



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	
School name	Whitemoor Academy
Number of pupils in school	409 (including Nursery)
Proportion (%) of pupil premium eligible pupils	30% (123 pupils)
Date this statement was published	October 2024
Date on which it will be reviewed	January 2025 July 2025
Statement authorised by	Rob Lord
Pupil premium lead	Pete Bevington
Governor / Trustee lead	Elaine Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,160



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Whitemoor; irrespective of their background, starting point or challenges; will achieve the very best outcomes. Each child will have their wellbeing supported and their lives enriched through experiences and opportunities which extend beyond the classroom. We intend to remove potential barriers to attendance and to participation and inclusion in the full life of our school. We want every pupil to feel valued and truly part of Whitemoor Academy. There will be a culture of belonging, where every child feels like an important part of our school community and is nurtured and challenged to become their 'Best Self.' This will be developed through focus on the 'Whitemoor Way', supported by clear communication about these values to pupils and parents/carers. If required, further support for social and emotional issues, behaviour and learning needs will be provided by a range of staff.

A highly effective pastoral system will be the foundation of this culture. Strong relationships will be fostered between school staff, pupils, and their families. Our core principles of: 'Working Hard, Independent Thinking, Everybody Matters, Outstanding Opportunities, Resilience' help shape our strategy and approaches. Our intention will be shared with all stakeholders, including governors, and owned by all who work with our pupils.

High-quality teaching and learning sits at the heart of our approach, with laser-like focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps to open access for everyone.

Our continuous professional development and strategic decision-making will ensure that every teacher and member of support staff will be trained with evidence-based approaches, which will make the greatest impact on outcomes of our learners. Our curriculum will be ambitious, broad, and inclusive, in order to meet the needs of all learners.

Our statement of intent can be summarised in the following diagram:





Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance (written by P Bevington)</p> <p>Last year's improvement in whole-school attendance was pleasing. However, it remains the case that absenteeism is impacting negatively on the progress of our disadvantaged cohorts. Average attendance of our Free School Meal pupils was 90.4%, which was 3.3% lower than average attendance of our non-Free School Meal pupils. Additionally, the rate of persistent absence was 3.2% higher for our Free School Meal pupils.</p> <p>This is a complex and nuanced challenge which requires an individual approach and, therefore, investment of time and staffing, as well as a clear tracking system and a graduated approach.</p>
2	<p>Early Reading (written by J Crosby)</p> <p>The challenges our disadvantaged pupils face with early reading are:</p> <ul style="list-style-type: none">a) Are word poor - harder to read a word you don't recognise.b) Low levels of resilience/attention in phonics lessons.c) Lack of reading at home – parents may need more knowledge on how to read with their children. This is coupled with a lack of attendance at parent meetings about reading.
3	<p>Maths (written by D Hickman)</p> <p>The challenges our disadvantaged pupils face in Maths are:</p> <ul style="list-style-type: none">a) Limited knowledge of, age-appropriate, number fact. Pupils cannot draw on key facts (doubling, halving, number bonds, composition, additive and/or multiplicative) as they are not confident in these areas.b) Reluctancy to develop newer strategies and are happy to stick to what they know – often 'tricks' or inefficient strategies.c) Lack of engagement with Maths at home – Numbots, TT Rockstars, etc. This could be linked to access to a device/Wi Fi at home.



4	<p>Reading Comprehension (written by R Cartwright)</p> <p>Our assessments and observations indicate that a high proportion of our disadvantaged pupils have low reading speeds (compared with those of our non-disadvantaged pupils). Consequently, their reading fluency could be inhibited and may find comprehension of age-appropriate texts difficult.</p> <p>We also know from national data, oral reading fluency is correlated with KS2 reading comprehension outcomes and, given that oral reading fluency is quick and easy to track, it's likely to be an extremely useful indicator to measure.</p>
5	<p>Wider Opportunities (written by P Bevington)</p> <p>Our discussions with/feedback from families suggest that the disadvantaged group are not receiving the rich and varied experiences that their more advantaged peers are afforded. This has an adverse effect on them building knowledge of the wider world and on their vocabulary acquisition.</p>



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(s)	Success criteria
To achieve and sustain improved attendance for all children, in particular our Pupil Premium grouping.	<ul style="list-style-type: none"> • Termly attendance for our Pupil Premium cohorts will stand at 90% or more. • Average attendance for Pupil Premium children will have improved by a minimum of 1.5% come the end of the academic year. • Rates of persistent absenteeism for Pupil Premium children will decline by 7.6% or more. This pattern should repeat itself the following two academic years.
To improve the phonetic knowledge and decoding skills of our disadvantaged pupils in Year 1 and Year 2.	<ul style="list-style-type: none"> • 75% of Pupil Premium children will pass the Year 1 Phonics Screening Check by Summer term 2025. • 88% of our Year 2 Pupil Premium cohort will pass the re-taken Phonics Screening Check. • Excluding pupils with Higher Level Needs (who will be disapplied from taking the test), then these figures will be 86% and 93% respectively.
To improve the reading fluency and, subsequently, reading comprehension of all Pupil Premium children in Year 6.	<ul style="list-style-type: none"> • Year 6 Pupil Premium children to improve their Words Correct Per Minute (WCPM) score by Spring and/or Summer term. • 75% of this cohort to read at least 150 WCPM come the end of the academic year (currently only 40% of this cohort can). • The average reading SAT score for this year's Pupil Premium cohort is better than the average reading SAT score from last year's Pupil Premium cohort.
To improve Maths attainment in Year 4 and Year 5 for our Pupil Premium cohorts (as a result of a renewed focus on number sense).	<ul style="list-style-type: none"> • Each pupil increases their score in the MTC (tracked every term using the Unofficial Official Multiplication Check on TT Rockstars). • This pupil group make progress in overall attainment in maths. This can be seen in test scores (summative assessment) as well as in each teacher's 'achieving potential' document (formative assessment). • These pupils know more number facts than before and recall these facts without needing to 'work it out'; as evidenced by Mastering Number 'observations' of x2 focus children.
To increase enrichment opportunities for our Pupil Premium children, as and when relevant. To ensure our wider curriculum exposes these children to a range of experiences.	<ul style="list-style-type: none"> • Run at least 80 after school clubs over the course of this academic year; ensuring that at least 60% of places are offered to pupils we identify as being disadvantaged. • Deliver a minimum of one offsite visit in every year group, which Pupil Premium will be able to attend, regardless of financial situation. • Provide every Key Stage 2 pupil with Whole Class Ensemble Teaching, including keys and strings.



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.

1) High Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
1a) Continue to deliver a Department for Education validated Systematic Synthetic Phonics programme (Read Write Inc.) to secure stronger phonics teaching for Y1 and Y2 pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	Challenge 2
1b) Employ an Early Reading Lead for 4 days / week. They will provide coaching sessions, observe RWI teachers, assess pupils and liaise with the Flying High English Hub.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development Guidance Report EEF	Challenge 2
1c) Participate in the 'Embedding Mastering Number' and 'KS2 Mastering Number' Programmes. We will fund release time for 'Lead Teachers' and the Maths subject lead to attend local and national workshops.	Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers at the beginning of formal schooling: Early Numeracy Approaches EY Toolkit EEF There has been a noticeable and marked improvement in the speed and accuracy of children's subitising skills and knowledge of number bonds. Lower confidence children are able to recognise patterns and subitise: 'They can see it straight away': the impact of Mastering Number Article NCTEM	Challenge 3



1d) Provide additional support in Year 2 Maths lessons, with their targeted groups consisting of disadvantaged pupils. This support will be provided by a highly experienced KS1 HLTA.	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group teaching. It allows the teacher to focus on the needs of a small number of learners and offers an opportunity for greater levels of interaction and feedback. This can support pupils to overcome barriers to learning and increase their access to the curriculum. Small Group Tuition Teaching and Learning Toolkit EEF	Challenge 3
1e) Operate a three-teacher model during Year 6 Maths lessons, with the smaller group largely consisting of disadvantaged pupils. This group will be taught by a highly experienced KS2 HLTA.	Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group teaching. It allows the teacher to focus on the needs of a small number of learners and offers an opportunity for greater levels of interaction and feedback. This can support pupils to overcome barriers to learning and increase their access to the curriculum. Small Group Tuition Teaching and Learning Toolkit EEF	Challenge 3
1f) Operate a three-teacher model for Year 6 English lessons, allowing all teachers to support their disadvantaged pupils more effectively.	Research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. Reducing Class Size Teaching and Learning Toolkit EEF	Challenge 4



2) Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
2a) Provide one-to-one RWI tutoring sessions, targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base 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 up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>1:1 Tuition Teaching and Learning Toolkit EEF</p>	Challenge 2



3) Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a) Release a Deputy Headteacher 0.5 days / week to lead Whitemoor's revised attendance strategy, as well as for Attendance Team meetings.	DfE guidance / Ofsted research has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance Guidance DfE Securing Good Attendance and Tackling Persistent Absence Research and Analysis Ofsted	Challenges 1, 2, 3 and 4
3b) Release the Senior DSL 0.5 days / week to support with Whitemoor's revised attendance strategy, as well as for Attendance Team meetings.	As above.	Challenges 1, 2, 3 and 4
3c) Ensure at least 25% of Brooke Marsay's day can be dedicated to attendance administration, as well as for Attendance Team meetings.	As above.	Challenges 1, 2, 3 and 4
3d) Offer fully funded Breakfast Club places to any child who is eligible for the Pupil Premium.	As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report DfE Attendance of disadvantaged pupils equalled or exceeded attendance of non-disadvantaged pupils in most schools. The National School Breakfast Programme Evaluation Report EEF	Challenge 1
3e) Continue to provide specialist music provision for 2 days / week.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts Participation Teaching and Learning Toolkit EEF	Challenge 6



3f) Offer a 'Wider Opportunities' TLR for 3 days / week, with a specific focus on provision for disadvantaged pupils.	<p>Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, etc.</p> <p>The value of after school clubs for disadvantaged children Case Study Nuffield Foundation</p>	Challenge 6
3g) Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £173,160