

Pupil premium strategy statement – Whittonstall First School

This statement details our school's use of pupil 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	70 (24-25)
Proportion (%) of pupil premium eligible pupils	11.4% (24-25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	January 2025 September 2025 January 2026 September 2026 January 2027 September 2027
Statement authorised by	Katie Jacobs
Pupil premium lead	Gemma Ridley
Governor / Trustee lead	Catherine Bolam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4440 (24-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4440 (24-25)

Part A: Pupil premium strategy plan

Statement of intent

At Whittonstall First School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential. We recognise in our school that a high proportion of the disadvantaged children in our setting are academically able, and receive as much focus as less academically able to ensure they do not risk under-performing.

We do this by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- Having high expectations of all pupils and ensuring all staff believe that all children can achieve well.
- Using evidence-based approaches to ensure that the strategies employed to address disadvantage are effective.
- Remembering that pupil premium is just one measure of being disadvantaged.

In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our policy includes a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families with the support and deployment of external agencies where appropriate.

All strategies employed at Whittonstall First School are evidence-informed using recommendations and endorsements outlined by Education Endowment Foundation research and Toolkit.

Challenges

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

Challenge number	Detail of challenge
1. Reduced outcomes in work.	Fewer children working at Depth in Reading, writing and Maths. The focus on key skills and filling gaps in previous years has impacted the number of pupils working securely at Greater Depth in the core subjects.
2. Social, emotional and mental health - Lack of emotional resilience	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers at our school. This is having some impact on their ability to concentrate on academic activities, particularly when tasks are challenging. They also appear reluctant to actively engage in lessons, remaining quiet and less confident than their peers
3. Curriculum	Curriculum analysis, assessment information, lesson observation and pupil voice indicate that learning in the foundation subjects, for disadvantaged pupils, does not always transfer into long term memory and that fewer disadvantaged pupils achieve greater depth than their non-disadvantaged peers.
4. Transitional adjustments	Due to transitional worries and attachment, our pupils can find the transitions between classes, schools and teachers a worry. This in turn can impact their attainment and progress in the first few weeks of any change
5. Attendance	Low attendance rates impact on the ability to access learning, and create gaps in knowledge.

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
The proportion of PP pupils at greater depth in reading, writing and maths is at least in line with non-PP children.	Data and tracking outcomes show PP children are achieving at least in line with their peers, and at least 10% are working at Depth in all three areas.
Ensure disadvantaged pupils display positive attitudes to learning and independent learning behaviours. Pupils have strategies to communicate confidently and manage their emotions.	Observations show all pupils displaying independence, resilience, self-motivation and collaborative working. Children in social and emotional interventions show clear progress from individual baselines.

A challenging foundation subject curriculum focussing on 'thinking hard' and vocabulary development.	Effective implementation of CUSP curriculum enables children to have: <ul style="list-style-type: none"> • Understanding of, and the ability to, use subject specific vocabulary • Ability to understand the key subject specific concepts that feed through the curriculum and make the cross curricular links for wider learning. • Wide range of extra-curricular experiences to observe 'subjects in action' and link to real life experiences
Ensure that disadvantaged pupils become fluent readers which supports confident writing.	The proportion of pupils achieving the phonics standard remains at least in line with national averages. End of year data ensures that disadvantaged pupils (non-SEND) are at least Expected in reading at the end of all key stages, with a proportion at Depth at least in line with national averages.
Ensure that disadvantaged pupils have successful, clearly structured, transitions at key points in their school life.	Children will adapt quickly and positively to their change, with little to no dip in their learning standard.
Pupil Premium children have good attendance.	The average attendance of pupil premium children is at 95%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Unity Curriculum – Ongoing subscription costs + purchase of resources	CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.	1, 3
Staff CPD on quality first teaching and the	There is an emphasis on oracy and vocabulary acquisition, retention and use	

<p>Unity Curriculum – understanding of key concepts e.g. Cognitive Load Theory</p> <p>Senior and Middle Leadership training on Pupil Book Study</p> <p>Middle Leadership training on developing the Science and Geography Curriculum with a focus on conceptual and procedural progression.</p> <p>Collaborative working on staff CPD and curriculum leadership with Whittonstall First School and other schools within Cheviot Learning Trust.</p> <p>Little Wandle Unity Curriculum NPQ Training</p>	<p>to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.</p> <p>Unity Curriculum Research Group Ofsted Curriculum Reviews EEF – Moving Forward, Making a Difference Walkthrus</p>	
<p>Use of diagnostic assessments Access in-house, Trust-wide, and national training with a focus on improving QFT in all core areas of the curriculum including Little Wandle for all teaching & support staff</p>	<p>Use of diagnostic tests gives staff a baseline to work from and EEF recommend them as a starting point for Maths and English interventions. We are using the New Salford Reading checks as well as checklist of SEMH to identify approaches.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We aim to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>All staff are being included in Little Wandle training and we are using</p>	<p>1, 2, 3, 4</p>

	<p>Walkthru's to support individual needs of teachers.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	
<p>Embedding the use of the Little Wandle synthetic phonics programme and resources, including matched texts with training/refresher training</p> <p>Staff CPD in high quality delivery of the programme.</p> <p>Staff CPD for Early Years language Intervention</p> <p>Embedding of Little Wandle - further resources and CPD</p> <p>Staff CPD in high quality delivery of the programme.</p>	<p>Strong evidence suggests that effective synthetic phonics teaching can increase progress by 5+ months according to the Teaching and Learning tool kit EFF</p> <p>EEF Teaching and Learning Toolkit - Phonics</p> <p>EEF - Improving Literacy in KS1</p> <p>EEF - Improving Literacy in KS2</p> <p>Evidence from EEF identifies that priority should be given to implement high quality adult-child interactions using a wide range of explicit and implicit approaches EEF</p> <p>EEF Communication and Language Approaches: 7+ months progress</p>	1, 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle phonics catch-up - through following Little Wandle assessments we have identified the starting point of all children and there is a planned approach to phonics, guided reading and then spelling to quickly address the needs of all.</p>	<p>TA intervention when targeted through quick and timely assessment can lead to 4+ months progress.</p> <p>A systematic approach to phonics can lead to 6+ months progress</p> <p>EEF TA intervention</p> <p>EEF Teaching and Learning Toolkit - Phonics</p> <p>EEF - Improving Literacy in KS1</p> <p>EEF - Improving Literacy in KS2</p>	1, 3, 4

Additional handwriting intervention groups		
Regular pre teaching and over teaching intervention	Teacher or TA led pre and post teaching can lead to in excess of 4+ months progress EEF TA intervention	1, 3
Targeted 1:1 reading sessions to accelerate progress	Research, which focusses on teaching assistants who provide 1:1 or small group targeted interventions, shows a stronger positive benefit of between 4 and 6 additional months on average. EEF TA intervention	1, 3
Specific Maths Mastery interventions ensure that children are able access the year group curriculum and are supported to fill in gaps in knowledge Pre teaching strategy in KS2 Implementation of Winning with Numbers throughout the school	TA intervention when targeted through quick and timely assessment can lead to 4+ months progress. The use of Maths assessments to identify specific areas that require support. Mastery Maths approaches can lead to in excess of 7+ months progress EEF TA intervention EEF - Improving Maths in Early Years and KS1 EEF - Improving maths in KS2 EEF - Early Maths Approaches	1, 3

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

Budgeted cost: £1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one adult support, where necessary, to promote wellbeing through reduction of anxiety	Some pupils have particular individual needs that require support to manage anxiety and to tackle new/unfamiliar challenges	2, 4
A planned year long programme of support that provides wider access to a range of	From assessment, observation, pupil voice and parents' comments, that when pupils are engaged in a topic and it meets their interests, they	1, 2, 3, 4, 5

activities outside of the curriculum. This includes specific after school clubs, visits/visitors and curriculum enrichment such as STEM days and Y4 Residential	make quicker progress in this and other areas through a growth in self-confidence. As a result, we want to provide a range of experiences that matches the interests of all our pupils to give them the opportunity to be inspired and experience success. We have a planned our outdoor curriculum to include a range of visits, careers and visitors that add to our cultural capital.	
Zones of Regulation CPD	Evidence Based Approach	2
Specific individual transition plans for all children at key transition points in school. May include extra visits/ sessions/ resources.		2, 4, 5

2024 – 2025 Total budgeted cost: £4440

2025 – 2026 Total budgeted cost: £

2026 – 2027 Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2023-24 academic year, we focused our priorities on embedding the acquisition of key skills, mental health and supporting children to display positive attitudes and behaviour for learning remained a priority. Improving perseverance and resilience continued to be an area of focus, as well as handwriting and key skills. There were some improvements due to the new curriculum changes, including the impact of the Little Wandle phonics scheme and focused writing development.

Our internal assessment data for 2023- 24 suggests that the performance of disadvantaged pupils was around the same as in previous years in all areas of the curriculum.

We identified further coaching and training for staff in both reading, writing and maths mastery teaching which will help to continue to show maximum impact, with the particular focus on these children reaching expected standards (non-SEND children). We worked creatively to ensure our curriculum provision was broad and balanced, being mindful of the gaps that some children were experiencing and swiftly worked to close these gaps where possible.

Interventions were in place and targeted carefully to address gaps and learning and support where needed. Transition points were carefully managed, and extra transition sessions were added for individual children where needed. This year we still have children transitioning between schools and key stages so and this will continue to be a focus.