

Pupil Premium Strategy Statement 2024 2025

Whaley Thorns 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	58% (74 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/ 2023 2023/ 2024 2024/ 2025
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Charlotte Butcher, Principal Nicola Rees, TEAM Education Attendance and Safeguarding Manager with Trust responsibility for Pupil Premium
Pupil Premium Lead	Charlotte Butcher, Principal
Governor / Trustee Lead	Ross Wormall, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£116,920

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is as a result of them successfully learning to read and from them receiving consistent, quality-first teaching, combined with an ambitious curriculum that gives them the knowledge and skills to become confident learners. A brand-new team were appointed to the school in September 2022 (with the exception of only two TAs, one LSA and a Site Manager). As a school, and since September 2022, staff have shared the highest expectations of what all children can achieve. No pupil's learning will be capped due to challenges they might face, such as limited vocabulary or underdeveloped oracy skills which might impact upon subsequent literacy ability.

We have a high level of multiple disadvantaged pupils within school who are not only entitled to Pupil Premium but who are also on the SEND register. This creates additional challenges which we have addressed within this strategy.

As a school, we also recognise that disadvantage spans beyond those eligible for Pupil Premium. This may include pupils with SEND, EAL, safeguarding involvement, Early Help support or cost of living related disadvantage that does not necessarily trigger eligibility for Pupil Premium. Many of our families do not quite meet the threshold for Pupil Premium eligibility but are affected by cost of living and subsequent low income.

For this reason, our school responds to the cost-of-living crisis through our food and pre-loved uniform bank. Parents trust staff to be discrete. They appreciate the support they receive.

Tracking in school focuses on wider disadvantage.

School are working hard to communicate how quality-first teaching and learning, the prioritising of sequencing and progression and good attendance are critical to pupil progress and outcomes in later life. This work is being supported by our ongoing work with parents in shaping our cultural capital offer through our ambitious trips, visits and residential offer.

Since September 2022, school has worked hard to develop rigour, raise expectations and demonstrate impact around the identity and the outcomes of more able pupils who are in receipt of Pupil Premium.

High-quality teaching is at the heart of our approach, with a focus on raising children's expectations and aspirations, improving pupils' self-belief and instilling a 'can do'

attitude. We are working hard to embed the consistency of the school's pedagogical approach through 'The Whaley Way' which is based around the EEF research, particularly 'The Five a Day' principle.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These emboldened challenges will remain the same throughout the duration of the three-year strategy period, although the accompanying explanations will be modified year on year as the impact of school's work develops.

Number	Detail of Challenge	Links with SIP
1	GAPS IN LEARNING Post pandemic, our pedagogy is focused on addressing misconceptions and obtaining prior knowledge through recall, AFL and metacognition to ensure that strong foundations are in place to be built upon.	3,4,6
2.	VOCABULARY AND UNDERDEVELOPED LANGUAGE SKILLS Assessments and observations indicate underdeveloped oral language skills upon entry, lower starting points and vocabulary gaps amongst some disadvantaged pupils. This means that focus around phonics remains an ongoing priority.	2,3,4,5,6
3.	READING Assessments and observations of pupils indicate that disadvantaged pupils have greater difficulty with literacy and subsequently reading as they progress through school in comparison to their peers. Underdeveloped oracy impacts upon their development as readers and learners across the curriculum.	2,3,4,5,6
4.	ATTENDANCE Although attendance gaps are narrowing with intensive support and whole school commitment, overall attendance is still slightly below the national percentage for disadvantaged and non-disadvantaged pupils.	1,2,3,4,5,6
5.	CULTURAL CAPITAL Some disadvantaged pupils and their families have had limited opportunities to explore the wider world. It is not that they lack ambition, but what they believe is possible is limited due to their life experiences to date.	1,2,5
6.	WELLBEING, SOCIAL AND EMOTIONAL Ongoing assessments, observations and discussions with pupils, families and other professionals have identified social and emotional issues, including ACEs for some pupils.	1,2,3,4,5,6

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
Quality first teaching which is taken from evidence-based research.	<p>EEF Implementation document and research led theory will impact positively on consistent, high-quality teaching.</p> <p>The gap between disadvantaged and non-disadvantaged pupils has reduced and the attainment of all pupils is at least in line with the national average.</p>
Impactful targeted intervention which is regularly reviewed and adapted accordingly.	<p>The EEF Implementation document and research led theory will impact positively on consistent high-quality teaching.</p> <p>The gap between disadvantaged and non-disadvantaged pupils has reduced and the attainment of all pupils is at least in line with the national average.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Related educational research has informed consistent practice and the vocabulary gap amongst disadvantaged pupils has reduced (which is impacting positively on the subsequent application of reading and writing).</p>
More children self-identifying as readers and increased reading for pleasure and attainment.	<p>There is a reading spine which firmly places high quality texts at the heart the curriculum.</p> <p>Reading for pleasure is prioritised through well selected books (separate to the reading spine) to promote breadth of the very best authors both modern and classic.</p> <p>Pupil interviews demonstrate children’s engagement levels.</p> <p>The gap between disadvantaged and non-disadvantaged pupils has reduced and the attainment of all pupils is at least in line with the national average.</p> <p>All children will benefit from the refurbished, restocked and relaunched library during 2025.</p>
Improved attendance of vulnerable groups including disadvantaged and SEN	<p>A child centric approach will support improved attendance for all pupils irrespective of any barrier. Aspirationally, school’s attendance target is 96% thereby reducing persistent absenteeism. Attendance remains ‘everyone’s responsibility’.</p>
An increase in wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2024/25 will be evidenced by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among socio economically disadvantaged pupils • engagement in the Take 5 Resilience program • benefitting from the classroom calming corners, circle time and Wellbeing 1:1 and small group sessions
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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: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised NFER tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. This cost is inclusive of Question Level Analysis which can be used to directly impact on subsequent learning.</p> <p>Standardised tests, Assessing and Monitoring Pupil Progress, EEF</p>	1,2,3
<p>Fully embrace and execute both the TEAM Education Communication and Interaction Pledge and the TEAM Education Reading Pledge. This will incorporate external training for staff.</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>Oral language interventions Toolkit Strand, EEF</p> <p>Both pledges have been research informed and ongoing staff CPLD has been prioritised.</p> <p>Ofsted Best Start in Life Part 2: The 3 Prime Areas of Learning and the EEF's Supporting Communication and Language Development</p>	1,2,3,6

<p>Embed the consistent delivery of Little Wandle; a DfE Validated Systematic Synthetic Phonics Programme, to secure stronger phonics teaching for all pupils (including pupils in KS2 who historically have not met the standard).</p> <p>Intervention and small group support.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand EEF</p>	<p>1,2,3</p>
<p>Improve the quality of social and emotional learning. Trauma Informed approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and Emotional Learning, EEF</p> <p>An appropriate on-site intervention supports specific needs (as identified in Provision Maps) to support pupils who are experiencing Adverse Childhood Experiences.</p> <p>School provides Forest Learning opportunities for all pupils. There is a Forest Schools trained member of staff and a Nurture practitioner. Identified pupils access a block of weekly equine therapy as part of a rolling programme.</p> <p>TAs are trained to deliver Lego Therapy where appropriate. All pupils access the TEAM Belonging and Kindness Curriculum as well as the TEAM Spirituality Pledge.</p>	<p>5,6</p>

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPLD for Teachers and	Deployment of TAs Making Best Use of Teaching Assistants	1, 2, 3, 5

<p>Teaching Assistants to improve teaching and learning.</p>	<p>EEF Metacognition and Self-regulated Learning EEF Attendance at all staff meeting CPLD sessions and INSET. TEAM CPLD. Trauma Informed Training (Twilights).</p>	
<p>Social, Emotional and Mental Health support through targeted provision.</p>	<p>Trauma Informed Training through Derby City Council (Twilights). Teaching Children Self Awareness of Their Feelings and Actions to Support Early Development EEF Personal, Social and Emotional Development Strategy, EEF Improving Social and Emotional Learning in Schools, EEF Improving Behaviour in Schools, EEF</p>	<p>1,2,3,4,6</p>
<p>Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support.</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: Phonics Toolkit Strand, EEF</p>	<p>1, 2, 3</p>
<p>Engaging with bespoke English and Maths online platforms and in house tutoring (including diagnostic AI) to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to One Tuition, EEF And in small groups: Small Group Tuition Toolkit Strand, EEF The use of AI including Lexia for diagnostic intervention. The use of Spelling Shed and Maths Infinity.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£16,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise aspirations of pupils and families by exposing them to new opportunities (through extra-curricular and residential activities) and developing self-esteem, self-efficacy and motivation.</p> <p>The revised 2024 2025 residential package will continue for all pupils from Year 2 to Year 6 and is subsidised through this strategy to ensure that all pupils engage regardless of any disadvantage.</p>	<p>Aspiration Interventions EEF</p> <p>Inclusive Classroom Environment Provision Mapping</p>	5
<p>Continuing to embed the principles of good practice set out in the DfE's Working Together to Improve Whole School Attendance August 2024 through continued CPLD for all staff.</p>	<p>The DfE guidance has been created through engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Bespoke therapies (Equine, Health and Fitness, Lego, Nurture, Draw and Talk, Sensory) in place as part of provision.</p> <p>Boxall Profiling is used to track impact.</p> <p>World Mental Health Day events and related costs.</p> <p>The Principal is a Senior Mental Health Lead.</p>	<p>EEF Evaluation of Wellbeing Programme</p> <p>Take Five Resilience Programme</p> <p>CASY Counselling</p>	5

Total budgeted cost: £116, 920

Part B: Review of the Previous Academic Year 2023 2024

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

In addition, in March 2024 the school underwent an Inclusion Quality Mark inspection and achieved Centre of Excellence Status. The report praised "the school's research-based pedagogy, particularly with regard to SEND and disadvantaged pupils."

Back in 2022, the DfE did not publish Key Stage 2 data. However, the 2022 performance data was shared with leaders upon their appointment in September 2022 for the previous year 2021 2022 enabled us to better understand the impact of the pandemic on our pupils and how this varied between different groups of pupils. A three-year strategy, formed following a robust critical leadership analysis, was implemented in December 2022 2023. These targets remain relevant as we progress into the third year of the strategy and are reflected as such in our School Improvement Plan 2024 2025.

Data from tests and assessments evidence that the gap between disadvantaged pupils and non-disadvantaged pupils in 2023 2024 has closed from 2022/2023 and narrowed again from 2021/2022 demonstrating the progressive impact of the three-year strategy over the time period to-date. We recognise that there is still significant work to do. Pupils enter school in the EYFS significantly below age related expectations but receive a good foundation to their school lives. The impact of the pandemic still remains a factor for children further up the school. 2023 2024 was also affected by high levels of staff absence and ongoing inconsistency, especially in Years 4 and 5. Year 3 had the largest percentage of SEND. However, data for a second year demonstrates that by the end of Key Stage Two, gaps are still minimised with outcomes for all improved and in line with or above national. Acceleration under this consistently applied, universally understood, whole school model will continue to close the gap further into the following academic year where it is highly likely that similar barriers will remain. School will continue to address contextual issues in response to its community demographic.

2023 2024	Combined Exp +		Reading Exp +		Writing Exp +		Maths Exp +	
	All	PP	All	PP	All	PP	All	PP
Year 1	31%	33%	38%	44%	44%	44%	60%	67%
Year 2	53%	22%	58%	33%	53%	22%	58%	33%

Year 3	13%	11%	13%	11%	47%	33%	40%	22%
Year 4	30%	25%	30%	25%	50%	42%	50%	42%
Year 5	19%	14%	38%	36%	43%	36%	29%	14%
Year 6	65%	53%	85%	80%	85%	73%	73%	60%

Termly pupil progress meetings based on aspirational target setting for more able disadvantaged pupils and consistent, first quality teaching has resulted in an increase in pupils attaining greater depth. The impact of this emerging picture from 2021 2022 into 2022 2023 and into 2023 2024 is evidenced in the example below. Whilst we are confident that our strategy is having impact in the narrowing of gaps and acceleration of the disadvantaged more able, we recognise that there is still work to do.

Year 6 2021/ 2022 18 pupils 2022/ 2023 17 pupils 2023/ 2024 26 pupils	Reading, Writing and Maths Combined			
	School 2022	School 2023	School 2024	National 2024
Expected Standard	11%	53%	65%	61%
Greater Depth	0%	6%	4%	8%

Reading				Writing				Maths			
School 2022	School 2023	School 2024	National 2024	School 2022	School 2023	School 2024	National 2024	School 2022	School 2023	School 2024	National 2024
22%	65%	85%	74%	44%	76%	85%	72%	33%	65%	73%	73%
6%	18%	23%	28%	0%	29%	23%	13%	0%	6%	8%	24%

Reading, communication and writing outcomes for disadvantaged pupils at the end of EYFS increased significantly from 2021 2022 resulting in an increased GLD for all pupils of 9% (53% 2022 2023) and a closing of the gap for disadvantaged pupils (38% 2023 2023). In 2023 2024, due to a number of factors beyond the school's control, GLD decreased to 50% with 44% of disadvantaged children achieving a GLD. We still recognise that there is more to do but are confident in our now more settled staffing structure, robustness of our strategy, the consistent delivery of Little Wandle, the TEAM Communication and Interaction Pledge, high quality teaching and learning and AfL within our language rich EYFS as we progress into the third year. Ongoing staff training continues to address any misconceptions and support staff confidence.

At the end of Year 1, phonics results increased considerably in 2022 2023 from 2021 2022 with 69% pupils overall and 57% disadvantaged pupils achieving the standard. In

the academic year 2023 2024, 63% pupils met the standard in the Year 1 phonics check. Of this, 11% were disadvantaged. With regards to the Year 2 cohort, 74% had passed the Year 1 phonics check standard. Of these, 67% were disadvantaged pupils. An ongoing commitment to Little Wandle and robust intervention will continue as this strategy progresses into the third year with all new staff trained and staffing capacity for regular intervention now back in place.

Lexia was consistently used to good effect to support identified disadvantaged pupils across Key Stage 1 and 2. High quality teaching and learning, staff CPLD and the devising of a whole school pedagogy supported all pupils, including disadvantaged pupils, to make progress. Little Wandle catch up intervention is prioritised for all pupils in Key Stage 2 who require further acceleration and there is a strong intent that over time, with fidelity to the scheme, regular unwavering intervention and high standards, the need to catch children up in Key Stage 2 will decrease. Little Wandle phonics books have been purchased to align with phonics teaching. External Quality Assurance visits evidence that books are carefully linked to phonics teaching resulting in greater impact. As with the whole school picture, leaders are confident that the strategy is focused on the correct areas for improvement and that the third year of the strategy will narrow gaps further.

Rigorous, termly personalised packages of support and coaching have resulted in three ECTs making excellent progress. CPLD at all tiers both in house, within TEAM and externally has had high profile and thus a positive strong impact.

The library space has been maintained and books have been purchased over time to support the reading for pleasure agenda. A library rationale has been created alongside pupil Reading Ambassadors. These Pupil Leaders are now working closely with school Leaders to develop a brand-new library space which is due to be created in February 2024. The school has worked hard to apply for grants to buy over £2000 in books in readiness for the library relaunch.

In classrooms, the Reading Ambassadors have worked with Leaders to create “Butterfly Boxes” containing current, age-appropriate high-quality texts that have been selected to support reading across the curriculum, reading for pleasure and to promote the celebration of protected characteristics. There is also a reading shed for pupils to access at lunchtimes and there is evidence of impact from the number of pupils accessing this provision and who are reading for pleasure. 100% of all pupils visit the library on a weekly basis and take books home. During External Quality Assurance visits, pupils consistently say that they enjoy reading at school, but Leaders know that they must continue to work hard to promote this further at home so that reading becomes habitual.

Leaders and staff in school worked relentlessly with parents to build positive relationships. Since 2022, 100% parents have attended parents’ evenings, there has been an increase of 50% attendance at information curriculum briefings and a 60% increase in home school informal parental events such as Time to Read afternoons. A pre-school weekly

'Caterpillar' club was also set up in 2022 2023 and was well attended by parents of younger children awaiting transition into school. This has resulted in more pupils joining our F1 setting in 2023 2024. Improved F1 new starter packs, home visits and attendance at 'Caterpillars' have contributed to staff better understanding need and starting points of our youngest pupils as well as parents feeling confident in school.

Parents have responded positively to the sustainable food bank and pre loved clothes bank set up and run by school in in 2022 2023 as part of our Cost-of-Living Strategy. This is an ongoing project that will continue into 2024 2025.

The impact of increasing levels of parental trust and parental understanding of school's high standards agenda has means that a residential package was launched for 2023 2024 for all year groups from Year 2 upwards linked to Cultural Capital and Wellbeing, Social and Emotional. E.G. There was 100% uptake for the first planned residential in 2023 (for Year 5). In other year groups, uptake was strong but school continues to ensure that it supports families so that all pupils can experience this opportunity in 2024 2025.

In 2023 2024, the school continued to work hard to raise the profile of attendance making this 'everyone's responsibility'. Procedures were consistently applied by all staff with pupils with good attendance being recognised accordingly. Attendance Ambassadors were appointed to be whole school pupil advocates of positive attendance. The impact of school's relentless combined effort resulted in attendance increasing from 91% in 2021 2022 to 93.6% in 2022 2023 (just 0.2% short of the national average). In 2023 2024, whole school attendance remained at a similar percentage at 93.8%, set against the National of 92.8%. Year end data for the attendance of disadvantaged pupils fell just short at 92.9% in 2022 2023 compared to 2021 2021 of 91.5% Persistent absenteeism also decreased from 30% of pupils in 2021 2022 to 17% pupils in 2022 2023 (17.2%). In 2023 2024, persistent absence declined to 15% in line with the national picture (also 15%). Whilst attendance is increasing over time, school remains committed to a child-centric approach whereby 'attendance is everyone's responsibility'.

The school's consensus surrounding its approach towards pupil Social, Emotional and Wellbeing was revised in 2024, as a result of its response to the amount of children experiencing trauma and adverse childhood experiences. Associated training to support staff CPLD is listed above.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

Externally Provided Programmes

Programme	Provider