

Pupil premium Strategy Statement

2024-2025



This statement details our school's use of pupil premium funding for 2024-2025 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	248
Proportion (%) of pupil premium eligible pupils	8% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governing Body
Pupil premium lead	Jennifer Palmer/ Elaine Smith
Governor / Trustee lead	Bryan Stewart

Funding overview (2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£42,921
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£42,921

Part A: Pupil premium strategy plan

Statement of intent

At Whitley Lodge, we endeavour to strategically use Pupil Premium funding to help achieve our whole school vision and ensure that all of our disadvantaged pupils are equipped with the tools that they need in order to reach their full potential and acquire the necessary skills required for the next stage in their life. We aim to remove the gap in academic outcomes, attendance and behaviour and wider school experiences by ensuring we provide an outstanding support package for all disadvantaged pupils. We draw from national research alongside analysing individual and group school data to identify barriers towards learning and ensure money is used appropriately to work towards overcoming these barriers.

High-quality teaching is at the heart of our approach. It is integral to raising the achievement of all pupils and is proven to have the greatest impact on closing the disadvantage attainment gap. We aim to act early to intervene at the point a need is identified. All members of staff and the governing body accept responsibility for disadvantaged pupils and are fully committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for all of our disadvantaged pupils to leave Whitley Lodge as confident, well-rounded individuals, with life-long aspirations, ready to achieve their goals.

Challenges

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

Challenge number	
1	Attainment on Entry: Basic skills for pupils entering nursery or reception are generally lower for PP pupils especially in speech, communication and language. Internal assessment data shows that disadvantaged pupils have lower reading ages on average than non-disadvantaged pupils on entry.
2	Attainment and progress: We aim to close the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time in school (early years Good Level of Development (GLD), Year 1 Phonics Screen, end of KS1 and end of Year 4. Internal assessment data shows that some disadvantaged pupil's attain lower than non-disadvantaged pupils in R, W, M.
3	SEND: 28% of our Pupil Premium pupils have Special Educational Needs. Speech and language delay on entry is addressed on-entry to school and referrals are made swiftly. This number can fluctuate across the year. As a school, we are seeing an increasing number of children requiring referrals and support from external agencies. A higher proportion of families are seeking help and advice.

4	SEMH/Pastoral Support Increasing numbers of disadvantaged pupils have significant social, emotional and mental health needs.
5	Enrichment: We aim to provide the children with a wide range of curriculum opportunities and experiences during their time in school

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
High Quality Teaching and Academic Support	
Vulnerable pupils and families are identified on entry into EYFS. This will provide immediate support and early intervention with the aim of narrowing the language, communication and Reading gaps between pupil premium pupils and their peers.	-A consistent approach to phonics and children being robustly assessed in order to identify gaps and provide intervention -All disadvantaged pupils progress well in reading relative to starting point. -Disadvantaged pupils reach at least ARE by the time they reach the end of Year 4. (If not, we can show good progress towards this).
Pupils' attain and progress well in R, W, M relative to prior attainment and ARE.	-Quality first wave teaching will ensure children are able to 'keep up' rather than 'catch up' -Formative and summative assessments are used appropriately and regularly to give accurate assessments to inform action plans for interventions -All disadvantaged pupils progress well in writing relative to starting point. -Disadvantaged pupils reach at least ARE by the time they reach the end of Year 4. (If not, we can show good progress towards this).
SENDCo to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files.	-SEND children who are eligible for PP will make progress based on their personal targets and from their own starting points. Some SEND children will achieve ARE in R, W, M. - Children have a positive approach to their learning and are integrated in school - Parents engage with school for meetings and school events
Wider Strategies	
SEMH needs are addressed and the impact of these is reduced.	Graduated approach of measure is targeted towards pupils with SEMH needs. As part of the school partnership with NT Mental Health Team, targeted support to pupils with SEMH needs.

Enrichment - All pupils experience a full range of cultural opportunities to raise their aspirations and levels of cultural capital	-A variety of school visits planned into the curriculum for all year groups and a range of visitors into school or participation in virtual events -Year 4 residential to Robin Wood -increased participation in inter -school sporting competitions - Children able to adapt to different situations and understand expectations through representing the school in different situations (pupil council, sports leaders, wellbeing ambassadors)
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Activity in this academic year (24-25)

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: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of Pupil Premium: Deputy Headteacher and PP Lead will support staff to ensure the implementation of this strategy.	There is strong evidence that that School leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refining of an implementation process. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	All
Continue to develop quality first teaching which delivers a knowledge rich curriculum which is challenging for all pupils. Specific areas of focus e.g. Reading and Writing, RWI Retrieval, NCETM	There is strong evidence that high quality teaching has a disproportionate impact on the attainment of disadvantaged pupils. The Sutton Trust Report suggests that pupils gain more than 40% in their learning with a very effective teacher rather than a purely performing teaching.	1,2,3
Embed an approach to formative assessment which rapidly identifies and addresses gaps in learning by improving curriculum structure to show key components of learning and learning intentions.	There is strong evidence that formative assessment can improve pupil performance. However, formative assessment is challenging to implement effectively. EEF Project: Embedding Formative Assessment	1,2,3,

EYFS Continue to develop high-quality provision characterised by: • Positive, purposeful interactions between staff and children • Activities that support children's language development and self-regulation • Development of early number concepts • CPD for new Early Years Lead	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. <i>'Attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending a low-quality pre-school.'</i> Early Years EEF	All
Phonics and Early Reading Continue to ensure the implementation of Read, Write Inc as our programme for teaching systematic phonics Phonics Lead to ensure teaching timetables incorporate the systematic teaching of phonics every day in Reception and Year 1.	<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> Phonics EEF Read, Write Inc. Phonics EEF We want to continually review the RWInc provision through CPD. We need to audit the provision of phonics books and purchase further reading books for Year 1.	1,2,3
Reading & Writing To develop and strengthen the teaching of Reading & Writing across the school so that children learn to read fluently, spell confidently and write with enjoyment by the end of each key stage.	Embed a text-based Writing programme that stimulates ideas, maintains high standards in spelling and presentation which develops an enjoyment of writing. Strengthen the 'Reading for Pleasure' principles and opportunities across each phase. EEF Literacy KS1 Reading Framework 2023	1,2,3,
Maths Continue to participate in the NCETM	<i>'Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and</i>	1,2,3

'Sustaining Mastery programme. Maths lead attend sessions and cascade through staff meetings to the whole staff. We continue to focus on mixed age teaching for maths.	<i>assess whether the approach is successful in their context.'</i> Mastery Learning EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND and PP - An experienced and highly trained TA will provide support in basic skills, dyslexia support and speech and language programmes. - Staff are trained to meet the varied needs of the children	Small group tuition EEF (educationendowmentfoundation.org.uk) Small group tuition can have an impact of up to 4 months and when delivered by a trained member of staff can create the best conditions for learning. Teaching is specifically designed to meet the needs of this group of children. Five-a-day-poster_1.1.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1669893999 The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND.	4
Target low attainers for intervention teaching reading in EYFS and KS1 using to a systematic phonics programme ie RWInc. Purchase of new reading material to support children on dyslexia programme.	Loyalty to a systematic phonics programme has a strong evidence indicating a positive impact on pupils particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Read, Write Inc. Phonics EEF	1,2,3

Target low attainers for intervention teaching reading comprehension in KS1 and KS2.	Provide intervention programmes to develop reading comprehension skills through a text-based writing programme that stimulates ideas, maintains high standards in spelling and presentation which develops an enjoyment of writing. Strengthen the 'Reading for Pleasure' principles and opportunities across each phase. EEF Literacy KS1 Reading Framework 2023	1,2,3,
SLT/DHT to create intervention programme that targets pupils performing across school in the bottom 20% for reading in their year group with interventions delivered by a qualified teacher.	Weekly intervention sessions with all disadvantaged pupils. These include some pre-teaching of key vocabulary, next steps or revisit to consolidate learning. These will be regularly assessed and reviewed to ensure the match the needs of the individual pupils and identify gaps in learning. Evidence: Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs, however, it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is moderate impact but with high costs.	1,2,3
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SLT/DHT to create intervention programme that targets pupils performing across school in the bottom 20% for maths in their year group with interventions delivered by a qualified teacher.	Weekly intervention sessions with all disadvantaged pupils. These include some pre-teaching of key vocabulary, next steps or revisit to consolidate learning. These will be regularly assessed and reviewed to ensure the match the needs of the individual pupils and identify gaps in learning.	2,3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Mental Health Lead to provide small group and 1:1 support to children based on behaviour in school at home or concern raised by teachers or parents. Targeted nurture and SEMH support for vulnerable pupils: a short to medium intervention with small groups of pupils and extended to families Targeted Art Therapy with trained Teaching Assistant.	Evidence from the EEF's Teaching & Learning toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional learning in primary schools EEF Art Therapy	4
Develop cultural capital of disadvantaged pupils through targeted involvement by covering the full cost of trips, extracurricular clubs and the Year 4 residential trip.	Based on our experiences, disadvantaged pupils are less likely than their peers to participate in extracurricular activities which can contribute to overall wellbeing. The EEF report - Arts Participation The EEF report - Physical activity https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/	5
Embed the whole school reward system that is designed to support and foster positive relationships through a strong sense of responsibility and community across school. It is also a key vehicle for spiritual, moral, social and cultural (SMSC) curriculum, promoting an understanding of direct experience of democratic systems and procedures.	<i>'Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning.'</i> <i>'Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.'</i> Behaviour in Schools (DofE) <i>'Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy'.</i> EEF Report – Improving Behaviour	5

Part B: Review of the previous academic year

This details the impact that our pupil premium activity has on pupil's 2023-2024 academic year.

Review of last year's aims and outcomes.

Total spend 2023-2024 = £47,500

Year 4			
	Reading	Writing	Maths
Pupil Premium (8 pupils)	86%	71%	71%
All pupils	91%	95%	93%
Year 2			
	Reading	Writing	Maths
Pupil Premium (4 pupils)	75%	25%	50%
Non-Pupil Premium (39 pupils)	87%	85%	95%
Year 1 Phonics			
FSM6 (3 pupils)	67%		
Non-FSM6 (39 pupils)	92%		
EYFS - GLD			
FSM (3 children)	33%		
FSM (42 children)	83%		

Further information (optional)

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

Externally provided programmes

Programme	Provider
School Improvement Service	Education North Tyneside Council
Read, Write Inc	https://www.ruthmiskin.com/programmes/phonics/
Talk for Writing	https://www.talk4writing.com/
Mastery Maths	National Centre for Excellence in Teaching of Mathematics. https://www.ncetm.org.uk/
Times Table Rockstars	https://trockstars.com/
Dyslexia NT	North Tyneside Dyslexia Team
NT Mental Health	North Tyneside Mental Health Team
Communicate to Regulate	NT Language and Communication Team
Sand Therapy	NT Language and Communication Team