

# Pupil premium strategy statement – Whitchurch CofE Primary School 2024-25

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  | 442                                 |
| Proportion (%) of pupil premium eligible pupils   | 17% (2024-2025)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023<br>2023-2024<br>2024-2025 |
| Date this statement was published   | December 2025                       |
| Date on which it will be reviewed   | July 2025                           |
| Statement authorised by   | Cindy Pritchard,<br>Headteacher     |
| Pupil premium lead  | Cindy Pritchard,<br>Headteacher     |
| Governor / Trustee lead   | Callum Clements                     |

## Funding overview

| Detail (2023-34)   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £92,710 |
| Recovery premium funding allocation this academic year   | £1,659  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><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> | £94,369 |

# 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 their potential across all subject areas. In line with our school values and ethos, we also want to ensure that all pupils learn well with curiosity and confidence. 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 proved to have the greatest impact on closing the attainment gap. 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, thereby ensuring high expectations for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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;

- Ensure disadvantaged pupils are challenged in the work they are set.
- 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                | Assessments, observations and discussions with KS1 children suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and have less well-developed vocabulary and language skills. This negatively impacts on their development as readers. |
| 2                | In KS2 there is a wide gap in achievement in reading, writing and maths between PP and non-PP pupils.  |
| 3                | Internal data for maths indicates an attainment gap between PP and non-PP children. Similarly, there is a gap in writing.  |

|   |  |
|---|--|
| 4 | Disadvantaged pupils are less likely to complete their home learning. In KS1, this is reading to an adult and in KS2 reading and homework tasks.   |
| 5 | Attendance data is usually good for all pupils. However, the pandemic and continuing challenges around parental attitudes to school attendance have had a significantly negative effect which has impacted on some disadvantaged pupils to a greater degree. |
| 6 | A proportion of our disadvantaged pupils in Key Stage 1 have quite significant SEMH needs which is impacting on their ability to be able to access the curriculum. This also impacted upon their phonics results for those in Year 1.                        |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| All disadvantaged pupils in KS1 will improve their phonics knowledge and vocabulary.                               | Assessment at the end of KS1 will indicate that pupils are reading at ARE+ unless there is significant SEN.<br>Evidence gathered will be phonic screening, book bands, and Salford RA (at the beginning of Year 3) and BPVS results.  |
| Improved reading and writing attainment among disadvantaged pupils.  | KS2 reading and writing outcomes 2024-25 show that more than 80% of disadvantaged pupils met the expected standard  |
| Improved maths attainment for disadvantaged pupils by the end of KS2   | KS2 maths outcomes in 2024-25 show that more than 80% of disadvantaged pupils met the expected standard.  |
| To build up a positive attitude and a responsibility for their learning  | By 2024-25, at least 90% of all children will be reading at home with an adult and in the later years, taking responsibility for their home learning.   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                  | Sustained high attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 5% and the attendance gap between PP and non-PP pupils being reduced.</li> <li>- The percentage of all pupils who are persistently absent being below 5% and the figure among PP pupils being no lower than their peers.</li> </ul> |
| To support children to develop self-regulation skills so that they are able to access the curriculum successfully. | Identified pupils will be able to access their learning in the classroom with greater consistency.<br>Suspension levels will be below national average.   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2024-25) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,134

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed     |
|---|---|-----------------------------------|
| RWI phonics: purchase of development days and additional training for individual and groups of staff to secure stronger phonics teaching for all pupils and that the programme is embedded with consistency and integrity to the programme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF  | 1 £2,000<br>Phonics and Inference |
| Further training for identified staff to support with the development of the Inclusion Room & the Thrive program. PBS support with this.  | Thrive offers a trauma-informed whole school approach to improving the mental health and wellbeing of children. This is a DfE accredited training. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. | 6 £31,134                         |
|   |   |                                   |

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

Budgeted cost: £47,983

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our trained LSAs with | 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   Toolkit Strand   Education Endowment Foundation   EEF | 1 £14,146                     |

|  |   |             |
|--|---|-------------|
| Key Stage 1 & 2 pupils.  |   |             |
| Targeted interventions in phonological awareness and Language Link to develop pupil's SAL skills, which underpin literacy development. | (EEF) Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. Some studies show slightly larger effects for children from disadvantaged backgrounds. The programmes used were recommended by the literacy leads at HCC and by our link SALT. | 1&2 £33,837 |

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

Budgeted cost: £24,564

| 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. This will involve appointing additional admin support to focus on attendance analysis and actions. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 5 £9,681  |
| Development of opportunities for school and parents to work in partnership to support children – running a homework club focussing on PP children and those from disadvantage backgrounds.        | See EEF guidance on engaging parents.   | 4 £5,068  |
| Individualised responses including support with uniform, trip costs, musical instrument lessons, play therapy, & Forest School.   | EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.<br><br>Improved outcomes have been identified in English, mathematics and science. | 5&6<br>Pupil escort<br>£582<br>Music lessons<br>£1,420<br>Tuesday forest school<br>£4,560 |

|  |   |                           |
|--|---|---------------------------|
|  | Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. | Trip assistance<br>£3,253 |
|--|---|---------------------------|

**Total budgeted cost: £105,681**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcome for 2023-24

#### Attendance:

Overall school attendance was above national average at 95% (national 94.1%). Our persistent absence rate was also lower than national average at 8.9% (national 16.2%). In terms of absence for PP pupils, the data is as follows:

| Year (number) | 95% and above | 95-90% | Below 90% (PA) |
|---------------|---------------|--------|----------------|
| R (4)         | 1             | 2      | 1              |
| 1 (9)         | 5             | 2      | 2              |
| 2 (11)        | 8             | 3      | 0              |
| 3 (10)        | 8             | 1      | 1              |
| 4 (14)        | 10            | 2      | 2              |
| 5 (16)        | 10            | 3      | 3              |
| 6 (12)        | 7             | 2      | 3              |

There is a mixed picture for PP pupils, with some having excellent attendance and others being persistently absent. Individual approaches are put in place for pupils to support with attendance, including staff collecting children, Family Link Worker contact, multi-agency work, ELSA, Thrive and alternative provision. We had 2 PP child (Y6) who were SEN and EBSA who has reduced hours provision due to SEMH needs. Further work needs to be done with those children and families who don't have these additional needs and provisions in place, but who are below 95% in terms of attendance.

#### Outcomes:

In order to assess the effectiveness of this plan the end of key stage assessments have been used. This is in the understanding that the interim year's work toward the end points.

#### *Reading:*

75% children achieved the phonics screening in Year 1. This cohort has an unusual profile in terms of SEN needs, with particular challenges around SEMH needs. RWI has continued to be embedded, with additional individual staff training through 2023-24 and whole staff training in December 2024 (as implementing RWI continues are part of the strategy). 50% (4 children) with pupil premium passed the phonics screen. 1 was disapplied due to having recently arrived in the country and having English as an additional language.

68% children achieved ARE+ at the end of Key Stage 1 (71% non-PP). 11 pupils had pupil premium funding and 6 of these achieved ARE+, with 2 being 'close to'. 3 were below; 2 of these children were EAL.

78% children achieved ARE+ at the end of Key Stage 2 (86% non-PP). 11 pupils had pupil premium funding and 5 of these achieved ARE+ (67%) with 1 being GDS. 2 PP pupils with EHCPs were disapplied.

#### *Writing:*

59% children achieved ARE+ at the end of Key Stage 1 (65% non-PP). 11 pupils had pupil premium funding and 4 of these achieved ARE+ with 3 being 'close to' and 4 'below'.

74% children achieved ARE+ at the end of Key Stage 2 (80% non-PP). 11 pupils had pupil premium funding and 5 of these achieved ARE+ (50%) with 2 being 'close to'.

*Mathematics:*

69% of Key Stage 1 children achieved ARE+ in maths (73% non-PP). 11 children had pupil premium funding and 6 of these achieved ARE+, with 2 being GD and 3 being 'close to'. 2 children were 'below'.

71% children achieved ARE+ at the end of Key Stage 2 (76% non-PP). 11 pupils had pupil premium funding and 6 of these achieved ARE. 2 PP pupils with EHCPs were disapplied.

The focus on closing the gap for all year groups remains in all core indicators.

From Autumn 2023, all pupil premium children have had a 'Passport' which identifies their areas of strength and development and sets specific targets for them. This will be embedded further to ensure a greater focus to be placed on those in receipt of pupil premium to track progress more specifically in terms of both academic outcomes and social/emotional development.

## 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 |
|-----------|----------|
|           |          |
|           |          |

## 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***

Our service pupils are relatively stable, however personnel have been deployed for several weeks which has disrupted family life. We employ an ELSA who runs "Art Club" as a way of providing a way to chat about any issues. Children with more significant mental health needs are seen on a 1:1 basis.

**The impact of that spending on service pupil premium eligible pupils**

Service pupils are strongly resilient and high achieving.

## Further information (optional)

### **Additional activity:**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Whole school review of the curriculum to more effectively identify key learning and progression. Amended medium term plans will identify ways in for children with barriers to learning and challenge activities.
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Our assessment and feedback approach has been reviewed and is now being embedded.
- Staff training in de-escalation and co-regulation through our Primary Behaviour Service to support with the increase in SEMH needs and mental health.
- Implementing the MyHappyMind program – this is funded, but requires curriculum time and staff training time to ensure the program is implemented consistently and effectively.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils