



Pupil Premium Strategy statement

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
School name	Whiteley Primary School
Number of pupils in school	622
Proportion (%) of pupil premium eligible pupils	10.8%
Academic years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lesley Pennington , Headteacher
Pupil premium lead	Kate Bolton, Deputy Head
Governor / Trustee lead	Claire Salmon, Link Governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,455
Recovery premium funding allocation this academic year	£ 3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 84,935



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- For all disadvantaged pupils in school to meet or exceed national expected progress in order to achieve age related expectations at the end of year 6, therefore being secondary ready.
- For families of those children who are deemed vulnerable or at risk to be provided appropriate signposting or direct support, in order to reduce the impact of risk factors on the pupil's opportunity to reach their best potential, including attendance.
- For the school to offer a broad curriculum with a range of enrichment experiences through core and extra-curricular opportunities, facilitating the development of cultural capital.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Investment in training for all staff to ensure high quality inclusive teaching.
- Employment of additional teachers in upper KS2 to facilitate smaller group teaching for key skills in English, guided reading and maths in order to accelerate progress.
- The provision of trained and skilled support staff, able to deliver researched and evidence based interventions to close the gap.
- Targeted support for individuals through the National Tutoring Programme
- Delivery of a wide range of evidence based 1:1 and small group interventions for communication & interaction, cognition & learning, physical and/or sensory needs and social, emotional and mental health needs.
- Funding of ELSA and pastoral team staff, enabling provision of nurture groups, 1:1 pastoral support, Lego Therapy, Zones of Regulation and other pastoral interventions for pupils.
- Funding of specialist classroom support team, enabling targeted speech and language interventions.
- Subsidies for music lessons, school trips, clubs and visitor experiences in school, and uniform for disadvantaged pupils through all the year groups.

The provision listed above are examples of the support available. Needs of the individual are taken into account when agreeing the level and type of support each pupil needs to make their best possible progress.

What are the key principles of your strategy plan?

Our strategy is underpinned by our school vision: A Place to SMILE

Success – Believe you can succeed, and be the best you can be

Mutual Respect – Respect for self, respect for others, respect for your surroundings

Inclusion – Value difference and overcome barriers

Lifelong Learning – Inspired to learn – at home, at school, for life

Enrichment – Explore, experience, challenge – within the curriculum and beyond

We strive to achieve this vision for *all* pupils, regardless of their vulnerabilities, with a high focus on ensuring high quality, inclusive teaching, to ensure that *all* pupils can 'be the best they can be'.



Challenges

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

Challenge number	Detail of challenge
1	Early childhood experiences mean that PP pupils typically begin school at risk of falling behind in Communication and Language, which impacts on their progress across the curriculum.
2	Data for PP pupils shows that approximately 50% are currently below ARE in one or more core curriculum areas, and whilst they may be making progress in line with their starting points, additional support is required to support them closing the gaps with their peers. This has been exacerbated by the school closure during the Covid pandemic.
3	Social communication, emotional regulation or behavioural difficulties for some PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
4.	Our attendance data over 3 years indicates that attendance amongst disadvantaged pupils is typically around 2% lower than for all pupils in our school. Assessments and observations indicate that absenteeism is negatively impacting on the progress of disadvantaged pupils.
5.	External factors such as parenting skills, lower aspirations, trauma and mental health issues (including emotional based school avoidance) affect engagement with school and progress for some PP pupils.
6.	Service family pupils affected emotionally by a parent away which can affect concentration and progress.

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
Improve communication and language skills for pupils eligible for PP in Reception/KS1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. Any pupils in Y1 who were not on track to achieve the ELGs for Communication and Language at the end of YR are supported in achieving this by Dec of Y1.
PP pupils are supported in closing the gap with their peers, to increase the number on track to achieve ARE by the end of the Key Stage, and to ensure that pupils are supported in catching up following the school closure.	By July 2025, a greater number of pupils eligible for PP are working in line with their peers as shown through teacher assessments/NFER tests. Standardised scores show that pupils in KS2 are making accelerated progress. By the end of KS2, PP pupils will have attainment at least in line with the National average.
PP pupils acquire secure phonic knowledge by the end of KS1 to enable them to become fluent readers and also able to apply to their spelling	The vast majority of pupils, including those with PP, pass their Y1 phonic check. Those that don't are supported to achieve this by the end of Y2. Increase in spelling scores in NFER/SATs tests in KS2.
PP pupils are provided with timely and effective support to recognise feelings and emotions, and develop strategies	Reduction in behaviour incidents of targeted pupils as recorded through suspensions, Physical Intervention records, support



and tools to support successful emotional regulation.	card/ red card incidents, with pupils better able to access the classroom environment.
PP pupils and their families have access to support to address external barriers to learning (including low attendance, lack of parenting skills, mental health issues) in order to minimise the impact of these factors on progress and engagement, and to raise aspirations.	PP pupils and their families have had access to support as appropriate and are shown to be making appropriate progress in comparison to their peers.
To achieve and sustain improved attendance for disadvantaged pupils.	Increased attendance figures for PP pupils. The attendance gap between disadvantaged pupils and all pupils in our school is reduced to no more than 1% by July 2025.

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.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff:</p> <ul style="list-style-type: none"> - <i>High Quality Inclusive Teaching building on the 2022/23 focus using the EEF '5 A Day approach' (all teachers) – new focus on adaptive teaching within the foundation curriculum. CPD followed by time to use peer observations/classroom visits to evaluate and develop their own teaching to strengthen their understanding of adaptive teaching:</i> - <i>Performance Management target for staff related to adaptive teaching, with a menu of Professional Development activities</i> - <i>pupil focused problem solving with DHT</i> - <i>coaching model with AHT</i> - <i>peer to peer support</i> - <i>Whole school training on Zones of Regulation (including midday supervisors)</i> 	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. CPD at WPS has been planned using the 'Moving Forwards, Making a difference' guide from the EEF2022-23 as well as using the recommendations for Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4, 5, 6</p>



<ul style="list-style-type: none"> - Whole school training from Primary Behaviour Support team lead around emotional regulation and de-escalation - PACE training for all staff <p>CPD for targeted staff:</p> <ul style="list-style-type: none"> - Phonics training for all new classroom staff as part of their induction (to ensure consistency with those staff who were already trained in 2022/23) - New classroom support team staff provided with online training from the Maximising Impact of Teaching Assistants project (to ensure consistency with those staff who were already trained in 2022/23) <ul style="list-style-type: none"> - Designated Teacher for LAC updates - ELSA supervision - Lego Therapy Training - Training for all early years staff to support young pupils to develop skills of play and social interaction (Bucket Time, intensive interaction, Identi-play) <ul style="list-style-type: none"> - HIAS Assessment Network 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>MITA project helps schools to implement the recommendations for effective use of TAs from the research by Sharples/ Webster/ Blatchford. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Significant number of LAC/adopted pupils in school. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> <p>EEF states that ‘high-quality assessment is essential to great teaching’. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	
<p>Maths development:</p> <ul style="list-style-type: none"> - Maths lead released to attend the Maths Hub teacher work group enabling sharing of mastery approach best practice to all teachers. - Team teaching with AHT – Teaching and Learning Lead. - Y4/5 teachers undertaking the ‘KS2 Mastering Number’ NCETM project. - Maths lead released to take part in the NCETM ‘Power of meta-cognition’ project through the Solent maths hub - Y4 teacher attending the ‘securing the fundamentals of mathematical fluency’ training through the Solent maths hub 	<p>The EEF toolkit states that on average, mastery learning approaches are effective, leading to an additional five months’ progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2



<p>English development:</p> <ul style="list-style-type: none"> - English team attendance at HIAS subject network meetings to continually improve and develop English offer across the school. - Y3/4 teachers attending multi-session CPD on developing opportunities for greater depth writing - English subject leaders working with representative from all year groups through the subject advocate approach, with regular CPD meetings each term. - Y5 teacher attending multi-session training 'securing standard in writing in Y5'. 	<p>EEF states that 'great teaching is the most important lever schools have to improve outcomes for their pupils'. English leader CPD focusses on findings from the EEF Improving literacy reports, helping to ensure that these approaches are cascaded to staff. This includes a focus on use of the Hampshire 'reading toolkit' which flows EEF recommendations on the teaching of reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Phonic development:</p> <ul style="list-style-type: none"> - Continued investment in BugClub phonics (DfE validated phonic programme) to ensure early reading is taught with fidelity to the programme, and that once the phonics code has been taught, all staff use consistent approaches to support children in using this knowledge for both reading and spelling. This includes considerable investment in BugClub physical books to ensure that children who have more limited online access at home are able to practice using their phonic knowledge with texts from the programme. 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Approximate budgeted cost: £35,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Language and Communication:</i></p> <ul style="list-style-type: none"> - TalkBoost intervention group for selected pupils in KS1 following a pre course assessment. - Early Talk Boost introduced for pupils in Year R - Specialist LSA support available in Year R, 1 and 2 to provide more 	<p>EEF states that on average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year. They are particularly effective in the early years. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2



<i>specialised intervention for speech, language and communication.</i>	We have chosen to extend our use of Talkboost, introducing the Early Talk Boost programme which this study identifies as having a statistically significant positive impact on a number of child outcomes. https://guidebook.eif.org.uk/programme/early-talk-boost	
<i>Additional teacher led learning:</i> - <i>Additional experienced teacher employed specifically to deliver small group teaching groups in upper KS2, focusing on English, guided reading and maths. Ensuring pupils are supported to close gaps and preparing to be secondary ready.</i>	Qualified and experienced teachers delivering small group teaching facilitates accelerated learning to close the gaps. Smaller classes impact on learning where it allows teachers to teach differently, allowing for greater teacher/pupil interaction and targeted feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
<i>Homework club for KS2 pupils supported by teaching and learning lead and SENCo. Small group support with qualified teachers to offer opportunities to complete home learning.</i>	EEF states that it's important for schools to consider how home learning is supported (e.g. through providing homework clubs). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 5
<i>Targeted 'school led tutoring':</i> - <i>Qualified teachers delivering tutoring sessions 2:1 for those children identified as requiring catch up (50% of the cost supported through the Pupil Premium – the other 50% funded through ring-fenced School-led tutoring fund).</i> - <i>Team of teaching assistants trained to deliver tuition to individuals/pairs for reading and phonic support. Delivered as 2 x 30min 'breakfast club' sessions per week.</i>	Qualified and experienced staff delivering small group teaching achieves a targeted provision to facilitate accelerated learning to close the gaps. EEF (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4

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

Approximate budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support for vulnerable children :</i> - <i>Nurture groups</i> - <i>Lego Therapy</i> - <i>ELSA</i> - <i>Social Communication</i> - <i>Meet and greet/check in</i> - <i>Allocated adults for in class higher level support</i> - <i>Zones of Regulation</i> - <i>Thrive</i> - <i>Gardening Club</i>	EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf	3, 4, 5
<i>Supporting families of vulnerable children:</i>	Pupils who present with Emotionally Based School Avoidance are identified early and support for the child	3, 4, 5



<ul style="list-style-type: none"> - <i>Dedicated Home School Link Worker with additional responsibilities as DDSL and ELSA. Increased hours to enable the HSLW admin time to ensure timely intervention for attendance.</i> - <i>Annual uniform grant for FSM children</i> - <i>Access to extra-curricular clubs</i> - <i>Financial support for residential/trips</i> - <i>Financial support to access provision with a cost e.g music tuition</i> 	<p>and family is put in place to minimise disruption to learning.</p> <p>Where families have been supported, children are more consistent with attendance and the frequency of needing support to arrive decreases over time.</p> <p>https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf</p> <p>Dedicated contact in school (HSLW) leads to improved relationships and levels of trust with families. This supports communication and engagement leading to better outcomes.</p>	
<p><i>Lunch club for children of service families, run by a member of staff with service connections.</i></p>	<p>Service Children’s Progression Alliance. Thriving Lives toolkit - Principle 2: Wellbeing is supported.</p> <p>‘Tailored pastoral provision supports Service children’s mental health and wellbeing’.</p> <p>Thriving Lives toolkit – Principle 5&6. Ownership of the display board with information about Whiteley parents service personnel with links to agencies beyond WPS.</p> <p>https://www.scipalliance.org/thriving-lives-toolkit</p>	<p>6</p>

Total budgeted cost: £84,935

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Each cohort at WPS has only a small number of disadvantaged pupils (between 5 and 12 pupils). A significant proportion (30.4%) of our disadvantaged pupils have the dual vulnerability of identified SEND (whole school SEND is currently 9.9 %.)

Data from tests and assessments suggest that the performance of the school’s disadvantaged pupils is cohort dependent, which is a similar picture to that experienced in school prior to the pandemic. For example, the performance of disadvantaged pupils at the end of KS2 in 2023 was below that of their non-disadvantaged peers (progress broadly in line with national average). In contrast, in 2022, performance for the disadvantaged group at KS2 was in line with their non-disadvantaged peers in school, with attainment in the highest 20% of schools nationally for high score in reading and maths, and for the expected standard in writing and maths.

At the end of KS1, disadvantaged pupil attainment in 2023 was broadly in line with the national and their non-disadvantaged peers in school. 67% of disadvantaged pupils in Y1 achieved the expected standard in phonics.

The combination of strategies such as the use of additional teacher time with Y5/6, a high focus on consistent use of a validated synthetic phonics programme (BugClub), targeted school-led tutoring and strategies to ensure high quality inclusive teaching for all particularly contribute to positive outcomes for disadvantaged pupils and will be continued into this academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour, and well-being.



Absence among disadvantaged pupils was 2% higher than absence for all pupils in 2021/22 and persistent absence 12% higher. In 2022/2023, attendance rates for all pupil has improved overall (95.4%) as well as for disadvantaged pupils, but the gap remains at 1.8%. PA for all pupils was 11% compared to 20% for disadvantaged pupils. Although the gap is beginning to narrow, raising the attendance of our disadvantaged pupils continues to be a focus for our pupil premium strategy. The pandemic had a detrimental effect on the well-being of many of our pupils, but this has been felt particularly amongst some of our disadvantaged pupils and cases of emotional based school avoidance are disproportionately higher within our disadvantaged pupils.

Our evaluation of the approaches delivered last academic year indicates that the provision of additional hours for the home school link worker, and the increased capacity within the pastoral support team, have enabled us to be respond more quickly to pupil and family needs. This includes direct support for pupils and families as well as signposting and liaison with appropriate external agencies. This has supported the improvements in attendance and helped to prevent further escalations. The pupil premium funding will continue to be used to support the pastoral provision across the school.

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
Thrive Childhood Licensed Practitioner training (for ELSA)	Thrive Approach
Early Talk Boost	Speech and Language UK
Language Link	SpeechLink