

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitegate End Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	19% (PP 39) 29% (PP&FSM 59)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	R Hollingsworth
Pupil premium lead	L Bingham
Governor / Trustee lead	K Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,690
Recovery premium funding allocation this academic year	£3,250
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	£64,940

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for each of our children to leave school with the dignity of being literate and numerate and happy in their sense of self. Our strategy is based on a research informed approach and provides a comprehensive view of the provision we have in place.

Our school vision demonstrates we have a drive for excellence for all and this is regardless of being vulnerable or having barriers to achievement.

'At Whitegate End, we create **emotionally resilient children** and staff with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**. Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about. We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.'

We have a strong ethos of inclusion and crucially a compassionate approach towards empowering and supporting our children and parents

Analysis of our 'children's needs, not assumptions' (Marc Rowland) will support us to identify which children need which approach. This will be flexible over time based on children's needs and our knowledge of their home circumstances.

We will take a three-tiered approach based on the EEF [Guide to Supporting School Planning: A Tiered Approach](#)

1. A whole school approach to quality first teaching, such as our responsive professional learning programme, 'Keep up Not Catch Up' approach to formative assessment and feedback, and support for our Early Career Teachers; and
2. Targeted approaches providing bespoke academic support to those children who need it and
3. Wider strategies to tackle pastoral (non-academic) barriers to success in school, such as daily check ins, access to technology, access to the learning mentor to support emotional health and wellbeing, support with behaviour and attendance, help with the cost of educational visits.

With quality first teaching the vast majority of our children will make very good progress from their individual starting points; some may require targeted academic and pastoral support; others will require a bespoke response to their individual needs.

We will take a strategic approach to deploying the funding :

Step One: Assess – Our school will undertake diagnostic assessment of pupils' wellbeing and learning needs using the EEF [diagnostic assessment resource](#)

Step Two: Plan – develop a school wide strategy using the tiered approach.

Step Three: Do – implement the plans using EEF's [Guide to Implementation](#)

Step Four: Review and sustain - Review the impact and where necessary refine the approach. School will take a multi-year approach reviewing the impact and formulating a plan for the forthcoming year

Our strategy is a balance between longer-term sustainable approaches to supporting the quality of teaching through evidence informed professional development and shorter-term targeted interventions.

By adopting the above strategy, we are empowering our team to do what is right for our children based on their knowledge of our children's needs. As a school we will review the impact of the funding at SLT meetings, progress meetings and regular governor meetings.

Our key principles and how we will achieve our objectives

- Development of high-quality teaching CPD using theory and research approaches – feedback to impact on progress and cognitive science, adaptive teaching to secure knowledge in a 'keep up no catch up' approach and continued retrieval practise so we know what our children have learnt.
- A focused drive for continued improvement of early reading skills and use a research informed approach to increasing fluency and comprehension across school.
- A planned programme of enrichment activities which will provide life experiences to increase each child's knowledge of understanding of the world and vocabulary development.

- An ambitious pastoral offer to ensure barriers to learning are identified and addressed effectively. This will be a partnership between class teachers and the pastoral team.
- Continued development of parental empowerment and involvement – using the strong links of communication built in the last two years to empower the parents/carers to have a positive impact on their child's education as a whole.
- Use of pupil voice to inform our approach linked to ambitions our children have and the challenges they feel they face. Encourage our children to play a greater role in our school community.
- Regular and robust evaluation of measures in place to support children in receipt of pupil premium funding

Challenges –

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils are tracked on internal systems and levels of progress monitored alongside end of year expectations. Analysis of data indicates more is needed to ensure our disadvantaged children make good progress. We are reflective and have further developed our systems to track these children more robustly to ensure the provision is matched to their individual needs in reading, writing and maths.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 17 of our disadvantaged children currently require additional support with social and emotional needs.
3	Our attendance data 2023-24 indicates that the attendance amongst disadvantaged pupils (91%) was lower than our non-disadvantaged (96%). Data has been analysed and specific co-hort data indicates attendance for our KS2 disadvantaged pupils is a target. We will use the robust procedures now in place to monitor this alongside the Local Authority Attendance Officer.
4	Our pupil survey at the start of the new academic year 2024-2025 indicates positive attitudes towards maths is a key area of development. When analysing maths data for our disadvantaged pupil further progress is needed.

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 reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data Pupil voice indicates positive attitudes towards maths and reading This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024-2025 demonstrated by: <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil and parent surveys, graduated response records and teacher observations.
To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.	Attendance of PP is in line with all pupils Reduce persistent absentees

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.

High- Quality Teaching

Budgeted cost: £25,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of High Quality First Teaching</i></p> <p>Teacher in a day appraisal – people development ECT support to impact on targeted children Review reading books for children in KS2 – high quality engaging texts for whole class reading and books matched for individual readers Pupil progress meetings to identify next steps for targeted children Support from PP Lead - half termly monitoring using tracker, learning walks Research based adaptive teaching – activate, build, use, review Power Maths scheme to raise attainment for all children</p>	<p>EEF Moving Forwards, making a difference. A planning guide for school 2022-2023 EEF Closing the Attainment gap EEF Putting Evidence to work: A school's guide to implementation EEF Improving Literacy at Key Stage 1 EEF Improving Literacy at Key Stage 2 EEF Improving Mathematics in Early Years and Key Stage One EEF Improving Mathematics in Key Stage 2 and 3</p>	<p>1 & 4</p>
<p><i>KUNCU approach</i></p> <p>Ongoing provision of Quality first teaching. Effective feedback. Use of adaptive teaching to inform KUNCU groups Daily KUNCU timetabled sessions Support staff deployment linked to pupil progress meetings</p>	<p>EEF Diagnostic Assessments</p>	<p>1 & 4</p>

<p><i>Support staff deployment</i> Support staff deployed where needed following data analysis and pupil premium tracker</p>	<p>EEF Making Best Use of Support Staff</p>	<p>1 & 4</p>
<p><i>Curriculum enrichment and outdoor learning</i> Linking project Educational visits/visitors Provision on offer during unstructured times – lunchtimes (OACT and Whole staff involvement) Community visits - Ashgrove, St George's Church</p>	<p>An Updated Practical Guide to the Pupil Premium by Marc Rowland makes clear the value/impact these activities can have on social and emotional well being</p>	<p>2</p>

Targeted academic support

Budgeted cost: £19,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of support staff to deliver targeted interventions</i> Learning support assistants are deployed to targets areas of need following data analysis - provision map to track interventions Robust monitoring of interventions by PP lead KUNCU or specific interventions are lead by class teachers and support staff Little Wandle Rapid Catch up, Think Bricks & SALT interventions for specific children/need Key skills for maths and writing - actions from quality first teaching. 1:1 reading interventions – specific focus on decoding or fluency Fine motor skills 1:1 social stories sessions to build bank of social stories for individual children</p>	<p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p> <p>EEF Making Best Use of Support Staff</p>	<p>1</p>

<p>Use of assessments to identify next steps in learning</p> <ul style="list-style-type: none"> - Point in time assessments - Maths assessments as per Power Maths scheme - Phonics screening - Reading assessments -fluency and comprehension - Analysis of assessments to identify target groups for whole class teaching and interventions - Ongoing assessment and meeting of individual needs - Assessments using Little Wandle materials (Rapid Catch Up) 	<p>EEF Diagnostic Assessments</p>	<p>1</p>
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Wider strategies

Budgeted cost: £19,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain improved emotional wellbeing</p> <p>1:1 interventions with Learning Mentor to improve the social emotional (SEL learning)</p> <p>Teacher referrals completed</p> <p>Analyse of referrals using graduated response document</p> <p>Daily meet and greets & 1:1 timetabled sessions tailored to individuals</p> <p>Interventions monitored after 6 week block</p> <p>Exit graduated response completed alongside pupil voice and class observations</p> <p>Application of skills/learning in class</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>2</p>
<p>Improve attendance</p> <p>Pastoral team leading on Attendance</p> <p>Clear attendance procedures in-line with DFE advice/guidance – first day calling, home visits</p> <p>Updated Attendance policy</p> <p>Attendance contracts where needed</p> <p>Case studies for individuals to tailor support to individual families and children</p> <p>Links with Local Authority Attendance Office</p>	<p>DFE Improving School Attendance</p> <p>Notes from DFE Webinars on Attendance</p>	<p>3</p>

<p>Empower parents</p> <p>Pastoral team presence on the playground each day to build relations with parents</p> <p>Curriculum overviews for each class and how parents can help (parental involvement).</p> <p>Informal drop ins</p> <p>Parental surveys</p> <p>Open afternoons each half term – target families</p> <p>Welfare calls from pastoral teams</p> <p>Pastoral team attend whole school events</p>	<p>EEF How can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice September 2019.</p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>2 &3</p>
<p>Promote a positive attitude to reading & Maths</p> <p>WGE book swap in entrance of hall</p> <p>Amazon Wish list promoted to the community</p> <p>Reading to children in DEAR time - timetabled session for class book at the end of each day</p> <p>One to one reading sessions with OACT staff</p> <p>Timetabled sessions in the library</p> <p>Power Maths introduced across school</p> <p>Focus morning challenges linked to maths - Mental Maths Monday, Thinking Tuesday (reasoning), Times Tables Thursday and Fractions Friday.</p> <p>Parental involvement with maths – Active Learn log ins to access linked learning at home</p> <p>Weekly arithmetic focus in class</p> <p>Maths Hub support through school and targeted areas to be addressed.</p>	<p>EEF Improving Literacy at Key Stage 1</p> <p>EEF Improving Literacy at Key Stage 2</p> <p>The Art and Science of Reading by Christopher Such</p>	<p>4</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The Pupil Premium Strategy was further developed last year by the Senior Leadership Team as a three-year strategy to ensure all actions are embedded and adapted in some cases to ensure progress over time in all areas.

Internal assessments, monitoring and assessments during 2024-2025 suggest that the performance of disadvantaged pupils in EYFS and KS1 are increasing and this level of progress is still an area of development in KS2. Progress is being made was lower than expected. The numbers of children have continued to increase from the previous year so direct comparisons cannot be made.

Positive outcomes were seen in the areas below:

High Quality Teaching

LINK TO OUTCOMES

- Improved reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2
- Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.

Development of High Quality Teaching – Yearly CPD programme is now fully embedded including a programme of CPD for support staff. Fidelity to previous training in KS1 reading is evident in outcomes. 80% (including PP children within this year group) of the children passed the phonics test in KS1 and 87% of the Year 2 children following required resists. Although this was a decline from the previous year, this was predicted due to the complex needs of this particular cohort. Investment was used in Reading Fluency for Year 2 and this has had a positive impact. Investments were made in developing the maths offer as this was a recognised action point from the previous year. Power Maths was rolled out from September and time given to embed this throughout school. The further development is planned for the next academic year with the maths lead having a

clear plan with agreed action points. Next steps still need to include higher levels of accountability to impact positively on data outcomes.

KUNCU – The improved structure of these sessions building in action points from this year is shown in maths across school. Outcomes remain difficult to measure in this area. Specific groups (including PP children) will be used next year so this can be rolled out across school.

Curriculum enrichment and outdoor learning – Forest school provision continued to be led by the Headteacher and benefitted 5 of the children receiving PP funding and more of our vulnerable children including those with DSEN. Provision during lunchtime was developed using information from pupil voice. Community visits to St George's Church continued throughout the year to provide children with experiences linked to Harvest, Easter and Christmas. Theatre trips leading up to Christmas gave children the opportunity to experience a live show. Aspirations week was organised so the children can 'see it, to be it'.

Wider Strategies

To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.

To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.

Attendance – Overall attendance for the academic year was 95.91% with PA at 7%. FSM6 attendance was 92.86% (national Average for PP was 93.2%) with non FSM6 being 96%. School used the expertise of the Local Authority Attendance Officer who ensured school pursued attendance contracts (2 PP children) and followed agreed Local Authority procedures where required. The Attendance policy was reviewed and makes clear actions linked to prevention, early intervention, targeted support and statutory action. Despite being unauthorised, the impact of parents taking holidays in term time had a significant impact on attendance of some of our vulnerable children and these continued to be tracked as part of the robust attendance procedures. New Government guidelines are yet to show an impact. School continue to send regular text messages to those children who receive PP funding the day before the start of a new half term. Support with transport and home visits were offered to an increasing number of children. The number of children who are pupil premium and persistently

absent was 18% and this is an action point moving forward. The reason for which have been analysed and discussed with the Local Authority Attendance officer.

Emotional Wellbeing – We have continued to embed the robust procedures in place for children receiving support from our Learning Mentor. As last year, a graduated response tool is used to determine the support needed alongside a referral from the class teacher. Of the children receiving PP funding 15 have had support across the year. All support is documented, monitored and reviewed each half term. The pastoral team have developed the use of pupil voice and this makes evident a positive impact of interventions. We continue to believe that if barriers to learning are addressed then further progress can be made. Next steps will include participation in TISUK Project 3 with Oldham Local Authority where all staff will have trauma informed training.

Empowering parents – The work completed over the last three years have ensured relations with parents have continued to be strengthened. 10 families receiving pupil premium funding have received intensive support some of which resulted in further professional support from Early Help, UKEFF, CAMHS and Bereavement services. Parental surveys as a whole continue to be positive and include feedback from parents of children who receive PP funding. Parents are strongly encouraged to be involved in their child's development through curriculum overviews, parents workshops, open afternoons and the weekly newsletter.

Positive Attitude to Reading – The library is utilised weekly by each year group. Buddy systems being used in assembly have helped develop a much more positive attitude to reading. Considerable investment has been made in KS2 individual reading books based on pupil voice. Parents and carers have been provided with overviews to reading in KS1 and KS2 so we can practise reading at home and teach reading at school. This not only fosters a positive attitude to reading but Ofsted found school have taken effective steps to address this from the previous inspection.

Year 6 – (4 children, 50% DSEN)

READING

2024-2025 KS2 Reading outcomes: 57% EXS (National 75% Oldham 77%) 19% GDS (National 33% Oldham 17.9%)

2024-2025 KS2 Reading outcomes for PP children : 50% EXS (National 62% Oldham 62%) Non PP 55% (Oldham 76%)

WRITING

2024-2025 KS2 Writing outcomes: 61% EXS (National 72% Oldham 68%) 0% GDS (National 13% Oldham 7%)

2024-2025 KS2 Writing outcomes for PP children : 50% EXS (National 59% Oldham 59%) Non PP 59% (Oldham 74%)

MATHS

2024-2025 KS2 Maths outcomes: 64% EXS (National 74% Oldham 71%) 7% GDS (National 26% Oldham 21%)

2024-2025 KS2 Maths outcomes for PP children : 50% EXS (National 62% Oldham 62%) Non PP 59% (Oldham 78%)

Year 5 - (8 children, 38% DSEN)

Subject	% Achieved	KEY POINTS:
Reading	75%	Attendance team tracking 3 of the children – panel meetings where needed. 6 children received intensive support from Pastoral team – welfare calls & involvement of professional agencies SLT and Mentors planning alongside class teacher to ensure consistency and progression.
Writing	87%	
Maths	63%	

Year 4 – (6 children 33% DSEN)

Subject	% Achieved	KEY POINTS: EPEP completed and QA was green and completed to a high standard. 2 child receiving support from the pastoral team
Reading	66%	
Writing	66%	
Maths	50%	

Year 3 – (6 children)

Subject	% Achieved	KEY POINTS: <ul style="list-style-type: none">• Attendance contract and support from Attendance Officer• 3 child receiving support from the pastoral team.
Reading	83%	
Writing	83%	
Maths	83%	

Year 2 – (9 children)

Subject	% Achieved	KEY POINTS: <ul style="list-style-type: none">• 4 child receiving support from the pastoral team.
Reading	77%	
Writing	66%	
Maths	55%	

Year 1– (7 children, 20% DSEN)

Subject	% Achieved	<i>KEY POINTS:</i> <ul style="list-style-type: none">• Pastoral support offered to three children through daily check ins and 1:1 interventions.• Professional support being accessed by 3 of the children.• Support from professional agencies where needed• Attendance contract and support from Attendance Officer
Reading	50%	
Writing	50%	
Maths	50%	

Although not statutory, we go above and beyond to ensure all our vulnerable children receive the correct provision. Therefore we have provided a succinct view of our EYFS data. These children are tracked throughout the year to ensure the right provision is there at the right time for the right children.

Early Years Data

In Reception, 6 of the 11 children achieved GLD.

In Nursery, 3 out of 4 PP children achieved the expected standard at the end of Nursery and are on track for GLD.

Further development of the strategy is needed in the areas below and will be reflected in the adapted Strategy for 2025-2026.

ACTIONS for 2025-2026 Strategy

- Priorities agreed with SLT to improve outcomes 2025-2026 with closer alignment to the School Development Plan
- Attendance targets increased for this group and a reduction in the percentage who are persistently absent.
- Tracking and monitoring must be robust.
- Pupil voice and staff voice used to identify specific needs and tailor approach in quality first teaching and targeted support.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.