# Pupil premium strategy statement –East Whitby Primary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) and DfE’s [using pupil premium guidance](https://www.gov.uk/government/publications/pupil-premium), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | 72 (38%) |
| 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)** | 22/23  23/24  24/25 |
| Date this statement was published | Dec 2024 (review 23/24) |
| Date on which it will be reviewed | September 25 |
| Statement authorised by | Simon Smith |
| Pupil premium lead | Simon Smith |
| Governor / Trustee lead | Nicky Harland |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £97500 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £4800 |
| 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* | £101 500 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| For this academic year 23/24 the school received £97500 and £4800 for Recovery Premium to help us to close the gap in attainment between those less advantaged pupils and the school and national expectations of attainment.  At East Whitby, 38% of pupils attract the pupil premium funding. This is compared to around 25% nationally. This means our school has a significantly above average proportion of Pupil Premium children.  We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference. We are determined to equip our children with the life skills they will need in order to realise and fulfil their potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.  We know that nationally children from deprived backgrounds underachieve compared to their non-deprived peers. We aim to actively breakdown those barriers to enable ALL of our children to achieve age related outcomes, regardless of their social and economic status or family circumstances. Objectives: The strategy for spending the premium as rather than seeking to raise attainment of a small group, we are seeking the raise the attainment of the majority of the school population. The EEF state, “many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups” and we fully embrace this philosophy. Our spending of the Pupil Premium will raise attainment for ALL pupils.  We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.  Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers. As the EEF state, “Pupil Premium students are not a homogeneous group”. This is especially pertinent in our school, where we have over 70 Pupil Premium children. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, however we have a mixture of middle and high attaining pupils who also attract the Pupil Premium. The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy.  As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for teacher and support staff.  A significant part of that budget provides release time for our leadership team. Through increased leadership capacity, there is a sharp focus on the quality of pupils’ learning experiences. Our distributed leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. As a final principle, the EEF state, “The challenge of implementation means that less is more”. In line with this, we not have a huge number of actions in place; instead we focus on a smaller number of priorities to give them the best chance of success |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low baseline on entry to Nursery and Reception Attainment in reading, writing and maths on entry to EYFS for disadvantaged learners is low when compared to peers, both in school and nationally. |
| 2 | COVID-19 Impact: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |
| 3 | Language difficulties and limited vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Therefore a focus on Oracy through working with Voice 21 and the introduction of CHATTA were being followed |
| 4 | High levels of complex SEND: The academy has is a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH. 29% of our disadvantaged pupils are identified as having SEN compared to 9% of non-disadvantaged pupils. |
| 5 | Barriers to good attendance: Our attendance data for 2023-24 indicated that attendance among disadvantaged pupils was lower than it was for all pupils this gap had been reduced in 23/24. At the end of 2023-24, the overall rate of attendance was 92.3% for disadvantaged pupils, and 95.6% for non-disadvantaged pupils. Additionally, 21.0% of disadvantaged pupils were persistently absent, compared to 13.0% of non-disadvantaged pupils. This shows that attendance is still a significant barrier for our disadvantaged pupils. (this data is compounded by SEND pupils with often complex medical need) |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment for disadvantaged pupils at the end of Reception. | EYFS profile outcomes in 2024/25 shows that over 65% of disadvantaged pupils achieve a GLD (latest national average for disadvantaged – 51.6% |
| Improved attainment in reading for disadvantaged pupils at the end of Year 1 | Y1 PSC outcomes show that at least 80% of disadvantaged pupils pass the phonics screening check (latest national average for disadvantaged – 67%). |
| Improved attainment in reading, writing and maths for disadvantaged pupils at the end of KS1 & KS2. | KS2 reading and writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard in reading, writing and maths (last national data for disadvantaged was 44%). In each individual subject, at least 60% of disadvantaged pupils (latest national average) reach the expected standard. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations (including Wellcomm assessment) indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:  • The overall absence rate for all pupils being no more than 5.5% (provisional national average) and there will be no gap in attendance for our disadvantaged pupils.  • The percentage of all pupils who are persistently absent being below 15.2% (provisional national average) and the figure among disadvantaged pupils being no lower than their peers. |

## 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: £50000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide an extensive CPD programme to continue to develop quality first teaching across the whole school.  This to include:  • Voice 21 Oracy Project  • ‘The National College’ ondemand CPD subscription  • Early Reading – Full Little Wandle training training for new staff, and those new / returning to KS1. Ongoing LW training from the ‘portal’ and the partner development days  Training from the English Hub for identified individuals  Cost - £15,000 | The EEF Pupil premium guide states that improving quality first teaching should be the first priority  Additionally, in their book, “What Works?”, Major & Higgins (2019) detail ‘Improving Classroom Teaching’ as having a gain of +4 months on pupil attainment.  Major & Higgins recommend a series of evidenceinformed approaches that leaders should use to improve classroom teaching.  To this end, we are continuing to allocate a significant CPD budget of £10,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.  Specific courses are also backed up by evidence e.g. for LW phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months). | 1,2,3,4 |
| Provide release time for the Deputy Principal and the SLT to allow them to provide support to teachers to improve the quality of teaching across school.  Cost – £20000 | Building on the above evidence base, the Deputy and SLT have specific time (0.2 and 0.1 of the teaching week respectively) to support teachers in ‘Improving Classroom Teaching’. They use evidence-informed approaches to develop staff, based on the principles of the ‘Great Teaching Toolkit’, which is a synthesis of research in the field of teaching & learning | 1,2,3,4 |
| Provide release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school. Cost – £3000 | Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).  The Early Reading lead provides daily phonics training for all staff in line with the guidance in our SSP scheme (Little Wandle). This ensures that we are following the scheme with fidelity (which is also an evidence informed recommendation). | 1,2,3 |
| Provide the SENDCo with release time (equivalent to 0.2 FTE) to provide support teachers with provision for SEND children in the classroom.  Cost £12000 | The strategies and advice given by the SENDCO are based on the EEF report ‘Special Educational Needs in Mainstream Schools’,  This includes strategies such the EEF ‘five a day’ principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching. | 4 |

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

Budgeted cost: £32000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide release time 3 x teaching assistants on the afternoon to deliver targeted one-to-one reading tutoring using the Little Wandle Rapid Catch-up for children in Years 1, 2 and 3.  Cost – £17,000  This includes £2000 Covid recovery funding | One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). We follow the EEF recommendations, particularly, “for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, welltrained and supported – for example, delivering a structured intervention.”. We use the structured programme little Wandle Rapid Catch-up, and our tutors have continual training in this approach (including from the English Hub). In 2024/25, we have increased this to Year 3 (from just Years 1 and 2) due to the needs of cohort (significant PP, SEND and EHCP). | 1,2,4 |
| Individual targeted 1:1 and small group tutoring. for targeted pupils. Who are below ARE at the end of KS2  Cost £ 15000(£4700 Covid Recovery funding ) | One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). We follow the EEF recommendations, particularly, “for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced. Small group tuition is teacher led | 1,2,3, |

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

Budgeted cost: £ *20000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide free After school extra-curricular clubs. Targeting disadvantaged pupils with a wide variety of opportunities that they may not otherwise access  Cost £6000 | Sutton Trust 2014 report, ‘Extra-Curricular Inequalities’ states: “Parents with professional occupations are 15%  more likely than those with manual jobs to involve their children in extra-curricular activities.”  The report also quotes that the ONSLiving Costs and Food Survey shows top earners are almost four times more likely  than bottom earners to have paid for outof-school enrichment classes. | 4/5 |
| Provide free Breakfast club for disadvantaged pupils (targeted on those with attendance challenges)  Cost £3000 | The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 (DfE, 2016) The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies) lates are 1% or less. | 5 |
| Support pupils to go on residentials and visits, broadening their educational  £9000 | The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF) | 5 |
| Contribution to employment of Music specialist for National Curriculum, sessions for G&T pupils  and after-school activities.  £2000 | Sutton Trust 2014 report, ‘Extra-Curricular Inequalities’ states: “Parents with professional occupations are 15%  more likely than those with manual jobs to involve their children in extra-curricular activities.”  The report also quotes that the ONSLiving Costs and Food Survey shows top earners are almost four times more likely  than bottom earners to have paid for outof-school enrichment classes. | 5 |

**Total budgeted cost: £** *103500*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We used a significant proportion of our pupil premium funding last year to ensure staff were given high-quality CPD opportunities to help narrow the gap between the highest and lowest attainers during covid. This has led to increased staff knowledge and skill. The use of the Great Teaching Toolkit supported this through the use of high quality materials/ time was also given to support staff in reflecting on effective practice. Equally the development of Oracy though the implementation of VOICE 21 approaches  Interventions – particularly with regard to reading (including phonics) and language and communication and developing fluency in Maths were prioritised . Targeted support was given to those in need.  The data for the cohort in Year 6 was compounded by a significant number of pupils having significant SEND needs including 5 children with EHCP. However 67% of pupils achieved the expected level in Reading and Writing with 70% achieving in Maths. In 23/24. Disadvantaged data showed 60 % of pupils achieved in Reading Writing and Maths  Significant work on Phonics led to 92% of the pupils achieving the expected phonics check mark 78% disadvantaged achieved the phonics check grade in 23/24  After school clubs and residential trips were with a push on improving physical and mental health – including cooking club to teach pupils how to cook healthy, balanced family meals. 86% of PP pupils accessed an extra curricular club in 2023/24. We engaged with a number of external providers to ensure a broad club offer and to provide pupils with access to extra-curricular opportunities they would otherwise not have access to (eg Colebrook drama and Whitby Rugby Club)  Involvement in local arts projects was also prioritised to ensure pupils understand their role in our town community.Clubs are free in order to provide opportunities for all pupils, irrespective of financial backgrounds. This led to a display at local gallerys’  Additional classroom support in EYFS was again prioritised to ensure pupils make rapid progress, especially in their language and communication. The vast majority of pupils continued to enter East Whitby’s Early Years with skills typically below those expected of a child of 3 years old. GLD was in line with National figures at 70% (including late arrivals with EAL) Close work with parents also led to an increase in disadvantaged pupils achieving a Good Level of Development in EYFS with 71% of pupils achieving the expected standard  Targeted interventions including the use of the Little Wandle Rapid Catch-up led to improved progress in Reading  Pupils targeted with individual tutoring as part of the Covid recovery made significant progress with 74% achieving ARE in Reading 60% in writing and 70% in maths |

## 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.*

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| Programme | Provider |
| Little Wandle Rapid Catch-up | Little Wandle |
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## Service pupil premium funding (optional)

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| *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** |
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |