

# Pupil premium strategy statement – Whitgreave 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	438
Proportion (%) of pupil premium eligible pupils	46.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	09.09.24
Date on which it will be reviewed	09.09.24
Statement authorised by	Sarah Redfern Head Teacher
Pupil premium lead	Katie Davies Deputy Head Teacher
Governor / Trustee lead	Jayne Pownall Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364, 080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£364, 080</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitgreave Primary School, we aim to ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their backgrounds or the challenges that they face, to enable them to make excellent progress and achieve high attainment in all subject areas.

The Education Endowment Foundation found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. At Whitgreave Primary School, we aim to overcome these barriers and develop essential knowledge and skills so that all our pupils can succeed, beginning with early reading, vocabulary and oracy development. In addition to this, we aim to provide our pupils with high-quality first teaching, which 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.

We will consider the specific, individual needs that a pupil may face due to their particular circumstance (including those with a social worker, children in the care of the Local Authority or those who are previously looked after regardless of whether they qualify for pupil premium funding) as well as more general barriers to academic attainment and progress and wider development that exist for vulnerable pupils.

Our objectives are:

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- For an enriching, high-quality curriculum to be in place and accessible to all pupils.
- To develop language and oracy skills to support pupil progress.
- Targeted interventions are delivered for pupils identified as needing additional support to access the curriculum successfully.
- To support pupils' health and well-being including SEMH needs, through effective pastoral care and parental involvement to benefit pupil's outcomes.
- To ensure that strategies to improve attendance are rooted in research evident to support persistence lateness and absence.
- All pupils are able to access trips, visits, residential and wider opportunities that exist throughout the school.

Support given to families via the Pastoral Team, Early Help Assessment, Child in Need Plan, Child Protection Plan, Looked After Children.

## Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils who join Whitgreave Primary School have significantly low starting points - in particular pupils' language, communication skills and oracy.
2	Throughout school, but particularly in EYFS and KS1, pupils who are disadvantaged have poorer decoding skills and therefore less fluency in reading than their peers.
3	In KS1 and in early KS2, disadvantaged pupils are less likely than their peers to achieve ARE.
4	In KS2, disadvantaged pupils are less likely than their peers to achieve GD.
5	There has been a significant impact on the mental health of some pupils (and their families) due to the impact of lockdowns. This has been particularly evident in pupils who are disadvantaged with a greater proportion of vulnerable pupils being identified as requiring additional support for self-esteem, anxiety and managing emotions.
6	A large proportion of the school community and families require support to develop and improve attendance and punctuality, and currently, disadvantaged pupils' attendance is lower than that of their peers.
7	To allow the opportunity for disadvantaged pupils to partake in after school and curriculum enrichment activities (trips, residential etc.).
8	A number of children, due to a combination of limited life experiences and lower than average levels of communication skills, struggle to work co-operatively as part of a pair or group.

## 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 vocabulary acquisition and language comprehension among disadvantaged pupils.	<p>Outcomes of WellComm end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils.</p> <p>Assessments and observations indicate significantly improved oral language</p>

	among disadvantaged pupils. This is apparent through a range of monitoring and assessment evidence.
Improved reading fluency for pupils in EYFS, KS1 and early KS2.	KS1 reading outcomes in 2024/25 show that disadvantaged pupils are in line with their peers and met the expected standard in reading and that there is an increase in the number of disadvantaged pupils meeting the required standard in the phonics screening check.
Improved outcomes at ARE for disadvantaged pupils in KS1 and early KS2, including an increase in the KS2 Multiplication Check.	KS1 outcomes in 2024/25 show disadvantaged pupils achieve in line with their peers at ARE. Disadvantaged pupils achieve in line with their peers on the KS2 Multiplication Check.
Improved outcomes at GD for disadvantaged pupils in KS2.	KS2 outcomes in 2024/25 show disadvantaged pupils achieve in line with their peers at GD.
To achieve and sustain improved well-being for all pupils in our school, particularly our pupils with SEMH needs.	Sustained high levels of well-being from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• Targeted support provided, where needed.</li> </ul>
To sustain the 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 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be negligible</li> <li>• The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being not significantly different to their peers.</li> </ul>
Opportunities for disadvantaged pupils to partake in after school club activities, trips, visits and residential.	An increase in the number of disadvantaged pupils accessing extra-curricular activities.

## 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)

Budgeted cost: £189,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teachers to receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching. All ECTS/RQTs to receive coaching and mentoring in English/Maths for each year of their ECT as minimum.	Evidence informs us that quality first teaching is the most effective way to improve pupil outcomes and can narrow the disadvantage gap. Our coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. EEF Effective Professional Development.	1, 2, 3, 4
Additional teacher in Y6 to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	1, 2, 3, 4
Additional teacher in Y5 to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	1, 2, 3, 4
Additional HLTA and TA in Y5/Y6 to provide targeted teaching and learning.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	2, 4
All teachers/support staff to have access to high quality CPD provided both internally and externally.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development.	1, 2, 3, 4

<p>Ensure all relevant staff receive on-going training and support to deliver Read Write Inc. (RWI) and reading comprehension effectively so that teaching is never less than good and continue to diminish the differences.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p>	<p>1, 2, 3, 4</p>
<p>Ensure the use of effective modelling by activating prior knowledge and connections of key concepts, knowledge and skills to support pupil progress.</p>	<p>Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1, 2, 3, 4</p>
<p>Continue to use the language diagnostic/intervention strategy WellComm and give time to EYFS Lead practitioner to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Experienced Teaching Assistant in YR to support the teaching and learning for targeted pupils.</p>	<p>Research suggests that teaching assistants, who provide one to one or small group support, shows a stronger positive benefit of between three and five additional months on average. Often support based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1, 2</p>
<p>Technology and other resources focussed on supporting high quality teaching and learning.</p>	<p>'Where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use and</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £36,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and comprehension sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by additional members of staff and our Phonics and English Lead will also be released to monitor quality and impact.</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><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Voice 21 – Oracy champions to enhance oracy from Nursery to Reception. This will be delivered by two trained champions, which will be overseen by the English Lead.</p>	<p>The EEF found that The Nuffield Early Language Intervention had a positive impact on the language skills of pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>Provide 1:1 and small group interventions for identified speech and language needs. CPD provided to up-skill identified staff.</p>	<p>The EEF found that The Nuffield Early Language Intervention had a positive impact on the language skills of pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Through analysis of teacher assessment, identified interventions to be implemented to support skills, knowledge and concepts taught to address misconceptions.</p>	<p>Where interventions were successful, they were targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.</p>	<p>1, 2, 3, 4</p>

Experienced Y6 teacher to deliver targeted interventions in Y6.	Where interventions were successful, they were targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.	2, 3, 4
External company to provide teamwork skills workshop	Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains. <a href="#">Collaborative learning approaches - EEF</a>	5, 6, 7

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

Budgeted cost: £138, 228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Family Liaison Officer to support families with issues etc.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	5, 6
Employ an Attendance Officer to support families with issues etc.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	5, 6
Contribute to extra-curricular opportunities (including ensuring all pupils are accessing additional sporting	Research evidence shows that education and health are closely linked. So promoting the health and well-being of pupils and students within schools and colleges	7



opportunities) at and school visits for disadvantaged/vulnerable pupils who would otherwise be unable to participate or access these opportunities.	has the potential to improve their educational outcomes and their health and wellbeing outcomes.  The EEF explains that outdoor adventure learning can increase pupil's academic attainment by an additional four months.	
Funding for Walking Bus and Breakfast Club to support issues with attendance, welfare etc. for targeted pupils.	Research evidence shows that education and health are closely linked. So promoting the health and well-being of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.	5, 7
Rewards and Attendance Incentives	EEF Study shows that reducing challenging behaviour and increasing engagement improves outcomes for all.	6
Develop relationships with children and families through regular contact with the Family Liaison Team - check ins on the gates, over the phone and at the end of the school day, use of the Early Help process and workshops within school.	Parental engagement has a positive impact on average of 4 months' additional progress: <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach	6, 7

**Total budgeted cost: £364, 080**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Additional training in RWI has been provided to staff and Teaching Assistants. School utilised a number of strategies to support reading provision. In 2024, 84% of disadvantaged pupils passed their Y1 Phonics Screening, compared to 79% nationally (2023).
- All staff were provided with targeted CPD, focusing on further improving the quality first teaching, such as enhancing the use of Steps to Success and gamification.
- Where pupils attended interventions, these were timetabled so that the pupils didn't miss quality first teaching in core subjects and also, were timetabled to ensure that all pupils got access to the wider curriculum. The interventions are short and focussed.
- School offered a number of enrichment opportunities, such as trips, workshops, After-School Clubs, Breakfast Club and Walking Bus, which have impacted the attendance of pupils and also, built upon the children's cultural capital. Children have visited places such as Harry Potter World, Pioneer Centre (residential), Wolverhampton Art Gallery, Places of Worship within the Local Area etc.
- School utilised a wide range of strategies to support effective attendance and has a good relationship with the LA Attendance Officer.
- Attendance, as at the end of the academic year, was 94.7% overall, which is above National Average.
- Attendance remains a Key Issue within the new School Development Plan and will remain a key focus, as historically, attendance levels are at least in line with national, if not above.
- Attainment of disadvantaged children showed that good quality teaching and targeted interventions has started to bridge the gap for many of our children. Throughout the year, school-led tutoring was provided.
- The Deputy Head Teacher delivered specific coaching and mentoring packages to three members of staff to support and develop their practice focussing on quality first teaching for all.
- Whitgreave has developed a curriculum that is inclusive and challenging for all so that all children make good progress in all subjects. Monitoring evidence demonstrates that teaching is now consistently good with elements of outstanding practice occurring in some classrooms. This ensures that all children receive quality first teaching across the curriculum.
- In 2024, Year 6 disadvantaged pupils achieved in line with their peers at Age-Related Expectations in Reading, Writing, SPaG and Maths. For the GDS, pupils achieved in line with their peers in Reading.