



St White's Primary School
Always Learning!



Pupil premium strategy statement St White's Primary School

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	250
Proportion (%) of pupil premium eligible pupils	26%
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)	Updated in line with school long term plan 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2024
Statement authorised by	CLB Tilling
Pupil premium lead	F Cinderey
Governor / Trustee lead	K Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,970
Pupil premium funding carried forward from previous years	£5,820
Total budget for this academic year	£94,790

Part A: Pupil premium strategy plan

Statement of intent

At St White's, our intention is that all pupils, irrespective of their backgrounds, see themselves as learners and are 'Always Learning'. Through this they make good progress through the school's curriculum and achieve well ready for the next stage of their education and beyond. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

The school builds its development plans on the needs of its disadvantaged pupils as what is right for them, will be right for all.

We aim that our disadvantaged pupils greet challenge with a can do attitude; take responsibility and commit; communicate clearly as they conquer; and reflect and celebrate. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is prove to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumption about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We have a strong focus on developing communication skills through our development of oracy.

We want for our pupils to go anywhere for their next stage of education and have as much cultural capital and knowledge as a child from any other background.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to UKS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate that some pupils are not fully participating in their learning.
3	Internal and external assessments indicate that, despite some progress, maths attainment among disadvantaged pupils is below that of non-

	disadvantaged pupils. There are gaps in some pupils' recall of number facts which is affecting their ability to carry out calculations efficiently.
4	Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Some pupils struggle to identify their emotions and to regulate them to support learning. Other pupils struggle with trying new things due to lack of enrichment opportunities.
5	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been consistently 2.4% lower than non-disadvantaged pupils but still above the national average. However, there is an increasing trend of disadvantaged pupils with unauthorised absences with an increase from 0.8 to 1.5% of attendance unauthorised absence.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, language screen/speech link assessments and use of the oracy framework.
Improved participation in all learning activities within school and extra-curricular visits.	Sustained high levels of participation in lessons by 2026/27 is demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice and classroom observations. • improved progress in all areas of the curriculum through assessment of progress through the curriculum.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • sustained high attendance and participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance of disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by

	<ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%. • a decrease in unauthorised absence of disadvantaged pupils with below 1% of attendance unauthorised absence.
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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: £54,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer Learning Communities to support professional development of teachers.	<p>The EEF Effective Professional Development Guidance report suggests that professional development should effectively build knowledge, motivate staff, develop teaching techniques, and embed practice. In addition, the school should ensure professional development programmes are designed with care taking into consideration the context and needs of the school.</p> <p>Professional Learning Communities (PLCs) are established in the school. Evidence suggests that teachers' work within successful PLCs improves instruction which may lead to improved student achievement (Lomos et al., 2011; Jones et al., 2013) and contribute to the effectiveness of schools (Louis et al., 2010; Hofman et al., 2015).</p>	2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We are in our fourth year of receiving CPD and support from Voice 21</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

through their Leading a Culture of Oracy programme.	The Voice 21 Impact Report supports continued association with the project Voice 21 Impact Report 2022-2023	
Phonics scheme – Essential Letters and Sounds	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF The Essential Letters and Sounds programme is embedded within school practice and has supported very high outcomes for disadvantaged pupils.	2
Embedding high quality curriculum through support from subject-specific associations: PSHE association, Gloucestershire RE curriculum; GHLL training; DT association CPD; Subject Leader Network Meetings; Teach Computing; History Association CPD.	It is considered to have a good impact when the intent and implementation is secure: Intent Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Implementation Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. OFSTED – Education Inspection Framework	1,2,5
Mastering Number	The EEF guidance report makes recommendations for improving mathematics in the Early Years and Key Stage 1 . Develop practitioners understanding of how children learn mathematics. Use manipulatives and representations to develop understanding. Use high quality targeted support to help all children learn mathematics.	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

We will provide subject specific coaching for new teachers. This year: <ul style="list-style-type: none"> Using manipulatives (KS2) Oracy in maths (KS2) 		
Purchasing of manipulative resources for use in mathematics lessons across the school.	EEF Improving Mathematics in Early Years and Key Stage 1 and Improving Mathematics in Key Stages 2 and 3 reference using manipulatives and representations to develop understanding. Representation and structure is also one of the five big ideas for Teaching for Mastery. (NCETM)	3
Subject leadership groups Release time for subject leadership teams to develop the curriculum and provide professional development support for other staff including how to incorporate oracy to support knowledge acquisition.	The EEF Effective Professional Development Guidance report suggests that professional development should effectively build knowledge, motivate staff, develop teaching techniques, and embed practice. In addition, the school should ensure professional development programmes are designed with care taking into consideration the context and needs of the school.	1,2

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

Budgeted cost: £17,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school teacher/TA led tutoring targeted at pupils' specific needs	EEF small group tuition suggests that there is moderate impact for low cost based on moderate evidence. It is most likely to be effective if it is targeted at pupils' specific needs.	3
Nessy – phonics reading and spelling intervention	Research has shown that there is significant improvement in standardised reading score. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF	1, 2
NELI – Early Language Intervention	NELI has demonstrated its potential to support young pupils in need of support with spoken language through four randomised controlled trials. The EEF has	1, 2, 4

	funded two of these trials with the largest and most recent evaluation of the programme finding that children made on average 3 months of additional progress in oral language compared to children in the comparison group.	
Speech Link & Infant Language Link	Research shows that the programme can be used to identify speech issues and support teaching assistants in identifying and supporting children with speech and language difficulties.	1, 2, 4
Numberstacks	EEF Improving Mathematics in Early Years and Key Stage 1 and Improving Mathematics in Key Stages 2 and 3 reference using high quality targeted support to help all children learn maths and using structured intervention to provide additional support. Numberstacks combines diagnostic assessments and videos to support TA CPD.	3
1:1 ELS interventions	EEF teaching and learning toolkit suggests that studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2, 4

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

Budgeted cost: £22,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker (FSW) and Emotional Literacy Support Assistant (ELSA)	EEF Social and Emotional Learning – Teaching Toolkit 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.	4, 5

	<p>The ELSA programme is recognised as an evidence-informed intervention that does not replace existing interventions in schools, but rather complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise. Setting targets and evaluating progress also means that schools can evidence progress in social and emotional skill development. DCC 2020</p>	
Zones of Regulation	<p>The EEF social and emotional learning evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p>	2, 4, 5
Restorative Practice	<p>A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.</p> <p>An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.</p> <p>In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.</p>	4, 5

<p>Extra-curricular activities including residential trips in year 2, 4 and 6.</p>	<p>The Outward Bound trust impact report shows an increase in children's confidence and resilience. <i>The Outward Bound Trust is a leading educational charity that uses the outdoors to help develop young people from all walks of life. We provide adventurous learning courses for young people to develop their social and emotional skills at every stage of their education and early stages of employment. The skills that they develop are those that will play a pivotal role in how successfully they navigate the challenges of adolescence and early adulthood: helping them to flourish and thrive throughout their lives.</i></p>	<p>2, 4, 5</p>
<p>School Uniform/PE Kits/School Resources</p>	<p>From our experience, we know that if pupils do not have access to uniform it can impact on their relationship with their peers and their readiness to learn.</p>	<p>4, 5</p>
<p>Wellbeing committee</p>	<p>DfE improve workload and wellbeing for school staff: Placing staff wellbeing at the centre of everything you do will have a positive impact on all aspects of school life.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £94,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Although we did not reach the end of the three-year plan, we have updated the overall strategy as part of a redevelopment of the school development plan. There is an analysis against the intended outcomes with some outcomes continuing under the revised plan if they have not yet been achieved.

National data comparisons 2023-2024

*Colour coding refers to comparisons against similar groups.

EYFS

	Disadvantaged St White's	Disadvantaged National	Local EYFS – FoD All	Non-disadvantaged St White's	Non-disadvantaged National
GLD	67%	51.5%	68.9%	75%	72%

Year 1 Phonics

	Disadvantaged St White's	Disadvantaged National	Non-disadvantaged St White's	Non-disadvantaged National
Meeting the expected standard	100%	68%	89%	84%

End of KS2

	Disadvantaged St White's	Disadvantaged National	Non-disadvantaged St White's	Non-disadvantaged National	All National
Reading ARE/+	86%	62%	81%	79%	74%
Reading GD	29%	18%	44%	33%	28%
Writing ARE/+	86%	58%	78%	78%	72%
Writing GD	0%	6%	25%	16%	13%
Maths ARE/+	57%	59%	85%	79%	73%
Maths GD	0%	13%	16%	29%	24%
R/W/M ARE/+	57%	45%	66%	67%	61%
R/W/M GD	0%	3%	9%	10%	8%

Intended outcome	Success criteria	Outcomes 2023-2024
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other	NELI assessments show that all pupils made progress following the intervention. 3/5 pupils were disadvantaged and all made progress from being identi-

	sources of evidence, including engagement in lessons, language screen/speech link assessments and use of the oracy framework.	fied with 'slight concerns' to 'no concerns' based on a standardised measure.
Improved phonics attainment among disadvantaged pupils.	Phonic outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.	In 2023/2024, 100% of disadvantaged pupils met the expected standard in phonics.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.	In 2023/2024, 86% of disadvantaged pupils met the expected standard in writing at KS2.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.	In 2023/2024, 57% of disadvantaged pupils met the expected standard in maths at KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, the Boxall profile and teacher observations a significant increase in participation in enrichment activities (including residentials), particularly among disadvantaged pupils 	Clubs in Autumn 2024, show that there are disadvantaged pupils taking part in all school run clubs. There is a new club that includes 45% of the disadvantaged pupils from KS2 (20 pupils). Residentials – Yr 4 2024 – 100% disadvantaged attended Y4 2025 – 100% disadvantaged have signed up Y6 2024 - 83% disadvantaged attended Y6 2025 – 100% disadvantaged have signed up The opportunities offered to disadvantaged pupils was referenced as a strength in a recent Ofsted report.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their peers will be reduced by 1%. The percentage of all pupils who are persistently absent will be below 5% (20% - 2021/22) and no more than 30% of them will be disadvantaged.	The attendance gap started at 3% and has reduced to 2.49% for PP and 1.87% for FSM in 2023/2024. In 2023/2024, 8.7% of pupils were persistently absent. This has reduced significantly from 20% in 2021/22. There has been good progress with increasing attendance and this will continue.

Externally provided programmes

Programme	Provider
Reciprocal Reading (via EEF project)	FFT
Essential Letters and Sounds	ELS
White Rose Maths	White Rose
Nessy	Nessy Learning
Speech Link	Speech & Language Link
Number Stacks	Number Stacks
Oracy – embedding classroom practice	Voice 21

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the strategies from the previous statement along with the school development plan, which is based on the needs of the disadvantaged, as part of our regular cycle of assess, plan, do, review.

We triangulated evidence from multiple sources of data including internal and external assessments; book looks and learning walks; conversations with parents, pupils and school staff, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. Individual subject leaders have reflected on their subjects using the implementation guidance and have highlighted how they will support disadvantaged pupils. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.