

Pupil premium strategy statement

This statement details our school's use of pupil 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	Whitemoor Academy
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	32.96%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Dec 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K Middlemore
Pupil premium lead	G Hooper
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,620
Recovery premium funding allocation this academic year	£0
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	£30,620

Part A: Pupil premium strategy plan

Statement of intent

At Whitemoor Academy, our intention is that all pupils make good progress and achieve highly across all subject areas.

When children leave Whitemoor at the end of Year 6, our aim is that, irrespective of their background, they will all possess an enthusiasm for learning. They will have acquired a rich vocabulary so that they can articulate their thoughts, ideas and experiences with confidence and they will leave with fond memories of their time at our school in the knowledge that they were supported in all aspects, by all staff, from their learning to their social and emotional well-being. Above all, we aim to ensure that they have had an equal opportunity to access the activities that enrich their curriculum and give their learning real-life contexts and experiences that they will treasure.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, this strategy has been developed.

For disadvantaged pupils at Whitemoor Academy, our ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning. Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff closely monitors the progress of PP pupils in their class. The progress of PP children is overseen by our PP Lead/ Head of School who conducts termly progress reviews with the class teachers. Timely support, whether it is academic or emotional, is offered by highly trained staff.

High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged pupils in our school. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We also aim to achieve this by further educating our staff to identify and address gaps and barriers to learning, promoting a love of learning, and supporting our disadvantaged pupils socially and emotionally through TIS support.

The key priorities are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of KS2.

- To strive for disadvantaged pupils to exceed nationally expected progress rates in order to reach ARE at the end of Year 6 and are therefore ready to access the next stage of their education successfully.
 - To ensure that disadvantaged pupils are supported with their emotional and wellbeing needs in order to develop resilience and independence in later life.
- Our strategy is integral to wider school plans.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing and maths in KS1 and KS2.
2	Poor oral language skills and vocabulary
3	Emotional and mental wellbeing – children do not adapt well to adversity and show low levels of resilience and independence.
4	Cultural capital – breadth of experiences & low aspirations and expectations

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
Consistent, sustained and accelerated progress in Reading, Writing and Maths.	PP children to make the same progress as non - PP children. A higher % of PP children achieve the expected standard in RWM by the end of KS2.
Improve oral language skills for all PP children particularly in EYFS.	PP children in EYFS able to express their needs better year on year. Pupils in Reception and beyond to have a wider vocabulary including subject specific vocabulary. Pupils to make increased progress due to this improved vocabulary and understanding. Pupils across the school to have improved oracy skills leading to improved academic outcomes but also improved confidence and wellbeing.

Improved emotional resilience and independent skills	Children able to adapt better to adversity. Children able to manage emotions successfully in order to access learning. Children to be less reliant on adults to access their learning. Motional profile scores improved.
Raised aspirations and expectations from all stakeholders	Families feel well supported and invested in their child's education Pupils feel a sense of achievement and have future aspirations through equality of access for all children and development of cultural capital through access to a rich and vibrant curriculum

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: £5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of WellComm in EYFS and RWI with online subscription across EYFS/KS1 and some of KS2.</p> <p>Training for staff in the above.</p>	<p>Delayed language skills lead to under-performance later in life. WellComm assessments identify pre-school and primary school children who are experiencing barriers to speech and language development so that support can be put in place.</p> <p>Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Whole school RWI training and leadership training to ensure consistency across school regarding the teaching of phonics. Children to have the ability to work more independently as they grow in confidence.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
All pupils have access to quality first teaching.	Research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on	1,2,3

Regular CPD for all staff.	<p>the most disadvantaged pupils, including from EEF.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continue to purchase Grammarsaurus and use this to structure teaching of grammar across the school.</p> <p>Regular CPD for staff for this.</p>	<p>Poor understanding of grammar rules throughout the school – The EEF state that an improved understanding of grammar leads to improved writing outcomes.</p> <p>Grammar for Writing EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Release time for Teaching Assistants to attend regular in-house training / CPD to improve subject knowledge and confidence.	<p>EEF research on support staff delivering targeted interventions in 1-1 or small group settings shows a consistent impact on attainment of approximately 3-4 additional months progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Tas need to be well supported in order to do this effectively:</p> <p>RWI weekly CPD sessions delivered by reading lead.</p> <p>Regular maths/SEND CPD sessions delivered by maths lead/SENDCo.</p> <p>Grammarsaurus training</p> <p>Whole school TIS training update to support with emotional wellbeing.</p>	1, 2, 3
Purchase of standardised diagnostic assessments.	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.	1,2,
Teachers encouraged to pursue career development opportunities and	There is a correlation between high quality CPD for teachers, higher quality teaching and better outcomes for pupils:	1, 2, 3 & 4

share good practice to drive standards e.g. MA in Education, NPQH. Same for TA's e.g. HLTA courses.	The effects of high-quality professional development on teachers and students: a cost-benefit analysis (epi.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support and interventions from TAs for those not achieving, or on track to achieve ARE in RW or M.	Small group intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. TAs to support in the classroom to aid the quality first teaching. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Use of Rosenshine's principles of retrieval practice and questioning to improve retention of learning. Training for all staff to support this.	Retrieval practice to continue to used as a strategy to rehearse already learned information by retrieving it from memory thereby supporting children to remember more. Barak Rosenshine's 'Principles of Instruction' - CIRL (etoncollege.com) Build on this in 2024-25 with further training on modelling and questioning.	1,2,3
Pre-teaching across all year groups to be implemented.	Evidence suggests that pre-teaching can lead to increased confidence in lessons which correlates with increased engagement and participation. This leads to a deeper understanding in lessons and a wider impact into other subject areas. Supporting-children-to-actively-participate.pdf (babcockldp.co.uk)	1, 2,3

Whole school implementation plan for oracy.	Staff training from Aspire oracy lead. Oracy lead appointed in school to work alongside English lead to develop and deliver a strategy for oracy at Whitemoor. Why Oracy Matters - Voice 21	1,2,3
Continue to develop use of Wellcomm to ensure use of language and communication support is sustained through the year, with a focus on developing vocabulary.	EEF, Ofsted and Sir John Dunmore have all identified this as a high impact, low cost strategy. EEF noted that those starting school need more support with communication and language development due to lockdown periods as a consequence of Covid-19. Oral language interventions EEF	1,2,3
Number Sense TTRS	This programme aims to develop confidence and flexibility with number and fluency in addition and subtraction facts through EYFS, KS1 and beyond. TTRS to be used in KS2 for continued multiplication fact knowledge.	1,2
Accelerated Reader	According to an independent “study by the EEF and Durham University, Accelerated Reader produces “particularly positive effects.” <i>“The internet-based programme increased pupils’ reading age. “The effect on low-income pupils, three additional months in just 22 weeks, was even greater, with their reading age improving by five additional months simultaneously.”</i>	1

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional small group support for pupils in Years 5 and 6 to ensure they are 'secondary ready'</p>	<p>EEF states that transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.</p>	<p>1,2,3,4</p>
<p>Trauma Informed Schools (TIS) practitioners identified and trained to lead TIS as a whole-school approach including whole school mindfulness activities.</p> <p>TIS practitioners released daily and TIS Lead released weekly to support pupils with their social and emotional well-being.</p>	<p>There is extensive evidence associated with improving child emotional and social skills with improved academic outcomes. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Self-Regulation in the Early Years - Sutton Trust</p> <p>Evidence-for-Mindfulness-Impact-on-school-staff.pdf (mindfulnessinschools.org)</p>	<p>3, 1,2</p>
<p>A wide range of high-quality opportunities on offer for children. e.g. music festival, theatre visits, wellbeing club and nurture groups.</p>	<p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 4</p>
<p>Work with allocated Educational Mental Health Practitioner (EMHP) from the NHS Mental Health Support Team</p>	<p>2017, Government Green Paper for Transforming children and young people's mental health, which detailed proposals for expanding access to mental health care for children and young people, building on the national NHS transformation programme. The proposals were focused on providing additional support 3 9 through schools and colleges and reducing waiting</p>	<p>3, 4</p>

	times for treatment. The Department of Health and Social Care and the Department for Education published its Response to the Children and Young People's Mental Health Green Paper Consultation.	
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Total budgeted cost: £ 30,350

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	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>Improve oral language skills for all PP children particularly in EYFS.</p>	<p>Training for staff in RWI with online subscription to RWI</p> <p>Pre-teaching across all year groups to be implemented.</p> <p>Release time for Teaching Assistants to attend regular in-house training / CPD to improve subject knowledge and confidence.</p> <p>Development of whole school arts curriculum. Introducing Arts participation for all children as part of the curriculum.</p>	<p>Successful early identification of children in need of support in place using baseline data and RWI assessments.</p> <p>Increased referrals to SALT. TA SALT support in place in school. Whole school training still required in year 24-25 due to changes in staffing and gaps in KS2 knowledge – implementation of fast track/tuition.</p> <p>Introduction of WellComm to support assessments and Grammarsaurus in 23-24 to target specific grammar concerns. This will continue in 24-25 and needs to be assessed.</p> <p>Parent communication and open sessions to inform parents about how we teach phonics are in place and have been well attended. Phonics scores in line with NA.</p>

		<p>Whole school Arts Participation approach ensures that oral language skills continue to develop beyond EYFS. This needs to be developed as it hasn't been embedded yet.</p> <p>TA release time is in place for RWI and is protected time. Further opportunities for release time required for new initiatives.</p>
Improved emotional resilience	<p>Trauma Informed Schools (TIS) practitioners identified and trained to lead TIS as a whole-school approach including whole school mindfulness activities.</p> <p>TIS practitioners released daily and TIS Lead released weekly to support pupils with their social and emotional well-being.</p> <p>Training for children to become Young Mental Health Champions and TA trained as Senior Mental Health lead.</p> <p>TA support for children with SEMH needs.</p> <p>Investment in sport to support children's resilience.</p>	<p>Whole school TIS approach embedded to support children's emotional resilience. <i>Motional assessments show an improvement.</i></p> <p>Further training to support children's emotional regulation in KS2.</p> <p>Senior Mental Health Lead role was assigned to TA. This was challenging and therefore a second member of staff has also been trained to support with this. <i>Reduction in My Concern logs due to challenging behaviour.</i></p> <p>Specific Trauma Informed School sessions enabled pupils to cope with stress and adversity whilst managing their emotional reactions with an increased success. This will continue.</p>

		<p>Positive impact of individualised planned interventions.</p> <p>TA supported pupils with SEMH or SEND needs in order for pupils to successfully attend enrichment opportunities.</p> <p>Embedded PSHE curriculum offer across the school. Further training took place and teachers are confident in delivering this part of the curriculum.</p>
<p>PP children to be engaged in learning and able to work independently</p>	<p>Targeted support and interventions for those not achieving, or on track to achieve ARE in RW or M.</p> <p>Pre-teaching across all year groups to be implemented.</p> <p>Interventions in place for children identified as not on track – 1:1 tuition.</p> <p>Whole school metacognitive approach.</p>	<p>Interventions closed gaps in learning leading to children able to work more independently</p> <p>Embedded use of summative and formative assessment used to identify gaps in learning (including in foundation subjects).</p> <p>Assessments, alongside moderation used to track progress of children, with all staff being aware of data of PP children.</p> <p>Teachers create a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can access the best possible teaching.</p>

<p>Increase PP attendance rate and work with families to ensure strong home/school links.</p>	<p>PSA to work with families and pupils on increasing attendance and engagement with school life. PSA to lead parental engagement strategy.</p> <p>Increase in parental communication.</p>	<p>Parents have access to practical strategies to support learning at home.</p> <p>Sustained and intensive support offered and in place where needed.</p> <p>Sustained and developed parental information opportunities. (Parents evening etc).</p> <p>Personalised communication evident in places.</p> <p>PP attendance in 2023-24: 91.3% / 25% PA</p> <p>Non-pp Attendance = 93.5% / PA = 17%</p> <p>This is an increase from 2022-23.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Trauma Informed Schools training	TIS UK
SCARF	Coram Life
Number Sense	Number Sense Maths
Wellcomm	GL Assessment
White Rose Resources	White Rose Premium
Motional	Motional

Grammarsaurus	Grammarsaurus
Read Write Inc	Ruth Miskin Literacy
Accelerated Reader	Renaissance