

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whinney Banks Primary
Number of pupils in school	389 (420 is capacity)
Proportion (%) of pupil premium eligible pupils	39% (194 children this includes Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs S Thorpe Head Teacher
Pupil premium lead	Mr M Cuthbertson Assistant Head Teacher
Governor / Trustee lead	Mr M Pottinger Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£222,000

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Whinney Banks Primary School our intention is that all pupils, irrespective of their background, make better than expected progress. We aim to narrow the gap between disadvantaged and non-disadvantaged pupils and to encourage more able disadvantaged pupils to achieve high standards including greater depth.

The strategic use of Pupil Premium and Recovery Premium will help us to close the progress and attainment gaps by:

- improving attendance and punctuality;
- delivery of reading interventions by dedicated reading teachers, who are trained in the Sounds Write approach, to pupils who have difficulties in learning to read;
- additional intervention for targeted children in reading & maths;
- tracking of children who did not achieve standard on phonics screening & delivering intervention based on this;
- supporting our children's health and wellbeing to limit any impact on the day-to-day learning to help them to achieve and make progress academically;
- providing opportunities for all pupils to access and enjoy a wide range of 'real' experiences, including residential, theatre & gallery visits to draw upon in their learning and to develop life skills.
- increasing parental engagement.

Our key principles are:

- to ensure all teaching and learning opportunities meet the needs of all pupils especially SEND;
- to ensure appropriate provision for targeted pupils, particularly those in the bottom 20%, is robustly assessed and evaluated;
- to embed growth mindset and to develop resilience;
- to ensure children are supported to reduce barriers to their achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes.
2	Higher attainment at the end of KS1 and KS2 in reading, writing and maths for all pupils.
3	Children receive a curriculum that meets their needs that is always linked to the curriculum of the year group.
4	Improve English, maths and science progress and attainment for SEND targeted pupils.
5	Improve outcomes in reading & grammar in KS2. Review teaching & materials used. Additional TA support, tutoring, in school intervention for the bottom 20% & other targeted children.
6	Improve reading outcomes to pupils by employing and training of specialist staff. Staff training in the Sounds Write & Fluency programme. Investment in books (particularly the Sounds Write texts), book areas & books for whole book studies. Early reading intervention. Delivery of Sounds Write intervention-based support to pupils who have difficulties in learning to read. Tracking of children (phonics tracker) who did not achieve standard on phonics screening & ensuring that intervention is provide for these in Years 2 – 6 if required.
7	Improve attendance to curriculum enrichment visits, residential trips and experiences by speaking directly to targeted families. Promoting the positives of the visits & offering further reduced prices if necessary. Provide opportunities for all pupils to access and enjoy a wide range of 'real' experiences to draw upon in their learning and when developing life skills.
8	Improve pedagogy to ensure our teaching is considering the latest research. Staff training regularly to ensure all staff are using agreed pedagogical strategies. Develop growth mindset and resilience. Reflecting on and developing practice to improve children's learning outcomes.
9	Ensuring all children are secure in their emotional wellbeing. Limiting any impact on the day-to-day learning. Provide bespoke pupil / parent support to reduce barriers to children's learning. Employment of Pupil Wellbeing and Parent Support Team.
10	Children are supported to reduce barriers to their achievement. Ensure all children are in school to achieve. Ensure children maximise learning opportunities. Continued need to ensure attendance is as high as possible.

## 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
High attainment at both KS1 and KS2 in reading, writing and maths for all pupils. All pupils making better than expected progress. Narrowing the gap or exceeding between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Increased number of disadvantaged children achieving higher standards including greater depth.	Regular monitoring and evaluation through learning walks, observation, planning meetings & work scrutiny. Termly assessment data and moderation / progress meetings to review all children, particularly those in the bottom 20%. Increased number of pupils making better than expected progress & achieving higher attainment (over 70% at NE by Year 2 & over 60% combined, over 80% at NE by Year 6 & 70% combined).
Improved reading outcomes.	Reading will continue to be in line with or better than national outcomes. All children will participate & engage more readily.
Improved attendance for all pupils (increase above 94.1%, we are already 0.3% above this for this school year), particularly our disadvantaged pupils( last year 92.8% up to 93.2%) & children with persistent absence (reduce below 20%).	Continued need to ensure attendance is above national average. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Staff are better informed about children's barriers to learning and more able to support children with specific needs. Sign posting to agencies to support families e.g. CAMHS referrals; Mentoring; Specific intervention; Social care involvement.
Staff training.	Staff have access to high quality training opportunities and can explore, adopt and adapt innovative approaches to teaching and learning.

## 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: £190,516.20

Activity	Evidence that supports continuing this approach	Challenge number(s) addressed
Four additional 0.6 teachers to teach a third mixed ability class for English and Maths in KS1 and KS2 ensuring lower pupil numbers in each class.	<p>Data shows the need to continue to improve outcomes in English at both KS1 and KS2, and especially at greater depth. Children receive a curriculum that meets their needs. Children make good progress or better – evident in books / learning. Data over time.</p> <p><a href="https://teachingandlearningtoolkit.eef.org.uk/">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a></p> <p><a href="#">Sutton Trust: quality first teaching has a direct impact on pupil outcomes.</a></p>	1, 2
Additional TAs to support children to catch up and keep up.	Data shows that we need to continue to improve outcomes in reading, writing & grammar in KS2.	2, 3, 4, 5
Delivery of reading interventions	<p>100% children who did not achieve standard on phonics screening will receive targeted intervention in Years 3 &amp; 4 to pass screening (non-statutory), continue to complete the extended code &amp; become fluent readers.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
Curriculum enrichment	Limited life experiences. Opportunities are mapped into the curriculum and explicitly planned. Opportunities and visits are evaluated with staff and pupils. Pupils' work will improve, particularly reading & writing.	6
Pedagogy. Staff training	<p>Current research on developing practice to improve children's learning outcomes.</p> <p><a href="https://teachingandlearningtoolkit.eef.org.uk/">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a></p>	7

Pupil wellbeing and parent support	Increased levels of pupil support needed to tackle anxiety, poor attendance, low self esteem & parenting capacity.	8
Educational Welfare Officer	Persistent absentees data shows that we need to continue tracking and monitoring to address this issue.	9

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

Budgeted cost: £89,263.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Language and Learning Support teacher	The language and support team provide assessments for any KS2 pupils that teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day.	1, 2
Additional reading and phonics sessions targeted at disadvantaged pupils who require additional support in Y2 – Y6.	Significant gaps in reading outcomes and early reading skills. Children targeted to close gaps for the bottom 20%. <a href="#">SmallGroupTuition/ToolkitStrand/EEF</a>	5
Additional phonics sessions targeted at disadvantaged pupils who require further support in Reception & Y1.	There is a strong evidence base indicating that phonic strategies have a positive impact on pupil progress, particularly for those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a period up to 12 weeks. <a href="#">Phonics/ToolkitStrand/EEF</a> <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a>	1, 2, 3
Investment in books / book areas / whole book studies / study books / remote learning.	Tracking the sustainability of progress for reading intervention children. Focus on clearly defined groups of children.	1, 2, 3, 4, 5

Sounds Write Training	Research based on cognitive overload. Increased numbers of staff trained in this phonics programme to ensure fidelity to the scheme.	4, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,418.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pupil Wellbeing and Parent Support Team.	Regular supervision. Case studies. High % of pupils including those eligible for PP needing support with their wellbeing.	8
Attendance and punctuality	Persistent absenteeism data. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.	9
Employment of Educational Psychologist.	Increased needs. Staff are better informed about children's barriers to learning and more able to support children with specific needs.	8, 9
C.A.T.S (Child and Adult Therapy Solutions)	Increased needs. 1:1 therapy for specifically targeted children and families.	8, 9
Additonal Therapeutic Support	Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils. <a href="#">SocialandEmotionalLearning/ToolkitStrand/EEF</a>	8,9

**Total budgeted cost: £315,198.16**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year in Years 2 & 6, end of key stages and statutory assessment in Y6.

In reading at KS1, our disadvantaged pupils were behind **national other**\*\* by 18.3% in 2023. **However, in 2024, disadvantaged pupils exceeded national other by 3.2%.** At the end of KS2, our disadvantaged pupils were behind national other by only 2.7%.

In maths at KS1 the gap between our disadvantaged children and national other was 20.5% in 2023. **In 2024, disadvantaged pupils exceeded national other by 1%.** At the end of KS2 we were 5.8% behind national other.

For our combined figure, our disadvantaged children were 3% above national other (2023) at the end of KS1. At the end of KS2 we were 7% behind national other.

It is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils. However, if you look at how **our disadvantaged pupils in KS1 compared to national disadvantaged pupils 2023 we are approximately 20% ahead in each subject.**

\*\* the children who are not disadvantaged across the country.

KS1 2024 % <b><u>Teacher Assessments</u></b> expected standard + (based on Summer Assessment)		
Reading	% School	% National (2023)
ALL	74.5	68.3
Disadvantaged pupils	76.0	53.9
Other pupils	73.1	72.8

  

Writing	% School	% National (2023)
ALL	64.7	60.1
Disadvantaged pupils	64.0	44.4
Other pupils	65.4	65.0



Maths	% School	% National (2023)
ALL	70.6	70.4
Disadvantaged pupils	76.0	55.8
Other pupils	65.4	75.0

  

Reading, Writing & Maths	% School	% National (2023)
ALL	64.7	56.0
Disadvantaged pupils	64.0	40.2
Other pupils	65.4	61.0

Attainment in KS1 for disadvantaged children in school is above the figure for the same group nationally in all areas except writing where we are 1% behind national other.

It is always our **aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.**

**KS2 2024 % expected standard +**

Reading	% School	% National (2024)
ALL	81.7	74.3
Disadvantaged pupils	76.7	62.5
Other pupils	86.7	79.4

  

Writing (TA)	% School	% National (2024)
ALL	75.0	71.8
Disadvantaged pupils	63.3	58.5
Other pupils	86.7	77.3

  

English grammar, punctuation & spelling	% School	% National (2024)
ALL	80.0	72.3
Disadvantaged pupils	70.0	59.0
Other pupils	90.0	77.9

Maths	% School	% National (2024)
ALL	83.3	73.2
Disadvantaged pupils	73.3	59.1
Other pupils	93.3	79.1

Reading, Writing & Maths	% School	% National (2024)
ALL	71.7	60.6
Disadvantaged pupils	60.0	45.5
Other pupils	83.3	67.0

Attainment in KS2 for disadvantaged children in school is above the figure for the same group (**national disadvantaged**) in all subject areas – see table below.

In percent (%)	School disadvantaged	National disadvantaged	Difference
Reading	76.7	62.5	+14.2
Maths	73.3	59.1	+14.2
Writing	63.3	58.5	+4.8
GPS	70	59	+11
Combined	60	45.5	+14.5

It is always our aim to narrow the gap between attainment of our disadvantaged children and national other.

Although we still trail national other in reading & maths, we have narrowed the gap considerably- see tables above.

**3-year trend and averages:**

		Non-Disadvantaged				Disadvantaged			
		2022	2023	2024	3 Yr Avg	2022	2023	2024	3 Yr Avg
<b>EYFS GLD</b>		61	63	62	62	43	56	100	66
<b>Y1 Phonics</b>		67	73	78	73	52	68	64	62
<b>KS1</b>	<b>Reading</b>	77	77	73	76	46	55	76	59
	<b>Writing</b>	71	72	65	69	39	50	64	51
	<b>Maths</b>	77	69	65	70	46	55	76	59
	<b>RWM</b>	66	64	65	65	35	50	64	50
<b>KS2</b>	<b>Reading</b>	93	82	87	87	82	75	77	78
	<b>Writing</b>	96	86	87	90	61	64	63	63
	<b>Maths</b>	96	82	93	91	73	81	70	75
	<b>GPS</b>	96	89	90	92	73	81	70	74
	<b>RWM</b>	89	68	83	80	58	53	60	57

2022 Data source Keypas

2023 Data source Keypas

2024 Data Source Keypas Provisional

2024 KS1 – Non Statutory – Summer Assessment

Closing the gap between these groups (PP and Non-PP) continues to be a constant challenge in school. Additional staffing, adaptive teaching and carefully targeted interventions which are specific, timed and measurable aim to address need and help children to keep up with their peers.