

Pupil premium strategy statement – Whitehill Primary school 2024-25

Review July 2025. 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.

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It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	July 14th 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Angela Carpenter
Pupil premium lead	Heather Weston
Governor / Trustee lead	Dr C Daw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£276,760

Part A: Pupil premium strategy plan

Statement of intent



Our aforementioned vision encapsulates our intentions as a school.

Whitehill Primary School is a community where we all work hand in hand with the families to ensure that our children have the very best of starts. We are proud of, celebrate, value and embrace the rich diversity within our school and beyond. We strive to assist every child so that they feel safe, have the confidence and resilience to make and learn from their mistakes and to overcome any difficulties. We want all of our students to discover the joy of friendships and the joy of learning, to develop into well rounded individuals who can thrive academically and socially and ultimately contribute positively to the world, succeed throughout life and fulfil their dreams without limits.

All children are entitled to access a broad and balanced curriculum that enables them to make progress, so that they achieve their best, become confident individuals, live a fulfilling life and make a successful transition into adulthood.

Overcoming barriers to learning is at the heart of our Pupil Premium strategy. As a school, we aspire for all children to make progress and recognise that some may be disadvantaged and would benefit from additional support.

We recognise that the strategies we adopt to assist those who are disadvantaged in some way may be beneficial to others and therefore the following strategy is not exclusive to one group.

At Whitehill Primary School, our goal is for disadvantaged pupils to progress and attain in line with that of non-pupil premium pupils.

We intend to achieve this through quality first teaching and increased opportunities for pupils to access inspirational learning. Our aim is that all learning opportunities are accessible for every pupil and meet their learning needs.

We will continue to offer a wide range of extracurricular activities and enrichment opportunities to broaden the ambitions of our disadvantaged children and their families.

We aim to work in conjunction with our parents to raise the expectations for our children and engagement in their child's learning. In doing this, we aim to have a positive impact upon the academic ability, mental health and well-being of our children.

We provide pastoral support for vulnerable families. We also aspire to increase the attendance, especially of our disadvantaged pupils by working with children and their families to ensure they are supported.

Everyone in the Whitehill Family should feel valued, included and equipped to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Poor Language Skills - making the curriculum difficult to access
3	Lack of parental engagement with the school
4	Limited access to life experiences
5	SEMH related - Limited resilience, anxiety, poor wellbeing and safeguarding
6	Limiting 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
1. <i>Attendance for both disadvantaged and non-disadvantaged pupils are closer aligned.</i>	Improvement in attendance data year on year with it aligning at the minimum with National data.
2. <i>All those pupils who through screening have been identified as having language difficulties at the end of year 2, will make progress that is in line with their peers. Therefore, closing any attainment gap.</i>	Benchmark language screening data identifies key groups for whom through intervention attainment will become closer to age related expectations.

3. <i>To increase parental engagement at parents' evening and events where student learning is celebrated and shared to 80%.</i>	Parental attendance data will show at minimum a 20% increase from the 2024 data.
4. <i>To ensure that all students have had access to swimming, gymnastics, Forest School, music tuition, excursions and a residential trip by the time that they leave in year 6.</i>	Tracking sheet will identify that provision has been offered.
5. <i>To measure and actively improve the students' mental health by at least 15% across the school.</i>	A benchmark pupil survey will be used to measure impact.
6. <i>End of Key Stage 2 attainment is to match National Standards at the very minimum.</i>	Key Stage 2 data with a focus on those in disadvantaged groups.

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: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment and retention payments for teachers.</i>	To attract teaching staff when we are struggling to compete with fringe schools.	1, 5 & 6
<i>Teaching staff CPD that has a focus on pedagogy and language development.</i>	Lots of our observations and data indicates that poor language is a barrier to our students progress and attainment.	2, 5 & 6
<i>Jolly Phonics Resources and top up training for new Staff Training Purchased To improve the impact of synthetic phonics teaching so that a greater number of pupils are Reading and accessing the curriculum. Release time for the Phonics Lead to carry out</i>	Jolly Phonics Resources and Whole Staff Training Purchased To improve the impact of synthetic phonics teaching so that a greater number of pupils are Reading and accessing the curriculum	2, 3, 5 & 6

<i>interventions and monitor to ensure improvement.</i>		
<i>Forest School Training for staff and release time for the PE Lead to support</i>	Benefits of Forest widely known for improving mental health, physical fitness, engagement and attendance.	1,2,4,5 & 6
<i>Upskilling the HLTAs and TAs so that they have a greater impact on the groups of children that they work with.</i>	EEF research evidence has proven the impact of support staff training on all pupils' learning outcomes	1, 2, 3, 4, 5, & 6

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

Budgeted cost: £ 48,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for staff to organise, resource and deliver parent workshops and events whereby parents can be actively involved in their child/ren's learning.	A priority identified by Ofsted. We need greater engagement if we are to increase aspiration and better support for our pupils.	1, 2, 3, 4, 5 & 6
Nuffield Early Language Intervention According to EEF, NELI appeared to have a positive impact on children's language skills: Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading	Nuffield Early Language Intervention According to EEF, NELI appeared to have a positive impact on children's language skills: Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading	2, 5 & 6
Purchase Language Link Screening materials.	The EIF Research. Observations and internal data suggest that pupil success	2,5 & 6

	is being hampered by poor language acquisition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 172,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining our play therapist , Draw and Talk, ELSA, Duggy the Therapy Dog, EBSA training and Counselling offer.	The Association for Play Therapy's research has indicated that such an approach is effective in reducing long term mental health issues. There is thus an expectation that play therapy will reduce the number of children with long term mental health issues. Raising the profile of wellbeing with the school. Contributing to removing barriers to learning.	1,4,5 & 6
Maintaining access to our Speech Therapist.	This service is unavailable through the NHS and we have a high level of need with a waiting list for access.	2,4,5 & 6
trips and residential, wrap around care	All children are given the opportunity to take part in activities that extend the curriculum. Add cultural capital	1,2,3,4,5 & 6
Recruitment & Retention- Family & Pupil Support Partner	Increased parental engagement and links with SENCO/Student Support/ Family & Pupil Support Partner to provide help and support for children and parents	1,2,3,4,5 & 6
Retention- Student Support Assistant	Increased parental engagement and links with SENCO/Student Support/ Family & Pupil Support Partner to provide help and support	1,2,3,4,5 & 6

Total budgeted cost: £ 276,760

Part B: Review of the previous academic year - To be completed in July 2025

Outcomes for disadvantaged pupils

1. Attendance for both disadvantaged and non-disadvantaged pupils are closer aligned.

Comparative Attendance Data

Term	Whole School Attendance %	Percentage Increase / Decrease	Term	Pupil Premium Attendance %	Percentage Increase / Decrease	Term	SEND / EHCP Pupil Attendance	Percentage Increase / Decrease
Autumn 2023 - 2024	92.8 %	- 0.2 %	Autumn 2023 - 2024	89.5 %	- 0.4 %	Autumn 2023 - 2024	92.4 %	- 3.7 %
Autumn 2024 -2025	92.6 %		Autumn 2024 -2025	89.1 %		Autumn 2024 -2025	88.7 %	
Spring 2023 - 2024	90.5 %	+ 1.6 %	Spring 2023 - 2024	85.8 %	+ 2.1 %	Spring 2023 - 2024	91.1 %	- 5.5 %
Spring 2024 -2025	92.1 %		Spring 2024 -2025	87.9 %		Spring 2024 -2025	85.6 %	
Summer 2023 - 2024	91 %	+ 1.0 %	Summer 2023 - 2024	86.1 %	+ 3.0 %	Summer 2023 - 2024	91.2 %	- 2.5 %
Summer 2024 - 2025	92 %		Summer 2024 - 2025	89.1 %		Summer 2024 - 2025	88.7 %	
Overall 2023 -2024	91.4 %	+ 0.9 %	Overall 2023 -2024	87.2 %	+ 1.5 %	Overall 2023 -2024	91.6 %	- 4.0 %
Overall 2024 -2025	92.3 %		Overall 2024 -2025	88.7 %		Overall 2024 -2025	87.6 %	

Overall attendance has improved since last year and is moving closer to both Local and National Averages. The attendance of our Pupil Premium students has improved since last year and is moving closer to that of the whole school however, there is still room for improvement where overall and Pupil Premium attendance is concerned. Our SEND pupils' attendance remains a concern and needs to be a focus of further improvement work.

2. All those pupils who through screening have been identified as having language difficulties at the end of year 2 , will make progress that is in line with their peers. Therefore, closing any attainment gap.

By comparing this academic year's progress rates for Years 3, 4, 5 and 6 with last and specifically comparing the progress of our children who have been identified with a speech, language or communication need to the wider cohort, it is evident that the progress rates have improved since last year. The progress rates of our children with speech, language or communication needs are improving; however, there are fewer of these children who make greater than expected progress when compared to the wider cohort. Attainment for our children with speech, language or communication needs remains a concern.

3. To increase parental engagement at parents' evening and events where student learning is celebrated and shared to 80%.

For the academic year 2023-2024, on average 16 students' parents in each class turned up to parents' evening. For this current 2024-2025 academic year, on average 20 students' parents in each class turned up to parents' evening. This is an approximate increase of 14% with current engagement sitting at 67%. Class Assemblies, our STEAM fair, Art exhibitions, Sports' Days were well attended. Recent Maths Workshops were also well attended. Our SEND and Phonics workshops had less uptake. We will review the content and timings of these events to explore if this has been a barrier to attendance. There is still more work to do here.

4. To ensure that all students have had access to swimming, gymnastics, Forest School, music tuition, excursions and a residential trip by the time that they leave in year 6.

All years from Nursery to year 6 have had regular access to outdoor learning including Forest Schools, balance bikes, bikeability and outdoor art. Years 1, 2, 3, 4, 5 and 6 have had a term's worth of weekly Forest School. Forest School After School and Holiday Clubs have also run for the students. During their time at Whitehill, all of our Key Stage 2 students (Year 4 up) have had access to swimming and gymnastics lessons. Year 3 will have access next academic year. Year 5 and 6 students have benefitted from ukulele tuition. Next year, year 4 will have the benefit. Year 4 and up have had access to residential trips over the last two years. Every year group has had at least one excursion to support their learning this academic year and in addition, local activities and events have also taken place.

5. To measure and actively improve the students' mental health by at least 15% across the school.

We now have a mental health and well-being policy, key staff have had EBSA training and continue to offer a range of resources to support students with their mental health and well-being. We have also had more external support from the NHS and Kooth. The long-term absence of the mental health lead has meant that the measuring and baselining of mental health within the setting has not been actioned and as such, we presently are unable to quantify the impact of interventions.

6. End of Key Stage 2 attainment is to match National Standards at the very minimum.

Our current year 6 are the year group that historically were most impacted by the Covid 19 Pandemic and throughout their time at Whitehill, their attainment has maintained for reading and improved for Writing and Maths from significantly low starting points.

Please see the chart below:

All Year 6 Classes	% Securely at or Higher than the Expected Standard at the End of Key Stage 1 SATs	% Securely at or Higher than the Expected Standard in Term 4 (2025)	% Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs	Increase (+) of Decrease (-) of No Change (=) since Term 4 (2025)	Increase (+) of Decrease (-) of No Change (=) since End of Key Stage 1 SATs	National Average % Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs	Local Average % Securely at or Higher than the Expected Standard at the End of Key Stage 2 SATs
Reading	52.8 % (47 students)	45.6 % (41 students)	58.9 % (53 students)	+ 13.3 % (12 students)	+ 6.1 % (6 students)	75.1 %	74.4 %
Writing	0% (0 students)	26.7 % (24 students)	52.2 % (47 students)	+ 25.6 % (23 students)	52.2 % (47 students)	72.3 %	72.5 %
Grammar, Punctuation & Spelling			54.4 % (49 students)			72.6 %	68.6 %
Maths	35.9 % (32 students)	34.4 % (31 students)	55.6 % (50 students)	+ 21.2 % (19 students)	+ 19.7 % (18 students)	74.4 %	71.3 %

All Year 6 Classes	% Securely Higher than the Expected Standard at the End of Key Stage 2 SATs	National Average % Securely Higher than the Expected Standard at the End of Key Stage 2 SATs	Local Average % Securely Higher than the Expected Standard at the End of Key Stage 2 SATs
Reading	22.2 % (20 students)	33.4 %	34.7 %
Writing	8.9 % (8 students)	12.8 %	15.0 %
Grammar, Punctuation & Spelling	22.2 % (20 students)	29.6 %	24.8 %
Maths	21.1 % (19 students)	25.3 %	24.6 %

This aspirational target for Key Stage 2 sadly is not yet met. We have this year however exceeded National and Local Averages for the Key Stage 1 Phonics Screening Check and also the Reception Profile outcomes and we will look to get closer to National Standard in future years as the impact of some of the aforementioned new teaching strategies and approaches filter through the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.