linked to interventions and intervention folders.</p> <p>£120 x 20 = £2400</p>	<p>EEF Guide to making best use of teaching assistants. - - Recommendation 4: ensure TAs are fully prepared for their role in the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1734445736</p> <p>The report states: ‘..expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools. ’A key finding from the report was, ‘TAs are not adequately prepared for their role in classrooms and have little time for liaison with teachers.’</p>	1,2, 3, 6, 7, 8
<p>A clear framework for the assessment of oral language skills and for relevant interventions to be implemented.</p> <p>£2000 budgeted</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Once needs have been identified, we will purchase resources and fund ongoing teacher training and release time.</p>	5, 6, 7, 8

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

Budgeted cost: £19,751.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by staff in school.</p> <p>£1,259.20</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>6, 7, 9</p>
<p>Targeted interventions provided by placement of qualified teacher in Y6 (5/12 PP children) as TA for mornings 5x per week and afternoons 2x per week as well as three after-school maths booster clubs run by KS2 teachers. £8,816</p> <p>£150 x 38 = £5586</p>	<p>Research links DfE: All pupils – particularly disadvantaged, SEND and vulnerable pupils – should be given the support needed to make good progress. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge.</p> <p>Research links from EEF: The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>EEF Guide to making best use of teaching assistants. Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p>	<p>1, 2, 3, 4, 6, 7, 8</p>

<p>Disadvantaged pupils in need of additional ELSA support will have regular sessions with one of 2 ELSA-trained LSAs in the Orchard nurture room. £3,889.94 + £200 for resources.</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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning.</p> <p>Disadvantaged children identified as needing support in this area have access to the resources they need. Children are emotionally supported enabling them to better manage their feelings and access the curriculum.</p>	<p>3</p>
--	---	----------

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

Budgeted cost: £6,319.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>10% of the total Pupil Premium funding - £2500 - is spent on subsidising costs for Pupil Premium children towards trips and residential.</p>	<p>Research links – DfE: You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>	<p>3, 4</p>
<p>All disadvantaged children have the option for costs of music lessons</p>	<p>Providing disadvantaged children with an enriched curriculum where they have the</p>	

and extra-curricular clubs to be paid for by school up to £2400.	chance to experience learning out of the classroom supporting children's emotional well-being.	
Cover for the TAF lead: £1,419.30	<p>Research links – Current government guidance on PP.</p> <p>Supporting emotional health and well-being is listed as an example of how the PPG can be spent to address non-academic issues.</p> <p>Research links from EEF:</p> <p>A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning.</p>	3

- **Total budgeted cost: £31,700.44** Pupil Premium Funding for 2024-2025 is: £25,080

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Last year maintained the improvements in attendance figures in the previous year: 95-100% for 5/11 children, 90-95% for 5/11 children and 80-85% for 1 child. Persistent absence (less than 90%) figures were 9%, an improvement on last year's 14% and a substantial improvement on 2022-23 (64%). The national percentage of persistent absence for non-disadvantaged pupils was 14.7% in 2024 and non-disadvantaged persistent absence in school was 95.03%.

2. **Improved oral language skills and vocabulary among disadvantaged pupils.**

Discussions with teachers identified PP children in need of S&L support: 1 child received regular speech and language intervention. 8/11 children worked in smaller groups for English which supported language and vocabulary development. Additional reading sessions with targeted pupils also supported language acquisition. Formative assessment showed a positive impact from Upper KS2 focus on use of debate to support learning.

3. **Focus on promoting and nurturing positive mental health and well-being.**

Additional numbers of PP children (5/11) were identified as requiring pastoral support to support self-regulation and to develop and maintain behaviours for learning which allowed them to access the curriculum with as much independence as possible at their appropriate levels. We identified specific social, emotional and academic needs which were addressed on an individual basis through a variety of strategies, including an inclusive curriculum, good relationships with staff fostered by our Relationships Policy, quality first teaching, small group work, 1:1 support and the use of targeted intervention strategies. The Orchard nurture room was used to provide ELSA support by 2

ELSA-trained members of staff for 5/12 children. Additionally, 3 children were supported with transition into school in the mornings. All children participated in enrichment activities which were partly funded by school, including educational visits, visitors to school and residential visits. 10/11 children took part in at least 1 after-school club which was funded by the school.

4. Improved reading attainment among disadvantaged pupils.

Based on teacher assessment and standardised test scores, 82% of PP children made at least expected progress in reading, with 27% making more than expected progress. EoKS2 non-SEND outcomes were 100% Y6 EXS and 100% GDS. Whole school non-SEND reading EXS was 71%.

PP children who needed additional support in reading were identified and given the appropriate support (see termly intervention sheet). reading monitoring and CPD supported quality of teaching and learning and consistency in the delivery of reading across the school.

Summer teacher assessments showed that 18% of our disadvantaged children are currently in need of additional support for reading based on their attainment compared to national expectations, a drop of 9% from last year.

A new phonics scheme began implementation at the start of the year which was supported by staff training across the school. 100% (2/2) of disadvantaged Year 1 pupils passed the phonics screening check.

5. Improved writing attainment among disadvantaged pupils.

A significant amount of time in meetings, INSET days, monitoring and training for teachers and the subject lead was given to improving standards in the teaching of Writing across the school which has had the following impact.

Based on teacher assessment and standardised test scores, 91% of PP children in KS2 made at least expected progress in writing, with 27% making more than expected progress. EoKS2 non-SEND outcomes were 100% Y6 EXS and 100% GDS.

PP children who needed additional support in writing were identified and given the appropriate support (see termly intervention sheet).

Summer teacher assessments showed that 55% of our disadvantaged children are currently in need of additional support for writing based on their attainment compared to national expectations.

6. Improved maths attainment among disadvantaged pupils.

Based on teacher assessment and standardised test scores, 91% of PP children in KS2 made at least expected progress in maths, with 36% making more than expected progress. EoKS2 non-SEND outcomes were 100% Y6 EXS.

PP children who needed additional support in maths were identified and given the appropriate support (see termly intervention sheet). maths monitoring and CPD supported quality of teaching and learning and consistency in the delivery of reading across the school.

Summer teacher assessments showed that 36% of our disadvantaged children are currently in need of additional support for maths based on their attainment compared to national expectations.

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

Service pupil premium funding (optional)

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

Measure	Details
---------	---------

How did you spend your service pupil premium allocation last academic year?	Targeted support for the one child with service pupil premium allocation during the last academic year.
What was the impact of that spending on service pupil premium eligible pupils?	See Part B review.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.