

Pupil premium strategy statement – Whitkirk Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding for the 2023-2024 academic year, 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 had within the school.

School overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gemma Quarmby
Pupil premium lead	Will Sadler
Governor / Trustee lead	Sarah Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,280
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£90,280

Part A: Pupil premium strategy plan

Statement of intent

At Whitkirk, we believe that every child deserves the opportunity to receive a rich and challenging curriculum to become ‘the best that they can be’. The intention of this strategy is to support disadvantaged pupils to achieve that goal, by removing any barriers they may face. We are determined to ensure that all pupils, irrespective of their background, are given the best possible chance to achieve their full potential, through the highest standards of Quality First Teaching, targeted support, pastoral care and curriculum enrichment.

First and foremost, the funding will be used to support our disadvantaged pupils with their attendance. We want to ensure that they are in school on time, every day, so that they can access all the opportunities that school has to offer. We want our disadvantaged pupils to make a strong start in Reception. They will be exposed to a rich diet of texts and an oracy-driven curriculum, with a view to minimising the word gap between disadvantaged and non-disadvantaged pupils, alongside targeted speech and language support. We will continue to ensure strong early reading foundations are in place to secure phonological understanding, which will be at least in line with the national average, and from this, disadvantaged pupils will be able to apply their phonics skills in line with their peers as they move through school. Our aim is that our disadvantaged pupils will make at least expected progress from their starting points as they move through school.

At Whitkirk, we follow the EEF tiered model when allocating Pupil Premium Funding

- Ensuring quality first teaching across school, in order to support all pupils
- Providing targeted academic support
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impact achievement, attainment, attendance, and well-being. This includes an identified governor having responsibility for Pupil Premium, the Deputy Headteacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. We regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provisions are in place.

Challenges

Disadvantaged pupils are all unique and we recognise their own individual needs, which is why there are such a diverse range of spending priorities within this statement

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

Challenge number	Detail of challenge
1	<u>Attendance</u> This includes punctuality and frequency of absence, which impacts on learning. Some poor parental attitudes towards absence, including persistent absence, lateness and holidays in term time.
2	<u>Motivation and aspiration</u> Long standing, multi-generational undervaluing of education: some pupils are raised without the aspiration to succeed in school or life. This can lead to a lack of motivation to focus on learning, poor levels of resilience and stamina, and a subsequent lack of confidence.
3	<u>Learning and attainment</u> i) Reading. Some disadvantaged pupils lack exposure to books in the home and have poor comprehension and phonics skills. ii) Writing. Some disadvantaged pupils don't have a confident grasp of the key fundamental skills (including handwriting, spelling, punctuation and grammar. Sometimes they lack the appropriate stamina for writing and struggle with developing their own ideas to compose their own sentences. iii) Maths. Some disadvantaged pupils cannot confidently recall fundamental facts (such as times tables and number bonds), which makes it much more difficult to apply this knowledge in a range of contexts. iv) SEND. Some disadvantaged pupils have additional SEND needs, which means they sometimes struggle to keep up and catch up.
4	<u>Language</u> Some children have low levels of vocabulary development compared with age-related expectations, particularly on entry to school.
5	<u>Social and cultural</u> Some disadvantaged pupils have difficulties managing social interactions with others (both in real life and online).

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 improve attendance and punctuality across school.	<ul style="list-style-type: none"> • School has a clear and consistent set of systems and procedures to monitor attendance and identify vulnerable pupils and families. • The school’s attendance procedures are effective in raising the attendance of disadvantaged pupils. • The gap between the attendance of disadvantaged pupils and non-disadvantaged pupils continues to narrow.
To improve the life chances of disadvantaged pupils, nurturing a love of learning and instilling the ambition and resilience to succeed.	<ul style="list-style-type: none"> • Disadvantaged children are making at least expected levels of progress from their respective starting points. • Teacher and pupil voice show increased levels of motivation and resilience.
To improve academic outcomes for all disadvantaged pupils	<ul style="list-style-type: none"> • All pupils have access to a challenging curriculum. • Disadvantaged children are making at least expected levels of progress from their respective starting points. • The gap between the attainment of disadvantaged and non-disadvantaged pupils will be narrowed in Reading, Writing and Mathematics.
To support and improve underdeveloped oral language skills and narrow the vocabulary gap, particularly in EYFS and KS1.	<ul style="list-style-type: none"> • Disadvantaged pupils who enter school with low spoken language skills are given the support to enable them to catch up. • Speech and language interventions are improving the vocabulary and listening skills of the disadvantaged pupils involved.
To encourage disadvantaged pupils to contribute to the wellness of school	<ul style="list-style-type: none"> • Disadvantaged children will be represented on all pupil leadership bodies. • Increased use of pupil voice to ensure disadvantaged pupils are engaged in their education journey

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: £19,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to a challenging curriculum	Mastery learning (+5 months) Mastery learning EEF (educationendowmentfoundation.org.uk)	2, 3
Embed the clear assessment policy and cycle, identifying strengths and areas of development.	Feedback (+6 months) Feedback EEF (educationendowmentfoundation.org.uk)	3
RWI training for all staff in Reception -Year 6.	Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	3, 4
Speech and language coaching and CPD for the staff team (including interventions)	Communication and language approaches (+7 months) Communication and language approaches EEF (educationendowmentfoundation.org.uk) Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Additional teacher in UKS2	Small group tuition (+4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Reducing class size (+2 months) Reducing class size EEF (educationendowmentfoundation.org.uk) Feedback (+6 months) Feedback EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £26,880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use of support staff for targeted intervention, in place for children who have fallen behind.	Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Small group tuition (+4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching assistant interventions (+4 months) Teaching assistant interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Use of online portals and learning platforms (RWI, Lexia, Dynamo)	Teaching assistant interventions (+4 months) Teaching assistant interventions EEF (educationendowmentfoundation.org.uk) Feedback (+6) Feedback EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies (+6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Century App (personalised learning pathways)	Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Homework (+5 months) Homework EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Speech and language provision (Interactions)	Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4
1:1 phonics sessions as early intervention for PP pupils	One to one tuition (+5 months) One to one tuition EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	3, 4

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

Budgeted cost: £43,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Learning Mentor with responsibility for attendance.</p> <ul style="list-style-type: none"> Daily response to lateness and absence. Rigorous tracking and monitoring 	<p>Parental involvement (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk) Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Breakfast Club	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions (+4 months) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental involvement (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 5
Targeted and ad-hoc pastoral support	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Enrichment activities – ensure children are not restricted by financial barriers.	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Arts participation (+3 months) Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5

Total budgeted cost: £90,280.00

Part B: Review of the previous academic year (2023-24)

Pupil Premium strategy outcomes

- To improve attendance and punctuality across school.**

Attendance continues to be a priority across school. Whole school attendance for the year was 95.4% (up from 95.3% the previous academic year). In all seven cohorts, Pupil Premium attendance was lower than that of non-Pupil Premium children. Throughout the year, it had tracked above attendance for the previous academic year, but a number of holidays in Summer meant that the overall attendance for Pupil Premium children was 92.3% (down from 92.5% the previous academic year). Persistent absence of disadvantaged pupils remains higher than that of non-disadvantaged pupils (and above the national average of 17.8%), but has reduced and this will continue to be monitored next year.

One cohort of children has a significantly higher percentage of PP children than the others. They also had the lowest attendance of all our cohorts. Significant efforts have been put into this cohort this year, including the use of two members of the Senior Leadership Team as teachers for core subjects. Attendance has increased (94.3%, up from 93.8% the year before),

and as a consequence, so has attainment. These children are now much more ready to enter the next year group.

- **To improve the life chances of disadvantaged pupils, nurturing a love of learning and instilling the ambition and resilience to succeed.**
- **To improve academic outcomes for all disadvantaged pupils.**

Assessment milestone	PP attainment 2023-24	Whole school attainment 2023-24
Reception GLD	80%	88%
Y1 Phonics Screening	100%	92%
KS1 Reading	50%	89%
KS1 Writing	25%	75%
KS1 Maths	50%	89%
Y4 Multiplication Check	0%	27%
Year 6 Reading	38%	77%
Year 6 Writing	38%	75%
Year 6 Maths	15%	71%

Data shows that, in general, attainment of disadvantaged pupils still falls behind that of their non-disadvantaged peers. However, there are signs of improvements, particularly in the first couple of years of school. School's next priority is to ensure that these children continue to succeed as they move through school, whilst also working hard to ensure those further up school catch up and keep up through quality first teaching and targeted provision.

- **To support and improve underdeveloped oral language skills and narrow the vocabulary gap, particularly in EYFS and KS1.**

Speech and language support continues to be focussed on lower school, and EYFS in particular. All children in receipt of Pupil Premium funding in EYFS achieved the ELG in Speaking and 80% did so in writing, demonstrating that oral language skills are developing and the vocabulary gap is beginning to narrow.

- **To encourage disadvantaged pupils to contribute to the wellness of school.**

Emotional wellbeing and mental health have continued to be a significant focus for school. Children's mental health has been closely monitored and actioned by the pastoral team, who continue to run a series of interventions to support children across school.

Breakfast club, run for specifically targeted pupils, including a significant number of those who are disadvantaged, ensures that they have a settled start to the day, and staff can speak to them individually should there be any concerns.

Disadvantaged pupils continue to be represented on all student bodies across school and one of our 2 members of the RKLTY Youth Board was a child in receipt of Pupil Premium this year.

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
RWI Phonics	Ruth Miskin
RWI Fresh Start	Ruth Miskin
Century	Century Tech
TT Rockstars	TT Rockstars
Lexia	Lexia Learning Systems
Dynamo Maths	Dynamo Maths