

Pupil premium strategy statement 2023 2024

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	142
Proportion (%) of pupil premium eligible pupils	51% (72 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 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Nicola Rees, TEAM Education Attendance and Inclusion 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	£91,000
Recovery premium funding allocation this academic year	£7,900
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£98,900

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 consistent, first quality teaching, combined with a high quality curriculum that gives them the knowledge and skills to become confident learners. At Whaley Thorns Primary School, a brand new team were appointed in September 2022 (with a complement of 72% teachers new to the school including the Principal and Vice Principal and 100% new subject leaders). As a school, and since September 2022, we adopt a simple philosophy where staff share the highest expectations of what all children can achieve. No pupil's learning will be capped due to challenges they might have, such as a vocabulary deficit or poor reading comprehension.

Depending on which way you arrive at Whaley Thorns, it may not be obvious to identify the high level of disadvantage. From the country road, school appears to be in a more affluent area, However, arrival at school from Langwith is more indicative the community we serve.

Many of our disadvantaged pupils are not only entitled to Pupil Premium but they are also on the SEND register. Two of our disadvantaged pupils also have an EHCP and two pupils are in receipt of inclusion funding. This means that all pupils require intensive support. We have in total 22 disadvantaged pupils who are also on the SEND register.

As a school, we therefore recognise that disadvantage spans beyond those eligible for Pupil Premium. This may include 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 living in poverty and working long hours in low paid jobs, impacting hugely on family life.

Tracking in school focuses on wider disadvantage via our 'Risk Tracker' and is revisited regularly to ensure that any pupil who is disadvantaged or multi disadvantaged remains are the fore of all teaching and learning. This 'Tracker' is referred to as part of all Safeguarding, Pupil Premium and Pupil Progress Meetings.

Parents have good intentions for their children and 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 later life outcomes. This work is being supported by our ongoing work with parents in shaping our cultural capital offer through the trips, visits and residential offer supported by TEAM. As a school, we prioritise working closely with parents to support them in supporting their

child's learning at home and to support them where possible with the Cost of Living Crisis. School works closely with TEAM to provide a food, uniform and clothes bank as part of our Cost of Living Strategy and Wellbeing Strategy.

So far since September 2022, school has worked hard to develop rigour around the identify 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 aspiration, improving pupil self-belief and instilling a 'can do' attitude.

To ensure that our approaches are effective we will:

- ensure that pupil wellbeing is high and that pupils are resilient, demonstrating improving self-belief and confidence.
- ensure that disadvantaged pupils are challenged in the work that they are set.
- act early with high quality learning intervention at the point need is identified.
- ensure that historic learning gaps are addressed swiftly.
- instill a love of reading in all disadvantaged pupils.
- provide high quality and resourced informed CPLD to all of our teachers and support staff to ensure all children receive first quality teaching. This will be based around EEF research, particularly with regard to metacognition.
- to provide 1:1 tutoring for identified pupils who are not on track to meet their targeted attainment using Artificial Intelligence where impactful.
- improve and/ or consolidate attainment outcomes between disadvantaged children and other pupils by ensuring that quality first teaching is based on recent research.
- use the expertise of senior leaders and TEAM support to enhance the quality of education to develop daily high quality teaching through Instructional Coaching.
- adopt a whole school pedagogical approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- increase participation in after school clubs/ trips and residential visits.

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.

Challenge Number	Detail of Challenge	Link to School Improvement Priorities 2023 2024
1	HISTORIC GAPS IN LEARNING Our pedagogy is focused on addressing any remaining misconceptions and obtaining prior knowledge through recall, AFL and metacognition to ensure that strong foundations are in place to be built upon.	1,2,3,4,5
2.	VOCABULARY AND UNDER DEVELOPED LANGUAGE SKILLS Assessments, observations and historical outcomes indicate underdeveloped oral language skills, lower starting points and vocabulary gaps amongst many disadvantaged pupils. This is evident across school.	2,3,4,5
3.	READING Assessments, observations of pupils and baseline data indicate that disadvantaged pupils have greater difficulty with literacy and subsequently reading as they progress through school in comparison to their peers. Poor oracy negatively impacts upon their development as readers and learners across the curriculum.	2,3,4,5
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.	2,4,5
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.	1,3
6.	WELLBEING, SOCIAL AND EMOTIONAL Ongoing assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.	1,4,5

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 based on evidence based research.	EEF Implementation document and research led theory will impact positively on consistent high quality teaching. 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.
Impactful targeted intervention which is regularly reviewed and adapted accordingly.	EEF Implementation document and research led theory will impact positively on consistent high quality teaching. 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.
Improved oral language skills and vocabulary among disadvantaged pupils.	Related educational research (such as the NELI intervention and work on Alex Quigley) 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).
More children self-identifying as readers and increased reading for pleasure and attainment.	There is a reading spine which firmly places high quality texts at the heart the curriculum. 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. Pupil interviews demonstrate children's engagement levels. 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.
Improved attendance of vulnerable groups including disadvantaged and SEN	Attendance percentages for all vulnerable groups will be at least in line with the national average of 95%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£62,000**

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 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,
<p>NELI integral to EYFS intervention along with well-planned, highly prioritised teaching of curriculum vocabulary throughout school (Alex Quigley) and the embedding of an oracy and performance progression grid. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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 Education Endowment Foundation EEF</p>	1, 2, 3
<p>Embedded, 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>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 Education Endowment Foundation EEF</p>	1, 2, 3
<p>Ensure that school effectively draws on the support of other specialists</p>	<p>Increased school capacity of specialist knowledge to strategically contribute to the school's rapid improvement plan.</p>	1, 2, 3, 4, 5

within TEAM and beyond so as to remain outward facing.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>School provides weekly Forest Learning opportunities for all pupils. Identified pupils access a block of weekly Equine therapy as part of a rolling programme. A specialist 'Zones of Regulation' room is currently in development to support with bespoke SEL needs (identified in Provision Maps.) TAs are all trained to deliver Lego Therapy where appropriate. All pupils access the Kindness Curriculum.</p>	5
TA partially deployed to support capacity as a Family Support/ Attendance Officer.	<p>Early Intervention to remove barriers to attendance. Building trusted relationships and increasing parental awareness of school's robust procedure.</p> <p>EFF Attendance Report</p>	4

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

Budgeted cost: **£16,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPLD for Teachers and Teaching Assistants to improve teaching and learning.	<p>Deployment of TAs Making Best Use of Teaching Assistants EEF</p> <p>Metacognition and Self-regulated Learning EEF</p> <p>For 2023 2024, the school has been selected to engage in the EEF funded First Class at Number project.</p>	1, 2, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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 Education Endowment Foundation EEF</p>	1, 2, 3
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>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 (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 5

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

Budgeted cost: **£12,500**

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>In 2023 2024 a curriculum linked residential package will be launched for all pupils from Year 2 to Year 6 and subsidised through this strategy to ensure that all pupils engage regardless of any disadvantage.</p> <p>Identified pupils will also be given the opportunity to access a TEAM wide residential, which is fully subsidised.</p>	<p>Aspiration Interventions EEF</p> <p>Inclusive Classroom Environment Provision Mapping</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. All staff to access Improving School Attendance training with Wayne Harris.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Bespoke therapies (Equine, Health and Fitness, Lego, Sensory) in place as part of provision via the therapy room.</p> <p>In 2023 2024, selected pupils will access CASY counselling through TEAM Early Help.</p>	<p>EEF Evaluation of Wellbeing Programme</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside</p>	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £91,000

Part B: Review of the previous academic year 2022 2023

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

In addition, in March 2023 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."

Prior to this, schools were not required to publish their 2022 key stage 2 results as the DfE did not publish this data. However, the DfE 2022 performance data shared with leaders upon 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 second year of the strategy, and are reflected as such in our School Improvement Plan 2023 2024.

Data from tests and assessments evidence that the gap between disadvantaged pupils and non-disadvantaged pupils in 2022/2023 has closed significantly from 2021/2022, even from though we recognise that there is still significant work to do, particularly with last year's Year 4 cohort who were the year group impacted most by the pandemic. Whilst, in this cohort, the gap for some disadvantaged pupils in individual subjects has narrowed, more work still needs to address combined overall attainment . Impact of the strategy after its first year indicate the comparative narrowing of gaps since 2021 2022. Acceleration under this consistently applied, universally understood, whole school model will continue to close the gap further by the end of the year and into the following academic year.

	Combined Exp +		Reading Exp +		Writing Exp +		Maths Exp +	
	All	PP	All	PP	All	PP	All	PP
Year 1	50.0%	14.3%	50.0%	14.3%	50.0%	14.3%	56.3%	28.6%
Year 2	36.8%	8.3%	42.1%	16.7%	36.8%	8.3%	52.6%	33.3%
Year 3	47.6%	33.3%	57.1%	58.3%	47.6%	41.7%	57.1%	41.7%
Year 4	15.0%	0%	35.0%	23%	30.0%	23%	55.0%	38.5%

Year 5	38.5%	37.5%	65.4%	56.3%	53.8%	35.5%	50.0%	50%
Year 6	53%	43%	65%	43%	76%	57%	65%	57%

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 is evidenced in the example below. Whilst we are confident that our strategy is beginning to have impact in the narrowing of gaps and acceleration of the disadvantaged more able, we recognise that there is still work to do.

Year 6	Reading, Writing and Maths combined			Reading			Writing			Maths		
	School 2022	School 2023	National 2023	School 2022	School 2023	National 2023	School 2022	School 2023	National 2023	School 2022	School 2023	National 2023
Expected Standard	11%	53%	59%	22%	65%	73%	44%	76%	71%	33%	65%	73%
Greater Depth	0%	6%	7%	6%	18%	29%	0%	29%	12%	0%	6%	23%

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). Despite this acceleration, we still recognise that there is more to do, but are confident in the robustness of our strategy, the consistent and intransigent delivery of Little Wandle, NELI, high quality teaching and learning and AfL within our language rich EYFS as we progress into the second 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. There was no gap between the disadvantage and all data for phonics at the end of Year 2. Commitment to Little Wandle and robust intervention will continue as this strategy progresses into the second year.

Lexia was consistently used to good effect to support identified disadvantaged pupils across Key Stage One and Two. 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 Two who require further acceleration as a result of historic inconsistency and there is a strong staff belief that over time, with fidelity to the scheme and high standards, the need to catch children up in Key Stage two 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 second year of the strategy will narrow gaps further.

Rigorous, termly personalised packages of support and coaching have resulted in two 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 created and books have been purchased to support the reading for pleasure agenda. A library rationale has been created alongside pupil Reading Ambassadors. 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 in 2022/2023. Given the high turnover of staff in 2022/2023, it was imperative to build trust based on clear systems and consistency. Throughout the year, 100% parents attended parents' evenings, there was 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 and was well attended by parents of younger children awaiting transition into school. Improved F1 new starter packs, home visits and attendance at ‘Caterpillar’s’ 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 2022/2023, supported by TEAM and local shop donations as part of our Cost of Living Strategy. The impact of increasing levels of parental trust and parental understanding of school’s high standards agenda has meant that a residential package has now been launched for 2023/2024 for all year groups from Year 2 upwards linked to Cultural Capital (Challenge 6) and Wellbeing, Social and Emotional (Challenge 5). There has been 100% uptake for the first planned residential (for Year 5).

In 2022/2023, the profile of attendance was raised considerably across school, making this ‘everyone’s responsibility’. Procedures were consistently applied by all staff and 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). Yearend data for the attendance of disadvantaged pupils fell just short at 92.9% compared to 2021/2022 of 91.5%. Persistent absenteeism also decreased from 41 pupils in 2021/2022

(30%) to 26 pupils 2022 2023 (17.2%) decreasing persistent absence by 13% bringing this in line with the national average for primary schools 2022 2023.

The school's consensus surrounding its approach towards pupil Social, Emotional and Wellbeing was revised in 2022 2023, resulting in increased self-esteem for 100% of pupils accessing our new sensory facilities, zones of regulation therapy room, Riding for Smiles Equine Therapy, Wellbeing Wednesday and the Kindness Curriculum. The awarding of IQM Centre of Excellence in 2022 2023 endorsed school's philosophy that removing pupils from lesson time to engage with therapies was in fact, detrimental to self esteem and that this was contributing to a historic model whereby gaps were widening.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- fully trained Mental Health First Aider. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The school's Principal is currently undertaking the Senior Mental Health qualification.
- offering a wide range of free high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- working in partnership with Chesterfield Football Club who will be supporting pupils in school with aspiration, reading intervention 'Premier League Primary Stars' and staff with their continued professional development.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.