

# Pupil premium strategy statement Whittlebury CE Primary school

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Whittlebury CE Primary
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers.	2025/2027
Date this statement was published	May 25
Date on which it will be reviewed	September 25
Statement authorised by	Eliza Hollis Executive Headteacher
Pupil premium lead	Eliza Hollis Executive Headteacher
Governor / Trustee lead	Peter Brough, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9190
Pupil premium funding carried forward from previous years	
<b>Total budget for this academic year</b>	£9190

# Part A: Pupil premium strategy plan

## Statement of intent

We aim for every child, within our school to reach or exceed their full potential and become lifelong learners. We provide personalised learning opportunities and targeted support to allow every child to flourish.

We recognise that not all pupils who are academically or socially disadvantaged receive pupil premium funding. We reserve the right to allocate pupil premium funding to support any pupil, identified by the school as being at a significant disadvantage. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas.

We understand the challenges faced by vulnerable pupils and will support their needs.

Our approach has high quality teaching at the core of our pupil premium strategy, proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment. We have robust assessment systems in place to identify when children have barriers affecting their learning and tailor specific interventions which are delivered by highly trained staff. This practice of personalised learning applies to all pupils across the learning spectrum including pupils who are identified as high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Identified SEMH barriers to learning can have a detrimental effect on specific pupil's academic progress
2	Poor Language and Communication skills.
3	Difficulties in early reading/ phonics
4	To increase the attainment of pupil premium pupils to reduce the disadvantaged gap.
5	Children do not always have a variety of experiences outside of their home environment which can impact on their future aspirations.

## 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
All children to be in a productive mind-frame for learning, including those identified with SEMH barriers to learning.	All children learn about mental health and wellbeing and are encouraged to talk through their emotions in school. Action is taken promptly to implement support and interventions when SEMH needs are newly identified. Use of outside agencies sought for children whose needs require more additional support.
Improved communication and vocabulary	Improved vocabulary and communication.
Pupils confident in early reading strategies - % passing year 1 phonics screening	Pupils early reading skills are embedded and pupils confidently acquiring the early reading strategies
To close the gap and increase numbers of children meeting expectation at the end of each year and at the end of KS2 and enable Age Related pupils to move beyond this into Greater Depth.	Support and intervention is put in place quickly for those disadvantaged pupils who are falling behind their peers. Challenge is evident in all lessons and targeted children are supported to deepen their understanding to a greater depth level. Accuracy in written work is expected in all lessons and basic errors are addressed quickly by teaching and support staff. The gap between Pupil Premium and non-Pupil Premium children across the school is reduced. Reading/ Writing support established to support further progress
Opportunities for increased experiences	Children draw on additional experiences in their learning and reflect positively upon the opportunities given. Learning is enhanced by experiences given.

<p>both within and outside of school supporting enhancing learning and aspirations, by providing extra-curricular activities for those pupils who would not normally have the chance to experience these.</p>	<p>Progress is accelerated.  The school offers a varied selection of clubs  All pupils attend a wide range of trips which complement and enrich the school’s curriculum.  Children have the opportunity to participate in ‘live events’ which promote sports and the arts.  Pupils have the opportunity to play a musical instrument.</p>
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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All staff will improve their subject knowledge of reading through CPD, coaching, workshops and modelling of expert teachers to enable them to teach reading effectively.</p> <p>Sounds Write phonics lead to provide instructional coaching and training updates for staff, to continually refine and improve practice so that teaching and learning are highly effective. CPD masterclasses is in place for all phonics teachers to attend</p> <p>Development days for phonics teachers to participate in with a national trainer for Sounds Write</p> <p>Robust and rigorous termly tracking assessments for all pupils to identify gaps and adapt teaching to meet the needs of the pupils.</p>	<p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “Focus on improving the quality of classroom teaching”</p> <p>EEF says ‘great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the ef-</p>	<p>1,2,3,4,5</p>

	fective use of technology—is likely to be valuable.’	
<p>Improve pupils mental health and wellbeing</p> <p>Mental health 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>	1,5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and talking therapy 1:1 sessions and group	<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><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident.	<p><i>Improve speaking, listening, and understanding skills for pupils eligible for PP in Y1 and Reception classes.</i></p> <p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children’s spoken language.</p> <p>EEF toolkit states that Early Years Intervention has an effect of +5 months, particularly for low income families. The focus of the interventions needs to be</p>	2

<p>Classroom environments are rich in vocabulary.</p> <p>Story time to occur daily to broad the children’s repertoire of vocabulary.</p> <p>Talk for Writing and Talk for Reading is used as a methodology for teaching writing which focuses on the internalisation of vocabulary and language patterns and structures.</p> <p>Planning details activities which extend pupils’ expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary.</p> <p>The knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words and quality words.</p>	<p>on developing attitudes and learning behaviours so that the intervention has a lasting impact.</p> <p>EEF Toolkit states – ‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver highquality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.’</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider school enrichment opportunities – trips, after school provision , music tuition , residentials</p>	<p>Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development</p>	<p>1,5</p>

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**Total budgeted cost: £9190**

## 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.

Phonics are the early building blocks for Reading and Writing. Without an understanding of these pure sounds, pupils will not be able to be successful learners .  
Children all attended residentials and school trips.  
Children's mental health and wellbeing improved and pupils working within age related expectations

### Externally provided programmes

Programme	Provider
Sounds Write Phonics	Sue Russell
Talk for reading	Pie Corbett
Talk for writing	Pie Corbett
Drawing and Talking Therapy	<a href="#">Drawing and Talking - Home page</a>