

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Whitegate End Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	14.2% (PP) 18.4% (PP&FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	R Hollingsworth
Pupil premium lead	L Bingham
Governor / Trustee lead	K Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,630
Recovery premium funding allocation this academic year	£2,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£55,750

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for each of our children to leave school with the dignity of being literate and numerate and happy in their sense of self. Our strategy is based on a research informed approach and provides a comprehensive view of the provision we have in place.

Our school vision demonstrates we have a drive for excellence for all and this is regardless of being vulnerable or having barriers to achievement.

'At Whitegate End, we create **emotionally resilient children** and staff with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**. Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about. We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.'

We have a strong ethos of inclusion and crucially a compassionate approach towards empowering and supporting our children and parents

Analysis of our 'children's needs, not assumptions' (Marc Rowland) will support us to identify which children need which approach. This will be flexible over time based on children's needs and our knowledge of their home circumstances.

We will take a three-tiered approach based on the EEF [Guide to Supporting School Planning: A Tiered Approach](#)

1. A whole school approach to quality first teaching, such as our responsive professional learning programme, 'Keep up Not Catch Up' approach to formative assessment and feedback, and support for our Early Career Teachers; and
2. Targeted approaches providing bespoke academic support to those children who need it and
3. Wider strategies to tackle pastoral (non-academic) barriers to success in school, such as daily check ins, access to technology, access to the learning mentor to support emotional health and wellbeing, support with behaviour and attendance, help with the cost of educational visits.

With quality first teaching the vast majority of our children will make very good progress from their individual starting points; some may require targeted academic and pastoral support; others will require a bespoke response to their individual needs.

We will take a strategic approach to deploying the funding :

Step One: Assess – Our school will undertake diagnostic assessment of pupils' wellbeing and learning needs using the EEF [diagnostic assessment resource](#)

Step Two: Plan – develop a school wide strategy using the tiered approach.

Step Three: Do – implement the plans using EEF's [Guide to Implementation](#)

Step Four: Review and sustain - Review the impact and where necessary refine the approach. School will take a multi-year approach reviewing the impact and formulating a plan for the forthcoming year

Our strategy is a balance between longer-term sustainable approaches to supporting the quality of teaching through evidence informed professional development and shorter-term targeted interventions.

By adopting the above strategy, we are empowering our team to do what is right for our children based on their knowledge of our children's needs. As a school we will review the impact of the funding at SLT meetings, progress meetings and regular governor meetings.

Our key principles and how we will achieve our objectives

- Development of high-quality teaching CPD using theory and research approaches – feedback to impact on progress and cognitive science, adaptive teaching to secure knowledge in a 'keep up no catch up' approach.
- A focused drive for continued improvement of early reading skills and use a research informed approach to increasing fluency and comprehension across school.
- A planned programme of enrichment activities which will provide life experiences to increase each child's knowledge of understanding of the world and vocabulary development.
- An ambitious pastoral offer to ensure barriers to learning are identified and addressed effectively. This will be a partnership between class teachers and the pastoral team.

- Continued development of parental empowerment – forming strong links of communication to build trusting relationships to empower the parents/carers to have a positive impact on their child's education as a whole.
- Use of pupil voice to inform our approach linked to ambitions our children have and the challenges they feel they face. Encourage our children to play a greater role in our school community.
- Regular and robust evaluation of measures in place to support children in receipt of pupil premium funding

Challenges –

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils are tracked on internal systems and levels of progress monitored alongside end of year expectations. Analysis of historical data indicates more is needed to ensure our disadvantaged children make good progress. We are developing our systems to track these children more robustly to ensure the provision is matched to their individual needs in reading, writing and maths.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 49% of our disadvantaged children currently require additional support with social and emotional needs.
3	Our attendance data 2022-23 indicates that the attendance amongst disadvantaged pupils(92.3%) was 3.5% lower than non-disadvantaged (95.8%). Data has been analysed and specific co-hort data indicates attendance for our KS2 disadvantaged pupils is a target. We will use the robust procedures now in place to monitor this alongside the Local Authority Attendance Officer.
4	Our pupil survey indicates interest and challenges faced in reading remains a key area of development. When analysing reading data for our disadvantaged pupil further progress is needed.

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 reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data Pupil voice indicates higher levels of interest in reading This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2023-2024 demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys, graduated response records and teacher observations.
To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.	Attendance of PP is in line with all pupils Reduce persistent absentees

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.

High- Quality Teaching

Budgeted cost: £5,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of High Quality First Teaching</i> Teacher in a day appraisal – people development ECT support to impact on targeted children Review reading books for children in KS2 – high quality engaging texts Pupil progress meetings to identify next steps for targeted children Support from PP Lead - half termly monitoring using tracker, learning walks Research based adaptive teaching – activate, build, use, review	EEF Moving Forwards, making a difference. A planning guide for school 2022-2023 EEF Closing the Attainment gap EEF Putting Evidence to work: A school's guide to implementation EEF Improving Literacy at Key Stage 1 EEF Improving Literacy at Key Stage 2 EEF Improving Mathematics in Early Years and Key Stage One EEF Improving Mathematics in Key Stage 2 and 3	1 & 4
<i>KUNCU approach</i> Ongoing provision of Quality first teaching. Effective feedback. Use of adaptive teaching to inform KUNCU groups Daily KUNCU timetabled sessions Support staff deployment linked to pupil progress meetings	EEF Diagnostic Assessments	1 & 4

<i>Support staff deployment</i> Support staff deployed where needed following data analysis and pupil premium tracker Mentoring support for pupils with additional barriers to learning - staff identified based on the individual children	EEF Making Best Use of Support Staff	1 & 4
<i>Curriculum enrichment and outdoor learning</i> Linking project Educational visits/visitors Provision on offer during unstructured times – lunchtimes (OACT and Whole staff involvement) Community visits - Ashgrove, St George's Church	An Updated Practical Guide to the Pupil Premium by Marc Rowland makes clear the value/impact these activities can have on social and emotional well being	2

Targeted academic support

Budgeted cost: £33,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of support staff to deliver targeted interventions</i> Learning support assistants are deployed to targets areas of need following data analysis - provision map to track interventions Robust monitoring of interventions by PP lead KUNCU or specific interventions are lead by class teachers and support staff Precision teaching, Little Wandle Rapid Catch up & SALT interventions for specific children/need Key skills for maths and writing - actions from quality first teaching. 1:1 reading interventions – specific focus on decoding or fluency Fine motor skills	An Updated Practical Guide to the Pupil Premium by Marc Rowland EEF Making Best Use of Support Staff	1

1:1 social stories sessions to build bank of social stories for individual children		
Use of assessments to identify next steps in learning <ul style="list-style-type: none"> - Point in time assessments - Maths.co.uk assessments - Phonics screening - Reading assessments -fluency and comprehension - Analysis of assessments to identify target groups for whole class teaching and interventions - Ongoing assessment and meeting of individual needs - Assessments using Little Wandle materials (Rapid Catch Up) 	EEF Diagnostic Assessments	1

Wider strategies

Budgeted cost: £16,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain improved emotional wellbeing 1:1 interventions with Learning Mentor to improve the social emotional (SEL learning) Teacher referrals completed Analyse of referrals using graduated response document Daily meet and greets & 1:1 timetabled sessions tailored to individuals Interventions monitored after 6 week block Exit graduated response completed alongside pupil voice and class observations Application of skills/learning in class	EEF Improving Social and Emotional Learning in Primary Schools	2
Improve attendance Pastoral team leading on Attendance Clear attendance procedures in-line with DFE advice/guidance – first day calling, home visits Updated Attendance policy Case studies for individuals to tailor support to individual families and children Links with Local Authority Attendance Office	DFE Improving School Attendance Notes from DFE Webinars on Attendance	3

<p>Empower parents</p> <p>Pastoral team presence on the playground each day to build relations with parents</p> <p>Informal drop ins</p> <p>Parental surveys</p> <p>Open afternoons each half term – target families</p> <p>Welfare calls from pastoral teams</p> <p>Coffee mornings/groups in Community Room</p> <p>Pastoral team attend whole school events</p>	<p>EEF How can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice September 2019.</p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>2 &3</p>
<p>Promote a positive attitude to reading</p> <p>WGE book swap in entrance of hall</p> <p>Amazon Wish list promoted to the community</p> <p>Reading to children in KUNCU time</p> <p>Timetabled session for class book at the end of each day</p> <p>Reading buddies through school</p> <p>Reading buddies for KUNCU time</p> <p>One to one reading sessions with OACT staff</p> <p>Overhaul of the library – relaxed space to enjoy reading</p> <p>Timetabled sessions in the library</p>	<p>EEF Improving Literacy at Key Stage 1</p> <p>EEF Improving Literacy at Key Stage 2</p> <p>The Art and Science of Reading by Christopher Such</p>	<p>4</p>

Total budgeted cost: £55,750

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.

The Pupil Premium Strategy was developed last year by the Senior Leadership Team as a 12month strategy and the review findings strongly indicate this now be the three-year strategy to ensure all actions are embedded and adapted in some cases to ensure progress over time in all areas.

Internal assessments, monitoring and assessments during 2023-2024 suggest that the performance of disadvantaged pupils in EYFS and KS1 are increasing and this level of progress is still an area of development in KS2. Progress is being made was lower than expected. The numbers of children had increased from the previous year so direct comparisons cannot be made.

Positive outcomes were seen in the areas below:

High Quality Teaching

LINK TO OUTCOMES

- Improved reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2
- Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.

Development of High Quality Teaching – Yearly CPD programme has been embedded and continued this year. The training we invested in last year has ensured improved outcomes in reading for KS1 children. Training in KS1 and KS2 specifically linked to reading was delivered and reviewed across the course of the year through monitoring mornings, book looks and feedback to SLT. A plan is in place to develop reading fluency further in Year 2 linked to the Little Wandle programme and fidelity to this. Teacher in a Day appraisal was completed and positive feedback from staff was received. Staff absence in some year groups was a challenge. SLT ensured supply staff were monitored and planning was provided. Next steps have to include further higher levels of accountability to impact positively on data outcomes. The KS1 Little Wandle phonics and reading

programme has continued to have positive outcomes. 97% (including PP children within this year group) of the children passed the phonics test in KS1 and 100% of the Year 2 children following required resists.

KUNCU - Identified timetable slot used at the beginning of each school day. Outcomes are difficult to measure in this area. Moving forward staff the morning sessions will have a set structure to impact on outcomes – Mental Maths Monday, Thinking Tuesdays (Reasoning), Word Wednesday – GPS and spelling. Times Table Thursday – recall of times tables and Fractions Friday.

Support Staff Deployment – Provision maps in place at the start of the year but were adjusted linked to staffing capacity and outcomes from pupil progress meetings. The expertise of the HILTA was needed in the Year 4 co-hort to support the ECT and a vulnerable co-hort including 6 PP children. Staff allocated to interventions were the needed to provide cover across school. Interventions were organised by class teachers using support available.

Curriculum enrichment and outdoor learning – Forest school provision was led by the Headteacher and benefitted 7 of the children receiving PP funding and more of our vulnerable children including those with DSEN. Provision was further improved at lunchtime. More equipment was purchased to improve levels of activity during unstructured times. Community visits to St George's Church continued throughout the year to provide children with experiences linked to Harvest, Easter and Christmas.

Wider Strategies

To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.

To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.

Attendance – Overall attendance for the academic Year was 95% with PA at 11.2%. FSM6 attendance was 91% with non FSM6 being 96%. Meetings and communication with the Local Authority Attendance Officer continued to be positive and school continued with the model from the previous year. The Attendance policy is in place and is due to be reviewed in December 2024. The impact of parents taking holidays in term time had a significant impact on attendance of some of our vulnerable children and these were tracked as part of the robust attendance procedures. Other local schools. Regular text messages were sent to those children who receive PP funding the day before the start of a new half term. Support with

transport and home visits were offered to an increasing number of children. Case studies for target PA children have continued to be collated to review actions and build on our strategies next year.

Emotional Wellbeing – We have continued to embed the robust procedures in place for children receiving support from our Learning Mentor. As last year, a graduated response tool is used to determine the support needed alongside a referral from the class teacher. Of the children receiving PP funding 19 have had support across the year. All support is documented and reviewed each half term. Observations and feedback from class teachers and parents indicate positive outcomes. We know that if barriers to learning are addressed then further progress can be made. The graduated response tool does evidence progress. The impact of this on data will be monitored but cannot also relate to increased percentages on the short term but will over time.

Empowering parents – Relations with parents have strengthened based on the work of the pastoral team over the last two years. 13 families receiving pupil premium funding have received intensive support some of which resulted in further professional support from Early Help, Young Carers and Bereavement services. 4 of these families had weekly contact during the school holidays to ensure support was available whenever needed. This is a reduction from last year but we feel with the tools and strategies developed the previous year parents felt empowered to positively manage situations themselves. Parental surveys as a whole continue to be positive and include feedback from parents of children who receive PP funding. Our next steps are linked to parental involvement rather than engagement to improve outcomes.

Positive Attitude to Reading – The book swap has limited impact despite a new outdoor space for the books. This needs to be re-launched or advertised more effectively. The library continues to be used much more regularly by wider groups of children (as per timetabled slots).

Year 6 – (10 children, 20% DSEN)

Subject	% Achieved	KEY POINTS:
Reading	60%	
Writing	60%	
Maths	30%	

- Evidence gathered for target children to show levels of understanding in Maths in class work
- Writing externally moderated and agreed.
- Case study in place who achieved in R and W but not in Maths.
- SLT supported with additional focus sessions in reading and maths.
- 5 of the children received 1:1 support from the Learning Mentor throughout the year

Year 5 – (2 children, 50% DSEN)

Subject	% Achieved	KEY POINTS:
Reading	50%	
Writing	50%	
Maths	50%	

- Attendance panel meetings and CIN meeting held for one child
- 1 of the children received 1:1 support from the Learning Mentor throughout the year
- Attendance for one child supported by daily pick up and drop off in the Autumn term.

Year 4 - (6 children, 33% DSEN)

Subject	% Achieved	KEY POINTS:
Reading	83%	<ul style="list-style-type: none"> - Attendance panel meeting and TAF meeting held for two children – case study in place - 4 children received intensive support from Pastoral team – welfare calls & involvement of professional agencies - Additional support from the HILTA to split the class into two groups - Support from DHT in planning in the absence of the class teacher in the Autumn and Summer term. - One child now off track for writing – receiving support from CAMHS and pastoral team. Early Help involvement.
Writing	66%	
Maths	83%	

Year 3 – (6 children 33% DSEN)

Subject	% Achieved	KEY POINTS:
Reading	66%	<ul style="list-style-type: none"> - EPEP completed and QA was green and completed to a high standard. A consultation with Educational Psychology through the virtual school organised to pin-point next steps in writing, QEST and updated CLA consultation completed. - 1 child receiving support from the pastoral team - DHT planning for class in light of class teacher absence.
Writing	66%	
Maths	83%	

Year 2 – (5 children)

Subject	% Achieved	KEY POINTS:
Reading	60%	<ul style="list-style-type: none"> - Opt in Local Authority Moderation undertaken and all assessments agreed - Attendance panel meetings for 2 children. - 1 child receiving support from the pastoral team.
Writing	80%	
Maths	60%	

Year 1 – (5 children, 20% DSEN)

Subject	% Achieved	KEY POINTS: - Pastoral support offered to one child and daily check in. - Support with from the Whitegate End Pantry and uniform where needed.
Reading	60%	
Writing	60%	
Maths	80%	

Although not statutory, we go above and beyond to ensure all our vulnerable children receive the correct provision. Therefore we have provided a succinct view of our EYFS data. These children are tracked throughout the year to ensure the right provision is there at the right time for the right children.

Early Years Data

In Reception, 3 of the children achieved GLD whilst 5 did not. There is a significant amount of CLA children in this co-hort and work had to be done to ensure these children felt safe and secure in a new environment. Characteristics of effective learning had to be developed from low starting points.

In Nursery, 2 of the children were on track whilst 3 were still emerging.

Further development of the strategy is needed in the areas below and will be reflected in the adapted Strategy for 2023-2024.

ACTIONS for 2024-2025 Strategy

- Priorities agreed with SLT to improve outcomes 2024-2025
- Pastoral Offer documented in Personal Development offer
- Tracking system has been further adapted and half termly meetings are a non-negotiables as with discussion as pupil progress meetings.

- Parental involvement to increase to develop resilience and positive attitudes to learning.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.