

Pupil premium strategy statement – [Whytrig Middle School, Seaton Valley Federation]

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil 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 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
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	37%
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)	2023-24 2024-25 2025-26
Date this statement was published	Dec. 2024
Date on which it will be reviewed	July 2025
Statement authorised by	John Barnes (Executive Head Teacher) Jon Souter (Head of School)
Pupil premium lead	Julie Kelly

	Kath Lennon
Governor / Trustee lead	Raj Das

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,960.00
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>	£139,960.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- That no pupil is disadvantaged by their financial or social circumstances.
- That disadvantaged learners receive high quality teaching that supports them in becoming literate, independent, numerate, and culturally aware (LINC).
- That disadvantaged learners are supported pastorally, so that their behaviour, emotional resilience, and mental health do not act as barriers to achievement (BEAM).
- That disadvantaged learners make accelerated good progress where possible, year on year.

How does this strategy plan work towards achieving these targets?

- Re-developing the curriculum so that disadvantaged learners have curriculum and wider curriculum equality with their non-disadvantaged peers and that the curriculum gives them the knowledge, skills and cultural capital they need to succeed in life.
- Ensure RADY, LINC and BEAM are a golden thread throughout WMS with all staff in terms of teaching and learning, CPD, planning and assessment, school development plan, etc.

Key principles of the strategy plan

- Seaton Valley Federation will take a three-tiered evidence-based approach (recommended by the Education Endowment Foundation) in this strategy to achieve the intended outcomes. The three-tier approach will focus on teaching, targeted academic support, and wider school strategies. High-quality teaching and learning will be at the heart of our approach, with a focus on strong in class support for disadvantaged learners, ensuring challenge for disadvantaged learners and early action when intervention is required. This has proven to have the greatest impact on closing the attainment gap between disadvantaged learners and their non-disadvantaged peers.
- We also base our strategy on the individual needs of our disadvantaged learners and not on assumptions about disadvantage. We also ensure that in order to make the biggest difference, we focus on a small number of evidence based strategies with a proven track record of success. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged learners have poor literacy, numeracy and independent learning skills.
2	Some disadvantaged pupils have poor attendance, which has a negative effect on their schooling.
3	The worst offending pupils in terms of behaviour come from a disadvantaged background.
4	Some disadvantaged learners engage poorly with reading and have reading ages lower than their chronological age. Part of this is due to a significant vocabulary gap between disadvantaged pupils and their peers.
5	Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to succeed in life.
6	Some disadvantaged learners require financial support to enable them to fully access a broad and balanced curriculum, extra-curricular activities and school uniform.
7	Quality first teaching is not yet of a consistently high standard across all classrooms.
8	Some disadvantaged learners have difficulties with social and emotional intelligence, some have mental health issues and a lack of resilience.

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
Improve 'quality first teaching' in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.	1, 4, 5, 7
Diminish the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged learners	1, 4, 7
Improve the performance of disadvantaged learners in reading, developing independence and a love of reading in disadvantaged learners	1, 4, 7
The cultural experience of disadvantaged learners will increase and broaden.	5, 6, 8

Financial barriers that prevent learning are removed and disadvantaged learners have equity across all school areas with their non-disadvantaged peers.	1, 6
Improve attendance amongst disadvantaged pupils.	1, 2, 4, 6, 8
Improve behaviour amongst disadvantaged pupils with carefully thought out rewards.	2, 3, 8
Improve the oracy of all pupils using the Voice-21 project.	1, 4, 7

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School development plan includes a specific focus on disadvantaged pupils for each action.	<p>Successful schools 'have clear, responsive leadership' DFE 'Supporting the attainment of disadvantaged pupils; articulating success and good practice.</p> <p>Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>EEF Implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p>	1-8
<p>Improve the consistency and quality of teaching and learning, with a focus on in class support and challenge.</p> <p>Teacher CPD and close monitoring to ensure consistent use across school of quality first teaching strategies that include;</p> <ul style="list-style-type: none"> Targeted questioning. 	<p>EEF research suggests that QFT strategies are vital to the success of all pupils.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation</p>	1, 4, 5, 7

<ul style="list-style-type: none"> • Creating seating plans that benefit our disadvantaged pupils. • Live modelling, modelling and scaffolding. • Quizzing. • No-opt out technique. • No hands up technique • Collaborative learning • Adaptive teaching • Focus on equity in the classroom, and ensure disadvantaged learners are getting lots of attention from teaching and support staff. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/individualised-instruction	
<p>Further develop the quality of feedback to pupils so that it has the highest impact on learning outcomes. Strategies will include;</p> <ul style="list-style-type: none"> • Teacher CPD on the importance of feedback and on how to give high quality feedback. • Ensuring feedback is specific and focuses on how to improve and also what has gone well. • Marking of disadvantaged learner books first and in more detail. • Completing the 'uplift' across all of KS2 results and picking focus children, who are disadvantaged, to focus on who aren't meeting their targets. • Complete whole class writing feedback in KS2 English with a focus of disadvantaged pupils' errors and misconceptions. • Next steps and challenges. • Use of live marking • Use of peer feedback • 'Make it Stick' activities at the start of each lesson and exit ticket suggestions to recap. 	<p>EEF research suggests that effective feedback can add up to an additional 6 months of progress to pupil attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback</p>	<p>1, 4, 5, 7, 8</p>
<p>Further embed the SVF LINC plan (Literacy, independence, numeracy and culturally aware) across the curriculum.</p> <p>CPD for staff on ensuring that all lessons allow opportunities to develop pupils' literacy, independent learning, numeracy and cultural awareness skills.</p>	<p><u>Literacy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,4, 5, 6, 7</p>

<p>Literacy:</p> <ul style="list-style-type: none"> • RWI Spell in Y5 and 6 to target spelling issues. • Seating plans carefully considered to allow for peer tutoring. <p>Maths</p> <ul style="list-style-type: none"> • All children work on flashback 4 at the start of lessons to ensure topics are rehearsed frequently. • Seating plans carefully considered to allow for peer tutoring. <p>Independence</p> <ul style="list-style-type: none"> • Tasks set in class which allow children to work independently. • Seating plans and resources carefully considered to ensure children can be as independent as possible during lesson time. <p>Cultural Awareness</p> <ul style="list-style-type: none"> • New KS2 curriculum has a theme running throughout the entire half term with cultural links. • Optional holiday homework and curriculum maps provides pupils with the ideas for opportunities to do some research, day trips with family. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p><u>Numeracy:</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p><u>Independence:</u></p> <p>Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used well</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p><u>Cultural Awareness</u></p> <p>Cultural capital is inculcated in the higher-class homes and enables the higher-class student to gain higher educational credentials. Schools should address this to maximise achievements of disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>(PDF) Cultural Capital and Educational Attainment (researchgate.net)</p> <p>Disadvantage and cultural engagement - Cultural Capital conference A New Direction</p>	
<p>To accelerate progress and attainment in reading across all year groups and develop pupil independence and a love of reading. Strategies will include;</p> <ul style="list-style-type: none"> • Embedding the use of Accelerated Reader in all year groups. <ul style="list-style-type: none"> ○ All staff trained on how to deliver AR effectively. ○ AR reading sessions take place daily. ○ Pupils read ability appropriate texts and all levels 	<p>EEF research suggests that reading comprehension strategies can add up to an additional 6 months of progress to pupil attainment- these skills can be applied across the curriculum</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 4</p>

<p>are personalised.</p> <ul style="list-style-type: none"> ○ Disadvantaged pupils a focus during these sessions. ○ Vocab quizzes taken after every book. ○ Reading logs introduced. ○ Introduction of reading ambassadors. ○ Y8 reading ambassadors reading with bottom 20% of Y5. ○ Prizes for pupils who meet their targets. ○ Monitoring and support offered for those who are behind. ○ New books purchased to engage readers. <ul style="list-style-type: none"> ● Virtual and live author visits to school. 		
<p>The lead for disadvantaged is part of a RADY reflect to ensure the programme to raise aspirations of Disadvantaged pupils within the school is being followed up and becoming embedded within school.</p> <ul style="list-style-type: none"> ● Watch videos from 'thinking differently' website during staff meetings ● Ensure that RADY is a golden thread in SIP through staff training and performance management etc. ● RADY lead to engage in reflect sessions to share good practice with other schools and constantly update the action plan. ● Continue uplifts after key data capture in Y5 but also move this into Y6. ● Focus on equity in the classroom. ● Applied for 'Achieve Equity Grant' for disadvantaged lego intervention. Achieved £1,350 for a lego based therapy intervention specifically with disadvantaged children to promote wellbeing but also give them career ideas for the future and develop key 	<p>RADY: Raising the Attainment of Disadvantaged Youngsters.</p> <p>RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Unlike most other strategies to close the gap, RADY is aimed at school senior managers and teachers.</p> <p>RADY was developed in Wirral in 2013 as a direct response to a hitherto unspotted flaw in school systems, which, if left unchecked, helps to maintain the gap and thwart efforts to reduce it</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p>	<p>1-8</p>

STEM skills which will be invaluable in their future.		
<p>Key staff identified to lead the Voice-21 Oracy project.</p> <ul style="list-style-type: none"> Staff to attend CPD and network meetings on oracy and feedback to all staff in meetings. Baseline survey will identify gaps in oracy for our staff and pupils. Key staff to set targets for all teachers and LSAs to try with their class. 	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/oral-language-interventions</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/collaborative-learning-approaches</p> <p>Voice-21 impact report</p> <p>https://voice21.org/impact-report-2022-2023/</p>	1, 3, 4, 5, 7, 8

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for Literacy</p> <ul style="list-style-type: none"> Regular monitoring and tracking to identify student needs and concerns and to signpost interventions. Use achievement team meetings and APLS to target individual pupils of concern. Challenging targets set for year 5 and 6 pupils. (Disadvantaged pupils' targets to be set using uplifts). All pupils in key stage 2 use Doodle as homework every week. Weekly teacher literacy intervention in year 5 and 6 for identified pupils. Lowest group in year 6 have a phonics starter at the start of every lesson. Read Write Inc used across school for targeted pupils. 	<p>There is a strong evidence base that developing language capability, reading capability and phonics strategies have a positive impact on pupil literacy skills.</p> <p>Practical recommendations for those struggling with literacy:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Evidence shows +5 months impact by revisiting phonic knowledge:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence shows +6 months impact by using reading comprehension strategies:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence shows +4 months impact on LSA intervention and small-group tuition:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,4

<ul style="list-style-type: none"> • Speed up handwriting / Write from the start intervention for targeted pupils across school. • New school Grammarsaurus subscription provides resources for targeted interventions. • No sets in Year 5 and 6 to boost confidence amongst all pupils, particularly disadvantaged. This also allows for cross-curricular links to be made. • Year 8 reading ambassadors to do weekly reading with bottom 20% of the cohort in Year 5 (many of which are disadvantaged learners). 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention</p> <p>Evidence shows no impact when setting: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming</p> <p>Evidence shows that peer mentoring has a very high impact for low cost: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
<p>Targeted support for Maths</p> <ul style="list-style-type: none"> • Regular monitoring and tracking (including disadvantaged uplifts) to identify student needs and concerns and to signpost interventions. • Use achievement team meetings and APLS to target individual pupils of concern. • Challenging targets set for year 5 and 6 pupils. (Disadvantaged pupils' targets to be set using uplifts). • Mastery approach used in lessons through 'Power Maths' and 'White Rose' for higher ability DA pupils. • Numberstacks intervention for lowest attainers to address gaps from previous years. • Times Tables Rockstars targeted work. • Ready to Progress criteria from NCETM • Targeted homework via Google Classroom/CGP books. • Raising profile/enjoyment in Maths through maths club, maths ambassadors and events such as Number Day, Barvember, Times Tables Rock Stars competitions, and Maths in Books session with 	<p>EEF research recommends using prior assessment, representations, fluent recall of facts and structured interventions make a significant difference to pupil learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1

<p>Graduate Ambassadors from Northumbria University.</p> <ul style="list-style-type: none"> • Daily Arithmetic work through Fluent in Five at the start of each lesson for all sets. • No sets in Year 5 to boost confidence amongst all pupils, particularly disadvantaged. • Flashback 4 from White Rose Maths to take place at the start of lessons, reviewing previous lesson, previous week, previous topic, earlier (e.g. previous year). • Children selected for challenges (e.g. AIM HIGH, primary maths challenge). School aims for above proportional representation in all of these sessions (equity). 		
<p>Targeted Intervention</p> <ul style="list-style-type: none"> • Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers 	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 6</p>
<p>ELSA (Emotional Learning Support Assistance) is the support of Emotional development through emotion and response recognition/identification and strategy development/implementation. These are carried out weekly (average, 30-40 min sessions weekly) and on a 1:1 basis with a trained ELSA. These sessions can be one off or blocks with a minimum of six weeks offered (extensions also offered where required). These sessions are tailored to the needs of the child after identifying challenging areas. This can be identified through conversations with school staff, external agencies, and, through baseline assessments targeted around emotional, social, physical and academic. After sessions are completed the</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This research has low efficacy so our interventions should be monitored - are the programmes having the required effect on the children? Is it sustainable?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool-kit/social-and-emotional-learning</p>	<p>2, 3, 5, 8</p>

<p>assessments are carried out again to assess progress. ELSA can also be offered during meetings and reviews with parents/guardians.</p> <p>Students are given the opportunity to sit down with ELSA before sessions begin, to learn about ELSA and to decide if they would like to go ahead with the sessions. At the beginning of the session blocks students sit with ELSA to complete a contract with SMART targets, session suggestions and support advice. Once sessions are completed the students have the opportunity to evaluate their sessions and progress made. Parents/guardians are given regular updates on student sessions.</p> <p>ELSA training is certified after six weeks (6 hrs weekly) and retained through half-termly ELSA supervisions with EPs conducting sessions where support and advice can be given to ELSAs. Each session has a targeted area such as Behavior, Dyslexia and Persistent School Avoidance, and offers ELSAs an opportunity to gather EP support in challenging areas.</p>		
<p>Technology and other resources support high-quality teaching</p> <ul style="list-style-type: none"> -Chromebooks implemented to lessons. -Use of coding clubs and coding programmes taught explicitly. -Software such as STAR reader used for diagnostic assessments. -Pupils have access to online books through MyOn, math games through Pearson, etc. 	<p>Guidance shows that - when used correctly - technology can be used to : improve the quality and explanations of modelling, improve the impact of pupil practice, and play a role in improving assessment and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology</p>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged learners have access to a rich set of experiences that develop	EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment	2, 3, 5, 6, 8

<p>and stretch their talents and interests.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular clubs and activities are run free of charge and school ensures disadvantaged learners are given opportunities to be involved. • Disadvantaged pupils to be personally invited to clubs this academic year. • DA pupils will be identified to be engaged in any activities as the first cohort. • SVF will have a proportional representation guide that all activities involving pupils will have the same % of pupils involved who are DA as is the schools DA%. • DA pupils are invited to GDS activities and challenges rather than highest scoring pupils based on uplifted targets to aim to get more DA pupils coming through at GDS at the end of KS2. • Family support sessions in spring term will target DA pupils and their parents. They can engage positively with school and spend quality time together doing creative and fun activities. 	<p>Children's University EEF (educationendowmentfoundation.org.uk)</p> <p>https://demos.co.uk/project/learning-by-doing/ (and associated references)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Remove the financial barriers that prevent learning.</p> <ul style="list-style-type: none"> • Free breakfast offered to disadvantaged pupils. • Uniform, stationery, learning resources, PE kit provided by school when required. • Educational visits, trips, enrichment activities and fieldwork are paid for or subsidised when required. 	<p>Pupil Premium gives additional public funding to schools in order to close this gap</p> <p>EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
<p>Further raise levels of engagement and aspirations to improve our disadvantaged learners' life chances.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular clubs and activities run and 	<p>EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment</p>	3, 5

<p>school ensures disadvantaged learners are involved.</p> <ul style="list-style-type: none"> • Contact the parents of disadvantaged pupils to ensure there is a positive engagement with school regularly and update them with what clubs are available to their children. • All extra-curricular activities are recorded, and disadvantaged pupil involvement is tracked. • SVF will have a proportional representation guide that all activities involving pupils will have the same % of pupils involved who are DA as is the schools DA%. • Further develop use of 'My Child At School' (MCAS) app to communicate with families. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Further embed the SVF BEAM initiative (behaviour, emotional, achievement and mental health) to develop resilience and positive mental health.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • School counsellor to continue working with targeted children for mental health support. • SEND interventions to support pupils SEL skills, eg: Zones of regulation, social skills, mindfulness and bespoke ASD interventions. • Monthly 'Mental Health Day' where specific activities are planned to promote good mental health, with a focus on the 5 strands of good mental health. • Join in with nationwide days (such as anti-bullying week). • Weekly affirmations shared in assembly. • Robust behaviour for learning in all lessons 	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>3, 8</p>

<p>Poverty Proofing audit action plan to be written with key actions to be followed up throughout the year:</p> <ul style="list-style-type: none"> ● Behaviour motivated rewards to be reanalysed. ● Better communication with parents with regards to trips, events and children's curriculum. ● Uniform offer to be widely shared with pupils and parents/carers. 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 5, 6, 8</p>
<p>Research and implement specific behaviour interventions for targeted disadvantaged pupils.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3, 8</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using performance data.

-The KS2 English action plan outlines what is being implemented as a result of Literacy data falling short of what was expected in the last academic year. SLT, KS2 lead and KS2 English teachers will work closely with the school's SIP to improve reading data initially.

Additional to this, there has been an introduction of the following this year:

- Whole new KS2 English curriculum with curriculum links to other subjects. Whole-class novels revolve around the theme for English and the curriculum was designed based on English priorities. Novels to be read as a class so all pupils can have an adult read to them for at least 10 minutes per day.
- Optional homework each half term to be introduced to encourage literacy work and research (with other foundation tasks as an option) to be completed independently or with family.
- Continuation of Read Write Inc. (Spelling) in all classes in KS2 to be administered by form tutors - this will give more staff (particularly form tutors) more knowledge of their classes' literacy abilities and allows staff to be more accountable for literacy in general.
- A continuation of the use of accelerated reader and competitions to motivated children to engage with this - prizes to include vouchers, pizza parties, ice-cream and reading sessions.
- All KS2 children to continue with Place Value for Punctuation and Grammar in English to avoid any assumed knowledge for all pupils but particularly our disadvantaged pupils.
- No sets in KS2 English this year.
- Introduction of a reading lesson each week with English teacher - focus on reading fluency, prosody and modelling how to answer specific question types. During these reading sessions, a targeted intervention group will go and do focused work on reading skills with an LSA.
- 'Reading Profiles' for all students in KS2 (Reading Age and Fluency test) and they will be set on a pathway of either rapid intervention (read write inc fresh start) or Phonics work, fluency work or comprehension work. *Work in progress*
- Weekly library sessions have been requested by KS2 English Lead to promote a love of reading; do short reading skill tasks; change books; quiz; or sit and read.
- Assessment uplifts to be introduced into Year 6 this year as well as continuing in Year 5 with the new cohort.

- The KS2 Maths action plan outlines in detail what is being implemented in school this academic year to combat the short fall of data in Maths.

- No sets in Year 5 this year.

- Introduction of arithmetic homework which matches the children's abilities. Their homework assigned to them are questions which they are struggling with in their weekly arithmetic tests.
- Assessment uplifts to be introduced into Year 6 this year as well as continuing in Year 5 with the new cohort.
- Continuation of TTRS - teachers to give out heat maps to highlight where pupils are struggling. TTRS interventions to take place in addition to maths lessons. TTRS competitions to take place throughout the year. Weekly certificates given out to KS2 when children improve their scores.
- Pre-teaching interventions for targeted children (specifically target children who are not making progress, including disadvantaged pupils who aren't reaching their uplifted targets).

KS2 Maths Action Plan - KS2 Maths Action Plan 2024_2025

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils nationally (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The data from our KS2 results suggest that despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was still below our expectations. In reading, writing and maths combined there was an in school gap of -32.6% and a gap of -18.2% when compared to non-disadvantaged pupils nationally. Our analysis suggests that the reason for this is still somewhat due to the impact covid had on the disruption of learning for this group of children and in particular their reading ability. This was particularly detrimental to our disadvantaged learners. On the other hand, this disadvantaged gap is an improvement (+3.7%) on last year's results. This current academic year, the gap should be lower still due to the incorporation of RADY and the uplifted data starting in Year 5 and following through to the current Year 6 cohort last academic year.

Teaching

Disadvantaged learner progress was a focus for achievement team meetings and in performance management meetings. Staff received ongoing CPD as part of the Federation's Teaching and Learning programme and ECT programme, which included quality-first teaching strategies, including quizzing, modelling and targeted questioning with a huge focus on adaptive teaching. Learning walks, lesson observations and work scrutinies reveal that in-class support for disadvantaged learners was making steady improvement across school, particularly in Year 5 due to the work implemented with RADY. This focus should be maintained into the next academic year to fully embed teacher skill and consistently apply best practice. Introducing the Federation LINC plan has been a whole school focus; this will be embedded this year.

Last academic year, developing staff and pupil understanding of metacognition was a key part of staff CPD. The federation training days provided staff training on how to best support

children to improve their metacognition so that they could become more self-regulated learners. As a federation, the schools wanted the children to understand their own strengths and weaknesses and try to develop themselves independently. The effectiveness of this was assessed through learning walks and lesson observations, which had a specific focus on seeing how metacognitive strategies were embedded within teaching practice.

All classes in school participate in the Accelerated Reader program and all pupils read for at least 15 minutes daily. This program ensures that all disadvantaged pupils have access to a wide variety of high-quality texts and are reading texts at optimum levels to accelerate their reading ability. Analysis of Accelerated Reader shows that disadvantaged pupils make good progress in their reading and those with reading ages lower than their chronological age have made the most improvements due to targeted interventions.

RADY

In the year 2023-24, Whyrtig became part of the 'RADY' (Raising Attainment for Disadvantaged Youngsters) project; a new weapon in the war on the disadvantaged gap. Ultimately, RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems. Our aim last academic year was to set targets which attempt to lessen the academic gap rather than maintain it so that we could provide the best possible opportunity for our disadvantaged youngsters. Each time assessments were completed in Year 5, the disadvantaged pupils' scores were compared to that of the non-disadvantaged population and 'uplifted' (increased to give a more accurate score of what those children could have achieved, had they not been at a disadvantage). Teachers then gave extra attention in class to those disadvantaged pupils to ensure that they surpass the uplifted score next time; thus, resulting in a more equitable teaching and learning style. Additionally, the teaching in class was adapted based on the needs of the disadvantaged learners first and foremost.

In the summer term, it was identified that the results of last year's year 5 cohort (of which the uplifted was conducted) had a significantly lower disadvantaged gap in comparison to years 6, 7 and 8 respectively. This showed that the uplift process had a significant positive effect on our disadvantaged learners; therefore, this uplift process will continue with the Year 5 cohort into year 6 and the new year 5 will continue to be uplifted. This process will be repeated each year so that by the year 2026-27, every year group's results are being uplifted.

This method means that, despite disadvantaged children joining us in Year 5 with lower prior attainment, this will not put them at a disadvantage in terms of their new targets at Whyrtig. After all, we can't aim to close the disadvantaged gap by aiming to have one (based on their prior attainment from first school).

Targeted Academic Support

Regular monitoring revealed that steady improvement was being made towards targets and that many disadvantaged pupils were on track to achieve their targets in Summer 2023 (more so in Key Stage 2); however, despite the interventions put in place, some of our disadvantaged pupils did not perform as well as we hoped in the KS2 SATs and we feel that this is somewhat still due to the effects caused by the long term effects of the pandemic in previous school years and that disadvantaged pupils in particular were negatively impacted by

school closures. Staff feel that the interventions put in place for targeted literacy and maths support are effective and will continue for the length of this strategy in order to reveal their full effectiveness. There will be competitions and interventions in place to ensure that all children meet their targets in each term this academic year with excellent incentives.

Wider Strategies

No pupils were disadvantaged due to financial barriers: all resources were provided or subsidised by school where needed, such as uniform, equipment, music tuition, trips and visits. We have also used pupil premium funding to provide wellbeing support for disadvantaged learners through our school support officer and our school counsellor. Our pastoral support is a huge strength (which was noted in the poverty proofing report conducted in the summer term). Our pastoral teams know our pupils and families extremely well and we provide bespoke support for pupils and families when needed. All extra-curricular clubs (including homework clubs, sports clubs, art and music clubs, STEM clubs, etc.) are free of charge and supported by qualified teachers, learning support staff, coaches, etc.

There is a full enrichment programme including sporting, arts, STEM and personal development. School tracking of participation and attendance revealed that disadvantaged pupils had been given equal opportunity through proportionate representation to participate in a rich variety of activities including representing the school at many events (such as new build meetings for the new school). Federation policy continues to be that we aim to achieve proportional representation in participation of every visit/club to be made up of disadvantaged learners.

The Federation BEAM plan has been a whole school focus to improve the mental health, well-being and resilience of our disadvantaged learners. Our observations and pupil voice exercises show that this has been extremely positive and should be continued next year as challenges in relation to wellbeing and mental health remain for our disadvantaged learners alongside the continuation of ELSA to support the wellbeing of our pupils, particularly those who are disadvantaged.

Externally provided programmes

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

Programme	Provider

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>
The impact of that spending on service pupil premium eligible pupils

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 funding.