

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whittington Primary and Nursery School
Number of pupils in school	301 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	2024-2025 6% Pupil Premium (17 chn) 2% Pupil Premium + (7 chn) 24% Service Pupils (73 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Interim review July 2025 Interim review July 2026 Final review 2027
Statement authorised by	Nichola Leeson
Pupil premium lead	Nichola Leeson
Governor / Trustee lead	Jon Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-2025 PP £25,663 PP+ £18,298 PP TOTAL: £43, 961 Service pupils £24,678 TOTAL £68,639
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>2024-2025 £68,639</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Whittington Primary School, our ultimate aim is for all children, particularly the Pupil Premium and Service Pupils, to:

- Be socially and emotionally ready to learn
- Fulfil their academic potential
- Have a broad and balanced range of curriculum opportunities

Our current pupil premium strategy (including Service Pupils) works towards ensuring that our aims can be achieved by providing:

- Quality first teaching, underpinned by purpose, highly effective CPD
- Pastoral care to promote pupil well-being and social, emotional and mental health
- Enrichment opportunities so that all pupils have an equal entitlement to residential visits.
- Enriched lunchtime play opportunities (OPAL approach)

The key principles at the heart of our Pupil premium strategy (including Service Pupils) are:

- High quality teaching and learning using evidence informed adaptive teaching strategies
- Wider strategies such as enrichment opportunities and pastoral support
- Enriched play opportunities through the OPAL approach

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children are currently performing below non-Pupil Premium children: PP

At or higher in all subjects		Above or higher in all subjects			
55.1% (43)		1.3% (1)			
		Sig Below	Below	At or higher	Above
Reading		15.4% (12)	19.2% (15)	65.4% (51)	16.7% (13)
Writing		20.5% (16)	19.2% (15)	60.3% (47)	3.8% (3)
Mathematics		16.7% (13)	16.7% (13)	66.7% (52)	9.0% (7)
		Sig Below in one or more	Below in one or more	At or higher in all	Above in all
Combined		23.1% (18)	33.3% (26)	55.1% (43)	1.3% (1)

Non-PP

At or higher in all subjects		Above or higher in all subjects				
74.5% (137)		7.6% (14)				
		No Assessment	Sig Below	Below	At or higher	Above
Reading		0.5% (1)	3.8% (7)	12.5% (23)	83.7% (154)	27.2% (50)
Writing		0.5% (1)	4.9% (9)	16.8% (31)	78.3% (144)	11.4% (21)
Mathematics		0.5% (1)	2.2% (4)	10.3% (19)	87.5% (161)	21.2% (39)
		No Assessment in one or more	Sig Below in one or more	Below in one or more	At or higher in all	Above in all
Combined		0.5% (1)	5.4% (10)	23.4% (43)	74.5% (137)	7.6% (14)

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| 2 | <p>Evidence from the EEF shows that there are five high-quality impactful teaching strategies that are used effectively to support pupils in the classroom. These are:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and meta-cognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Through staff CPD, these are to be introduced and become explicit in teaching across the school for the benefit of all children including Pupil Premium and SEND.</p> |
| 3 | <p>We need to ensure that Pupil Premium children (including Service Pupils) have an equal entitlement to enrichment activities such as residential visits, trips and music tuition</p> |
| 4 | <p>In school, we have noticed that there is an increasing number of children (particularly PP children) who are displaying challenges with anxiety, self-regulation and school attendance. These children need highly effective pastoral support.</p> |
| 5 | <p>Evidence shows that, since COVID, our pupils are finding it challenging to create safe and meaningful play.</p> |
| 6 | <p>In school, we have a higher than usual mobility rate due to the movement of Service Pupils and are close proximity to the Medical Defence Services, therefore, pupils arriving, leaving and those with parents who are deployed, are likely to require</p> |

	enhanced pastoral support and may need additional support in and out of the classroom to reduce any gaps in learning.
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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
Through quality first teaching using evidence informed adaptive teaching strategies, to provide a highly effective curriculum to ensure high expectations for all children, particularly PP children, lead to improved outcomes.	<ul style="list-style-type: none"> • Quality of teaching is consistently good or better • Evidence of adaptive teaching • Relevant staff CPD in adaptive teaching strategies so that staff are able to meet the needs of all children within the classroom • Pupil progress reviews with a focus on PP children and Service Pupils • Gaps in learning are addressed, particularly for Service Pupils with higher mobility rates • Reading, Writing, Maths combined increased from 55% for PP children
To ensure all pupils get equal access to enrichment opportunities beyond the curriculum	<ul style="list-style-type: none"> • Pupil Premium, Pupil Premium+ (LAC and PLAC) and Service pupils are able to participate in residential visits (£50 for Service Pupils, £100 for FSM and £200 for LAC and PLAC)
To provide highly effective pastoral support to children and families to meet the social and emotional needs of all pupil leading to improved outcomes.	<ul style="list-style-type: none"> • Whole school attendance continues to improve • Non-school attendance materials and support are used as required to prevent non-attendance • Pupil voice informs us that all children feel supported • Identified pupils regularly attend Lunchtime clubs • Individual children are supported through worry warriors • Identified families are fully supported through Malachi • Service pupils are supported through Service Pupils Co-ordinator • ELSA support is provided for identified children
To introduce the OPAL philosophy to enhance play provision at lunchtime so that PP children are supported in guided play opportunities so	<ul style="list-style-type: none"> • OPAL introduced across the school • Pupil Premium children and Service Pupils have opportunities to widen their friendship groups and are supported emotionally through play

that they develop their independence, resilience and social skills

- Pupil observations show that pupils are being creative and able to make decisions within the play
- Pupils show effective learning behaviours on the return to the classroom after lunch
- Pupil voice demonstrates that pupils feel more confidence at lunchtime

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: £38,639 (Pupil Premium £25,961; Service Pupil Premium £12,678)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to include: <ul style="list-style-type: none"> • INSET training on adaptive teaching approaches • Evidence-informed practice 	Quality CPD will ensure that: <ul style="list-style-type: none"> • staff have a greater understanding of how to use adaptive teaching strategies (explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible groups and technology) to improve outcomes for all • teaching and learning is consistently good or better and demonstrates the use of adaptive teaching strategies • teachers engage in evidence-informed practise • teaching and learning is regularly monitored The EEF state that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.	1, 2, 4, 6
To introduce the OPAL approach to play through CPD	The OPAL approach to play will ensure that: <ul style="list-style-type: none"> • outdoor play will improve children’s mental and physical health • Teacher voice shows that children return after lunch ready to learn • Less time is spent having to resolve playtime issues after lunch • The culture of lunchtime play is inclusive, creative and develops interdependence 	5, 6
To use technology and other resources to support high quality teaching and learning	The use of technology will ensure that: <ul style="list-style-type: none"> • Teachers adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new 	1, 2, 6

	skills or by using A1 to provide appropriately-levelled texts	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,000 (Pupil Premium £3,000; Service Pupil Premium £2,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the Five-a-day' principles to benefit PP and SEND children	The EEF states that the Five-a-day' principles will have a positive impact and will raise the attainment of all pupils by introducing: Explicit instruction Cognitive and meta-cognitive strategies Scaffolding Flexible grouping Using technology	1, 2, 6
To ensure the strategic deployment of Teaching assistants	The EEF recommends that Teaching Assistants are deployed most effectively by supporting high quality provision within the classroom, ensuring that priority children are supported.	1, 2, 6

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

Budgeted cost: £25,000 (Pupil Premium £15,000; Service Pupil Premium £10,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding used to support disadvantaged families to ensure that they can participate in residential visits	Participation in enrichment opportunities will lead to: <ul style="list-style-type: none"> raised self-esteem participation in outdoor pursuits broadened learning experiences outside of the classroom EEF states that an increase in this participation leads to further progress in academic learning by an additional 3 months	3, 6
Highly effective pastoral support is given to children and families with social and emotional needs	Pastoral support will result in: <ul style="list-style-type: none"> increased attendance percentages for 2 identified pupils calm and purposeful lunchtimes 	4, 6

	<ul style="list-style-type: none"> • children and families feeling supported through worry warriors or Malachi • service pupils supported through activities planned by the service pupils' co-ordinator • Children involved in pastoral groups show improved learning outcomes <p>Evidence from the EEF reveal that 'social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year'.</p>	
Pupils to have access to the OPAL approach at lunchtimes	<p>The OPAL approach to play will ensure that:</p> <ul style="list-style-type: none"> • outdoor play will improve children's mental and physical health <p>The EEF states that physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). There may also be additional benefits such as improved attendance.</p>	5, 6

Total budgeted cost: £68,639 (Pupil Premium £43,961; Service Pupil Premium £24,678)

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 2021 to 2022 academic year, the 2022-2023 academic year and the 2023-2024 academic year.

Through quality first teaching and highly effective intervention, to provide an excellent curriculum so that Pupil Premium pupils make great strides in their COVID catch-up, with a particular focus on reading and writing, so that Pupil Premium whole school data in Reading, Writing and Maths combined increases from 58%

At the end of 2021-2022, whole school data shows us that Ever6FSM children achieved a combined Reading, Writing and Maths outcomes of 61% at or above ARE. Further work is required to continue to support PP children through their COVID catch-up.

At the end of 2022-2023, whole school data shows us that Ever6FSM children achieved a combined Reading, Writing and Maths outcomes of 48% at or above ARE. This was due to lower writing outcomes across the school. Writing therefore, remains a key focus.

At the end of 2023-2024, whole school data shows us that Ever6FSM children achieved a combined Reading, Writing and Maths outcomes of 53% at or above ARE.

To increase staff to pupil ratios

As it was clear that there were particular year groups most significantly affected by COVID lockdowns, we were able to increase staff to pupil ratios in more than one year group. The impact of this for our Y2 pupils showed:

An increased % (+8%) at GD in Reading

An increased % (+37%) at ARE and an increased % (+11%) at GD in Writing

An increased % (+13%) at ARE in Maths

From the end of Reception data.

The impact for our Y3 children showed:

An increased % (+26%) at ARE and an increased % (+11%) at GD in Reading

An increased % (+7%) at ARE in Writing

An increased % (+9%) at ARE and an increased % (+4%) at GD in Maths

From the end of Y2 data.

	2021-2022 (Year 2)	2022-2023 (Year 3)
Reading	48.4% MET+ 22.6% GD	48.6% MET+ 18.9% GD
Writing	51.6% MET+ 6.5% GD	43.2% MET+ 2.7% GD
Maths	61.3% MET+ 19.4% GD	54.1% MET+ 16.2% GD

In 2022-2023, the Y2 cohort, who have moved into Y3 have had some pupil mobility which has had an effect on data.

Whole School PP	2021-2022 (Year 3)	2022-2023 (Year 4)
Reading	73.3% MET+ 37.8% GD	84.4% MET+ 37.8% GD
Writing	55.6% MET+ 15.6% GD	62.2% MET+ 22.2% GD
Maths	73.3% MET+ 20% GD	80% MET+ 24.4% GD

In 2022-2023, the Y3 who have moved to Y4 cohort have continued to make good progress in Reading, Writing and Mathematics

Staff to regularly review COVID catch-up plan so that targeted TA interventions can take place

COVID catch-up plans identified the children who had not made expected progress. Class teachers and TAs regularly supported these pupils through quality first teaching and targeted intervention.

Reading: 83% PP made expected progress, 1% made better than expected progress

Writing: 89% PP made expected progress, 3% made better than expected progress

Maths: 81% PP made expected progress, 6% made better than expected progress

Small group tutoring for those children most effected by COVID

In 2022-2023, we used pupil premium catch up funding to support 11 pupil premium children, alongside 14 other children from across school. The focus for the tutoring was on Reading and, dependant on their age range, all of the children make improvements in their fluency, reading speed, phonic ability or comprehension.

Funding used to support disadvantaged families to ensure that they can participate in residential visits

In 2021-2022, we supported 2 disadvantaged families with peripatetic music tuition and 10 families so that their children could participate in residential visits.

In 2022-2023, 22 pupil premium children with enrichment experience. Of these 11 were Service pupils, 19 FSM and 2 LAC. We supported 4 of them with school trips, 17 with residential and 1 with music tuition.

In 2023-2024, 55 pupil premium children with enrichment experience. Of these 42 were Service pupils, 9 FSM and 4 LAC. We supported 18 of them with school trips and 37 with residential.

Highly effective pastoral support is given to children and families with social and emotional needs

4 of our PP children and families received social and emotional support through Malachi and another through Action for Children.

13 of our PP children attended Lunchtime Club on a regular basis.

In 2022-2023, 8 pupil premium children were supported pastorally through Lunchtime Club on a regular basis. 3 other children were in receipt of support through an external agency such as Malachi or St. Giles.

In 2023-2024, 15 pupil premium children were supported pastorally through Lunchtime Club on a regular basis. 11 of our PP pupils also have an EHCP and have 1:1 support.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> To deploy a Service Pupils Co-ordinator to pastorally support the well-being, of all service pupils and their families. To fund enrichment activities, such as residential visits, for Service Pupils To provide in class support or targeted intervention for Disadvantaged and vulnerable children To promote attainment and progress in Reading, Writing and Maths To work alongside Army Welfare to support service families e.g. by holding

	drop-in sessions, half termly activities for the service pupils etc.
What was the impact of that spending on service pupil premium eligible pupils?	<p><i>Reading: 53% at or above ARE, 11% GD</i></p> <p><i>Writing: 46% at or above ARE, 5% GD</i></p> <p><i>Maths: 59% at or above ARE, 11% GD</i></p> <p><i>For 2023-2024 the impact shows:</i></p> <p><i>Reading: 71% at or above ARE, 20% GD</i></p> <p><i>Writing: 67% at or above ARE, 4% GD</i></p> <p><i>Maths: 73% at or above ARE, 10% GD</i></p> <p><i>In 2023-2024 42 Service pupils were supported with enrichment opportunities through trips, residential or music tuition.</i></p>