

# Whinmoor St. Paul's C of E (VA) Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Whinmoor St. Paul's
Number of pupils in school	201 (not including nursery pupils)
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027 This statement covers 2024-25
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L. Vaughan
Pupil premium lead	M Smith
Governor / Trustee lead	R. Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£48,480

# Part A: Pupil premium strategy plan

## Statement of intent

At Whinmoor St Paul's we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to '*Let their Light Shine.*' We have a loving, caring community, underpinned by our Christian ethos, in which everyone, regardless of our differences, feels valued, nurtured and secure.

We have very high expectations and aspirations for our children regardless of their starting points. We are proud of the happy, safe and 'magical' environment we have created. We aim to prepare all children for a future full of learning which will enable them to play a full and active part in the world they inherit.

We passionately believe that all our children must be given the tools to quickly learn to read, write, spell and use maths with confidence. We know the value of quality teaching and learning in the Early Years, with a particular emphasis around oracy for every child; this forms the basis for future success. We want our children to make good progress and achieve well across all subject areas, whilst developing a love of learning. Quality first teaching is central to our approach with professional development and leadership at all levels focusing on areas in which disadvantaged pupils require the greatest support. By focusing on our disadvantaged pupils and driving forward the quality of their provision and progress, we intend to improve the offer for all pupils and in turn raise attainment and progress for all.

Leaders share analysis of data and identification of underachieving pupils to ensure a shared understanding of strengths and weaknesses across school. Decisions pertaining to improvement strategies are research-led, with the aim of creating the greatest impact and sustained improvement.

We strive to work with parents/carers, alongside outside agencies (where necessary), to ensure all children receive the help and support they need to attain and make great progress – and transition to the next stages of learning with the skills and confidence to be successful. A broad, balanced and differentiated curriculum to support all learners (covering all areas of the National Curriculum) enhanced by additional art, dance and drama projects, educational and residential visits, sporting and musical opportunities (Cultural Capital) is at the heart of our vision, always underpinned by high quality provision in terms of teaching and learning.

At WSP we always strive to understand our pupils and consider the challenges faced by children and families deemed to be vulnerable and/or disadvantaged and do our utmost to enable them to access the curriculum through quality first teaching. We look at wider vulnerabilities, including social care involvement, poverty, young carers and

other factors which disadvantage our pupils. We take account of contextual safeguarding concerns and work with local PCSOs to help reduce the risks posed to children.

With our focus on quality first teaching, approach to assessment and deployment of teaching and support staff, we intend to narrow the gap between disadvantaged and non-disadvantaged pupils.

We know that success and achievement in reading (instilling that Love of Reading) beyond primary school is rooted in children learning to and engaging with reading at an early age; we have invested in the Little Wandle Phonics Programme to support us in achieving this. Through continued CPD and coaching, we continue to embed the use of the scheme and with strict fidelity to the scheme we are developing high quality and consistent teaching of early reading. Our whole school focuses on the 'Love of Reading' aims to instil 'Reading for Pleasure', putting reading at the heart of the curriculum and have a thorough understanding of our children's reading identities, ensuring that children are exposed to a range of high quality texts – believing if children have the 'love of reading' then they will develop the skills needed to read – as evidenced by the research carried out by Teresa Cremin and shared through the Open University.

Additional support will focus around:

- attendance
  - Working Together to Improve School Attendance
  - in-line with the major national drive to improve school attendance – *Moments Matter, Attendance Counts*;
- physical and mental health and wellbeing;
- evidence based learning interventions to close gaps;
- financial support, for instance subsidised support to enable children to access rich, cultural experiences (Cultural Capital).

Our approach is pro-active and is underpinned by evidence based research – in particular, 'The Education Endowment Foundation Teaching and Learning Toolkit.' (EEF). The approaches we adopt complement each other and support our children to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged pupils have lower educational starting points on entry.
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, more prevalent among our disadvantaged pupils than their peers.
3	Low attainment on entry to the Early Years Foundation Stage across all areas, more prevalent among our disadvantaged pupils than their peers.
4	Low attendance/lateness levels for those children of families who are identified as disadvantaged/hard to reach/vulnerable.
5	More behavioural/pastoral issues among those children identified as disadvantaged – more support needed to access learning.
6	Difficult family life/lack of routines/social care involvement more prevalent for those families who are identified as disadvantaged/hard to reach.

## 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
Improved progress in Reading	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores, or better, in reading.
Improved progress in Writing	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores, or better, in writing.
Improved progress in Mathematics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores, or better, in maths.
Improved progress in Phonics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores, or better, in the phonics screening check.

Other	Ensure attendance of disadvantaged pupils improves (aim for 95%).
-------	---

## 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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist (SALT) to screen and deliver language support across all phases. School will fund purchase of resources as/when necessary and ongoing additional staff training/release time.	<p>Oral Language interventions can have a positive impact on pupils' language skills.</p> <p><i>There is evidence to suggest that children from lower socio economic backgrounds are more likely to be behind their more advantaged counterparts. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i></p> <p><i>Evidence suggests that the use of this strategy can gain an extra 6 month progress for pupils.</i></p> <p><a href="#"><u>EEF Toolkit – Oral Language Intervention</u></a></p>	1, 2, 3, 5
Ensure class teachers and learning support assistants have access to quality CPD to improve practice in core subjects (An emphasis on English, with a key focus on reading continues this year).	<p><i>We can see that the average student makes significantly greater progress as we improve the quality of teaching, but that this effect is magnified for pupils from disadvantaged backgrounds. (The Sutton Trust)</i></p> <p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (DfE 2021)</p>	1, 2, 3, 5

Support staff identified and trained to provide specific SEND programmes such as SALT (speech and language therapy), ERS, Lego therapy, Intensive Interaction etc.	<p><i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</i></p> <p><i>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes</i></p> <p><a href="#"><u>EEF Toolkit – Teaching Assistant intervention</u></a></p>	1, 2, 3, 5
--	--	------------

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation and staffing of a sensory provision area to cater for the growing sensory and SEMH needs within our pupil body. This activity helps ensure that children are in a better position to learn within the classroom.	<p><i>Engaging in social and emotional learning can support up to 4 months additional progress for those pupils at risk of underachieving.</i></p> <p>“The evidence suggests that how SEL (Social and Emotional Learning) is adopted and embedded really matters for children’s outcomes.” Sir Kevan Collins</p> <p><a href="#"><u>EEF prioritising social and emotional learning</u></a></p>	5, 6
Ensure 1-1 and small group interventions are in place to support access to the core curriculum and appropriate challenge.	<p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> <p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><a href="#"><u>EEF Toolkit – Small Group Tuition</u></a></p>	1, 2, 3, 5

Targeted intervention and group work to address any potential underachievement. Interventions/pre/post teaching to be delivered by teachers and Support Staff.	<p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> <p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><a href="#"><u>EEF Toolkit – Small Group Tuition</u></a></p>	1, 2, 3, 5
Increased support staff time allocated across school to support the delivery of Individual Provision Maps and support plans.	<p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> <p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><a href="#"><u>EEF Toolkit – Small Group Tuition</u></a></p>	1, 2, 3, 5
Appropriate number of staff allocated to EYFS/KS1 to support the successful delivery of the Little Wandle phonics scheme and raised phonics outcomes in EYFS/Y1 and beyond.	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><a href="#"><u>EEF teaching and learning toolkit - phonics</u></a></p>	1, 2, 3
Online programmes to support home learning, for instance Mathletics, SPAG.com, NumBots. TT Rockstars.	<p>Effective homework/home learning can support up to 5 months additional progress.</p> <p><a href="#"><u>EEF teaching and learning toolkit homework</u></a></p>	1, 2,

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

Budgeted cost: £ 8,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure food is readily available in all classes to support children having breakfast.	<p>Breakfast can boost pupil's reading, writing and maths results by the equivalent of two months' progress over the course of a year</p> <p><i>EEF evaluation of schools breakfast clubs</i></p>	6



<p>New attendance lead in post from September 2024.</p> <p>Following the updated guidance from the government to improve school attendance.</p> <p>Working with families and support from LA to improve attendance, especially for those identified as persistently absent in 2023-24.</p>	<p>A clear link between attendance and outcomes for pupils.</p> <p><a href="#"><u>Working Together to Improve School Attendance</u></a></p> <p><a href="#"><u>EEF blog: Taking a tailored approach to improving attendance</u></a></p> <p><a href="#"><u>EEF: Supporting school attendance</u></a></p>	<p>3,4,5</p>
<p>Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school and subsidise school trips and residential visits for those children deemed disadvantaged, to widen experiences available to them. This will increase opportunities and build self-esteem.</p>	<p>Engagement in the arts can increase engagement and support up to 3 months additional progress.</p> <p><a href="#"><u>EEF teaching and learning toolkit – arts participation</u></a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Additional CPD for teaching and support staff to include ‘Commando Joe’ training – with an emphasis on supporting pupils to develop ‘Character’ – a set of attitudes, skills and behaviours such as self-control, confidence, social skills, motivation and resilience.</p> <p>Additional support over lunchtimes</p>	<p>Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p> <p><a href="#"><u>EEF prioritising social and emotional learning</u></a></p> <p><a href="#"><u>Improving behaviour in schools (Particularly recommendations 2, 3 and 4. These links to our use of Class Dojo as a way of recognising and rewarding learning behaviours.)</u></a></p>	<p>5, 6</p>



running clubs and sports. (Linked to Wider Strategy)		
Buy additional extended services and inclusion support for families deemed vulnerable and hard to reach and for those children at risk of disengagement and underachievement.	<p><i>Engaging in social and emotional learning can support up to 4 months additional progress for those pupils at risk of underachieving.</i></p> <p>“The evidence suggests that how SEL (Social and Emotional Learning) is adopted and embedded really matters for children’s outcomes.” Sir Kevan Collins</p> <p><a href="#"><u>EEF prioritising social and emotional learning</u></a></p>	4, 5, 6
Increased staffing in the Forest School provision to support emotional wellbeing and develop the experiences offered to our most vulnerable pupils.	<p><i>“The knowledge base shows that exposure to natural spaces – everything from parks and open countryside to gardens and other greenspace – is good for health.” Sustainable Development Commission.</i></p> <p><a href="#"><u>Children in the Outdoors A literature review</u></a></p>	2, 4, 5, 6
Use of a reward system (Class Dojo) in school to recognise pupils’ achievement and reinforce the link between school and home.		

**Total budgeted cost: £51,525 of which £48,480 is funded.**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Statutory data related to summative assessment across 2024-25 evidences the following outcome for those pupils who receive pupil premium funding:

#### **EYFS:**

There were 6 children eligible for pupil premium funding in 2024-25. Some of these children were assessed as working below expected levels within the first few weeks of learning. At the end of the academic year, 3 of the 6 children achieved a Good Level of Development (GLD). The other 3 children all made progress from baseline (data held in school) and achieved in some areas of the Early Learning Goals (ELG).

All children continue to receive small group and 1-1 support in Year 1.

#### **Year 1 Phonics Screening:**

There were 5 children classed as pupil premium. Of these five children, 40% achieved expected standard. For the three who did not achieve expected standard, additional phonics support is in place in Y2. This support/robust intervention adheres to the Little Wandle Programme. Targeted support around gaps in learning, attendance and well-being, for families classed as vulnerable, is documented in school.

#### **Year 6 Statutory Outcomes:**

There were 5 pupils classed as pupil premium in Year 6 in 2024-25.

- In reading, 20% (1 out of 5 pupils) met the end of KS2 expectations.
- In writing, 80% (4 out of 5 pupils) met the end of KS2 expectations.
- In maths, 40% (2 out of 5 pupils) met the end of KS2 expectations.
- In the Grammar, Spelling and Punctuation test, 60% (3 out of 5 pupils) met the expected standard.
- In reading, writing and maths combined, 20% (1 out of 5 pupils) met the expected standard in all three subjects.

#### **In-school Data:**

Data outcomes across 2024-25 evidence broadly similar progress for pupils classed as disadvantaged and non-disadvantaged, in terms of reading, writing and maths outcomes across school. Data reports and outcomes held in school.

### **Attendance:**

Across the year, attendance for those pupils classed as disadvantaged was 92.78% (87.4% in 2023-24) compared to 95.9% for all pupils. School will continue to work with families, children and outside agencies, as we strive to continually improve attendance. Our attendance target for all pupils in 2025-26 is 97%.

### **Wider Strategy:**

Across the year, school continued to provide a full range of wider experiences, with finance not being a barrier to taking part, for those pupils and families classed as vulnerable. Examples of these experiences include curriculum development days sports coaching in holiday time, visits to school by companies such as music tuition, Forestry School, a wealth of after school clubs and an end of year residential trip.

### **Family Support:**

School continues to work within the Seacroft Manston Cluster and provides additional support for disadvantaged and vulnerable families, including enhanced pastoral support, welfare checks, check-in phone calls, and school funded outreach work. Time is made to support parents and carers to resolve issues around housing and benefits, when necessary.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
SPAG.com	SPAG.com
Reading Comprehension Intervention	Bookmark Programme Providers
Ed Shed	Ed Shed
Times Tables Rock Stars and Numbots	Maths Circle Ltd