

## 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	Great Whelnetham C of E Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governors of Great Whelnetham C of E Primary School
Pupil premium lead	Marc Gilbert
Governor / Trustee lead	Sam Keast

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,780

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention to create an inspirational and inclusive environment where all children can thrive. Our primary goal is that no child is held back socially or academically due to disadvantage. We aim to raise aspirations and remove barriers to learning, ensuring every child can achieve excellence and reach their full potential. Our Pupil Premium Plan is designed to address the key challenges faced by our children. Through rigorous tracking, thoughtful planning, and targeted support, we aim to provide opportunities for all children to succeed academically and foster a lifelong love of learning.

### Key Principals

- We are committed to ensuring that every child in our school achieves their potential by meeting their individual needs.
- The Pupil Premium funding is carefully managed to provide tailored support for identified children in ways that best suit their needs.
- We ensure that vulnerable pupils receive appropriate provision and that every child experiences high-quality teaching in every lesson.
- This includes assessing and addressing the needs of pupils who are socially disadvantaged.
- We understand that not all socially disadvantaged pupils are eligible for free school meals. Therefore, we reserve the right to use Pupil Premium funding to support any pupil or group of pupils identified as being socially disadvantaged.
- All our efforts through the Pupil Premium focus on accelerating progress, closing attainment gaps, and ensuring school is a positive and enriching experience for every child.
- We also use the Pupil Premium to tackle non-academic barriers to success, such as attendance, behaviour, well-being, and access to cultural experiences. By enriching children's lives, we aim to support their well-being and help them develop a love of learning while moving closer to age-related expectations.
- We are dedicated to developing the whole child by fostering their aspirations, broadening their experiences, and providing access to a variety of extracurricular activities and opportunities. These experiences are essential for nurturing confident, well-rounded individuals who can succeed both in and out of the classroom.

- While Pupil Premium funding is specifically aimed at eligible children, we recognise that the benefits of this approach extend to all pupils. Targeted spending often creates inclusive opportunities that enhance the learning experience for everyone in our school community.

- Ensuring that Pupil Premium funding is used effectively to support those who need it most remains our priority. We are committed to being transparent and accountable in how we use this funding to achieve our vision of inclusivity and excellence for all.

## Challenges

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

Challenge number	Detail of challenge
1	Summer 2024 Pupil Premium attainment for Reading – at or above expected: Reading: 91%
2	Summer 2024 Pupil Premium attainment for Writing – at or above Writing: 35% This is due to gaps in phonological knowledge. This group of children need additional support with writing structures and the editing process. These children will also benefit from engaging topics and text.
3	Maths: 82% Children here will need to continue with their Maths meeting as this has had a positive effect on their attainment.
4	Some Pupil Premium children find it hard to manage their emotions and anxieties which slows their academic progress.
5	Due to financial situations some Pupil Premium children are unable to access some extra-curricular activities that may benefit them in enhancing their self- esteem and a feeling of inclusion.

## 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
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<p>Pupil Premium children will develop stronger phonics skills, broaden their vocabulary, and use effective sentence structures to achieve the expected standard in writing.</p>	<p>At least 60% of Pupil Premium children will achieve the expected standard in writing by the end of the academic year.</p>
<p>Pupil Premium children will strengthen key mental strategies to further develop their mathematical skills.</p>	<p>All Pupil Premium children will actively participate in Maths Meetings, leading to sustained or improved attainment at or above age-related expectations (ARE).</p>

<p>To increase the attainment of Pupil Premium children currently working at the expected level in reading, writing, and maths combined.</p>	<p>At least 60% of Pupil Premium children will achieve the expected standard in reading, writing, and maths.</p>
<p>Children will develop self-worth and learn to manage their emotions.</p>	<p>Children will identify their strengths and develop strategies to manage their emotions. Through the SEL initiative, they will build resilience to handle their emotions and navigate various social situations effectively.</p>
<p>To increase participation in extracurricular activities offered in school and ensure all children have equal access to a broad and balanced curriculum.</p>	<p>Pupil Premium children will have access to all school activities, regardless of social barriers, including participation in educational visits and enrichment opportunities. A clear map of our extracurricular offer will be shared with all children, and their participation will be tracked to monitor progress.</p>

## 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: £ 6780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning will focus on evidence-based strategies to support Quality First Teaching, ensuring high-quality instruction for all pupils across both Key Stages.</p> <p>All lessons will include opportunities for every child to engage with mastery tasks.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Termly monitoring and progress discussions.</p> <p><i>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF)</i></p>	1,2,3,4
<p>Using blended learning to support gaps in learning.</p>	<p><i>Digital technology can add up to +4 months progress (EEF)</i></p>	1
<p>Use TAFs to accurately monitor attainment and identify areas for individual development. These gaps are used as targeted intervention in writing groups.</p>	<p>Quality marking and feedback monitored by SLT. <i>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF)</i></p>	1
<p>Provide support with home learning.</p>	<p>Where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.-</p>	1 4

	<i>Evidence indicates that this support can deliver approximately +5 months progress. (EEF)</i>	
CPD – further training for staff where appropriate for mental maths strategies, teaching of reading and writing and children’s mental health.	It is important that as professionals we seek to keep our practice as current as possible and in line with new developments in pedagogy. In seeking the latest training and information this can then be disseminated through the school to enhance all practice.	2,3,4,5

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to support targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF)	1-2-4
Teach and test academic vocabulary to support the progress in writing. To improve the attainment in spelling across the school.	Use of Bedrock across KS2. Expose children to rich literature to expand vocabulary understanding. To teach children to use ambitious vocabulary in their writing to improve the quality of the overall completed piece.	1
Reading interventions- extra guided reading sessions, reading between the lines and developing inference skills.  Daily reading in place for those children that require the support.	Groups will be chosen with similar ability children and planned by a teacher. They will have increased opportunities to practise their reading decoding skills and time to discuss the texts to ensure that their understanding has been secured. They will also be able to develop inference skills within a smaller group where they feel secure in sharing their ideas and opinions.	2.4

Maths intervention: Daily maths meetings and dynamo maths interventions for those children that need additional input.	Across year groups, staff will support children to enhance their mental calculation skills. This may be in the form of an intervention outside of the classroom or giving support within the classroom setting through the daily maths meetings. Children will not miss quality first teaching.	3.4
Writing Groups introduced and good practice shared. Teachers to use TAF analysis to provide targeted support for all Pupil Premium children	In all year groups, teacher will analysis the Teacher Assessment Framework for writing. This analysis will be used to develop specific targeted statements which the class teachers will help children to develop through 1:1 and small group intervention meetings.	3.4

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Promote engagement with the Arts through the curriculum to enhance children’s experiences and improve attendance. This will include after-school provision, with a variety of extracurricular activities offered by the school, some led by external agencies and requiring payment. Forest school provision will also be included.</p>	<p>Arts participation involves engaging in creative activities such as dance, drama, music, painting, or sculpture, either within the curriculum or as extracurricular opportunities. Arts-based approaches can also support other areas of learning, such as using drama to enhance engagement and develop oral language skills before writing tasks.</p> <p>These activities may be delivered through regular sessions, intensive programs like summer schools, or residential courses. While arts activities hold intrinsic educational value, evidence (EEF 2021) suggests they also contribute to improved academic attainment in areas like literacy and mathematics, with an average progress of +3 months. Providing a variety of opportunities and ensuring equal access for all children promotes healthy, active lifestyles while enhancing their sense of self-worth.</p>	<p>2 3 5</p>
<p>Offer bespoke SEMH interventions to pupils</p>	<p>Working with Invested coaching company and ensuring school has Mental health first aiders trained to support those children that require it. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p>	<p>2 3</p>
<p>Introduce the SEL initiative to support children’s vocabulary and ability to express</p>	<p>EEF ESL framework</p>	<p>4</p>



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Total budgeted cost: £ 23,725

## 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.

#### Desired outcome:

Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.

To ensure all pupils are given the opportunity to consolidate basic skills.

To recall key maths facts and improve in their mathematical fluency.

To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.

To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.

Pupils read regularly and have access to high quality books for personal and guided reading.

#### Impact:

Attainment in reading and Maths has significantly improved.

Writing continues to be an area of focus

Termly Pupil Progress meetings have tracked and monitored children at risk of not meeting the expected standard.

- School leaders have overseen the impact of these meetings, using them to identify precise next steps.
- Targeted interventions for identified pupils have been implemented based on the outcomes of these meetings.

Additional comprehension intervention

Target readers and daily readers

Inference skills

Bespoke Phonics intervention

Beat dyslexia/Apples and Pears

Raised profile of reading across school through:

Sharing of high-quality class reads

High quality reading displays in classrooms and corridors

Investment in new books for class libraries

Introduction of Dynamo Maths Intervention.

Bespoke writing intervention, focussing on grammar skills.

All children in the lowest 20% attainment category in each cohort are daily readers.

### Desired outcome:

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

All disadvantaged pupils will meet national expectations for attendance/persistent absence. Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.

### Impact:

Staff have a developing awareness of interventions which best support children These are well measured and reported allowing teaching staff to adapt approaches quickly in response to any challenges or barriers to learning.

High quality 1:1 sessions with identified children have shown increased attainment and progress. Attitudes to learning and social relationships in school are good.

Leaders have worked with individual families to access support with attendance on a regular basis. They have offered support and guidance to help remove any potential barriers for lack of attendance.

<b>Category</b>	<b>Total</b>	<b>Authorised</b>	<b>Unauthorised</b>
Whole School	93.92%	5.38%	0.7%
FSM	92.28%	7.5%	0.22%
PPG	93.08%	6.24%	0.68%
SEN	92.6%	7.09%	0.31%