

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitegate Primary and Nursery School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	45.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lee Noble
Pupil premium lead	Andrew Forshaw
Governor / Trustee lead	Donna Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,965.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£271,965.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils at Whitegate is that they achieve equally as well as those who are not disadvantaged.

The measures in our pupil premium plan work towards this objective by focusing on raising the quality of teaching for all, implementing evidence-based interventions and methodologies and addressing barriers to learning such as absenteeism or poor mental health and well-being.

In developing our strategy plan, our key principle is that any money spent must be done so on strategies underpinned by research with the impact closely monitored and measured.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points and gaps in learning
2	Higher than average absence rates
3	Mental health and well being
4	Parental support and engagement
5	Adverse childhood experiences

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
On the whole, disadvantaged pupils achieve well.	Attainment and progress in national tests and examinations, which are broadly in line with national averages.
Disadvantaged pupils attend well.	Overall attendance is broadly in line with national averages or shows an improving trend over time.
Disadvantaged pupils have good attitudes to learning and display positive behaviour.	Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Activity in this academic year

This details how we intend to spend our pupil premium **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
Power Maths Programme	The implementation of Power Maths was undertaken following comprehensive research into the way children learn best with mathematics. According to the OFSTED research review into the teaching of mathematics, if coherent resources for planning, instruction and rehearsal of content are provided by leaders, then the risk of pupils falling behind is reduced whilst still giving teachers freedom to choose how to teach. The OFSTED research review also details how those countries who use a textbook approach, ensuring the textbook is not full of distracting imagery, see much higher success in their mathematics achievement. Furthermore, through the process of overlearning and ensuring all children move through the sequence of	1

	<p>learning together, not only did more children attain overall, but a significant proportion achieved at the higher standard. The Power Maths approach encapsulates the high-quality teaching components advocated by the research review and, furthermore, is approved by the DFE.</p>	
<p>Read Write Inc PHONICS</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year according to the EEF. EEF states that pupils eligible for free school meals typically receive slightly greater benefit from phonics interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided. Read Write Inc is on the DFE approved list for teaching of phonics.</p>	1
<p>'Reading at Whitegate' approach</p>	<p>The EEF states that reading comprehension strategies are high impact on average (+6months). Studies in England have shown that pupils eligible for free school meals may receive additional benefits from having being taught how to use reading comprehension strategies. The 'Reading at Whitegate' approach is based upon the findings of prominent learning theory and cognitive science researchers so that we know we are basing our teaching methodology on pedagogy that will best support our children's development. For example, we use the work of Stevens (1980), Daniel Willingham and The Reading Agency, amongst others, to support our four purpose of reading at Whitegate: Reading for Knowledge, Reading for Fluency, Reading Strategically and Reading for Pleasure.</p>	1
<p>'Writing at Whitegate' approach</p>	<p>The EEF states that Mastery Learning strategies to support the writing process are high impact on average (+5months). Writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies. A writing strategy is a series of actions that writers use to achieve their goals and may support one or more components of the writing process. Over time, pupils should take increasing responsibility for selecting and using strategies. The following strategies should be carefully modelled and practised.</p>	

	<p>1. Planning Setting goals and generating ideas before pupils begin writing. Teachers may ask pupils to write down goals to refer back to as they write. This stage of the writing process may also involve gathering information, activating prior knowledge, and reading exemplar texts to identify key features and consider the writing style used. Example strategy: using a graphic organiser, such as a Venn diagram, to generate ideas for a balanced argument.</p> <p>2. Drafting Noting down key ideas, setting out a logical order for points to be covered, and writing out a draft of each section. Although accurate spelling, grammar, and handwriting are important, at this stage they are not the main focus. Example strategy: using checklists to support structuring writing and monitoring progress towards goals (for example, 'Does my introduction paragraph explain what topic I'm writing about?'). Over time, pupils can be prompted to develop their own checklists before starting to write, instead of using checklists provided by their teacher.</p> <p>3. Revising Making changes to the content of writing in light of feedback and self-evaluation. Pupils can be supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved. Ideas or drafts can also be shared with peers or adults for feedback. At this stage, the audience will be limited so anxieties about presentation can be avoided. Example strategy: using prompt questions to support children when revising their work (for example, 'Are there any places where it would be helpful to add more information?', 'Is any of the phrasing repetitive?', 'Can we make some vocabulary changes using your word bank?').</p> <p>4. Editing Making changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it. Example strategies: checking capital letters and full stops, writing 'Sp' beside spellings pupils are unsure about and then checking spellings using a dictionary.</p> <p>5. Publishing Presenting the work so that others can read it. This may not be the outcome for all pieces of writing but when used appropriately it can provide a strong incentive for pupils to produce high quality writing and encourage them to carefully revise and edit.</p>	
Oracy Project	The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation. As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is	1

	<p>crucial that oracy is implemented at a whole-school level, throughout a variety of subject areas.</p> <p>While the implementation of oracy in a variety of contexts is essential, differences in teaching methods and desired student outcomes can be observed from subject to subject. As such, oracy teaching must be adjusted depending on the context. There is, however, evidence to suggest that oracy can be used across many different subjects to increase student attainment and outcomes.</p> <p>Other approaches in the EEF Toolkit also involve oral language, such as Metacognition (which makes talk about learning explicit in classrooms), Collaborative learning approaches (which promote pupils' interaction in groups), and Feedback (when delivered verbally).</p>	
<p>Jigsaw PSHE approach</p>	<p>The EEF states that social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year by focusing on improving pupils' decision-making skills, interaction with others and their self-management of emotions. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. SEL interventions in education are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in health relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>The Jigsaw PSHE approach empowers children to navigate friendships, emotions, change and the big questions about their own identity, all while building the confidence and resilience they'll carry for life.</p>	<p>1, 3, 5.</p>

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

Budgeted cost: £141,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>8 TAs across F2 to Y6 supporting quality first teaching in class and delivering interventions: Phonics KS2 Fresh Start Flash Academy for EAL</p>	<p>The Education Endowment Foundation states that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>1, 3</p>
<p>RWI Phonics</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year according to the EEF. EEF states that pupils eligible for free school meals typically receive slightly greater benefit from phonics interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided. Read Write Inc is on the DFE approved list for teaching of phonics.</p>	<p>1, 3</p>
<p>Fresh Start</p>	<p>Read Write Inc. Fresh Start is a proven phonics intervention for pupils aged nine to 13+ who have slipped through the reading net. Pupils make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.</p> <p>Education Endowment Fund states that evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Interventions are likely to be particularly beneficial when the teaching assistants are</p>	<p>1, 3</p>

	experienced, well-trained and supported – for example, delivering a structured intervention.	
Flash Academy	On average, the Education Endowment Fund state that individualised instruction approaches have an impact of 4 months' additional progress. Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. For example, technology may enable more immediate feedback on the individualised tasks. Flash Academy supports KS1-2 EAL children to improve their English Language skills with a pedagogy based around multimodal flashcards and lessons match to the National Curriculum.	1, 3

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	There is a significant in school difference in the attendance of disadvantaged pupils compared to Other. We need to ensure that early intervention takes place when pupils are not attending school. The appointment of an attendance officer means there is less reliance on the local authority to support and challenge parents with regards attendance and punctuality.	2, 4
Behaviour Lead	According to the EEF, the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline.	3, 4

<p>ELSA training and release time</p>	<p>The EEF states that social and emotional learning interventions can provide an additional 4 months progress by focusing on improving pupils' decision-making skills, interaction with others and their self-management of emotions. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. SEL interventions in education are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in health relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>3, 5</p>
<p>GET SET 4 PE</p>	<p>The EEF states that physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that may not otherwise be available to them.</p> <p>Get Set 4 PE focuses not purely on playing sports but the acquisition of skills. Therefore, it does not alienate those who feel they cannot play a particular sport but, rather, encourages physical activity and being physically healthy.</p>	<p>1, 3</p>
<p>The Achieve Well Award</p>	<p>The Achieve Well team want all children in the City of Nottingham to be healthy in mind and body.</p> <p>They are committed to creating a city where every child thrives physically, mentally, and emotionally in order to achieve their full potential. Their vision for the Nottingham Healthy Child, created with children and adults, aligns with Nottingham City Council's commitment to become a Child Friendly City.</p>	<p>3, 4, 5</p>
<p>LCH (Lifting Children's Hopes) Charity</p>	<p>The here, now and future of LCH is supporting children who are facing disadvantaged lives, their support is mostly driven by poverty but also they help children who have suffered family</p>	<p>3, 4, 5</p>

	bereavement, are living in a chaotic home, are a child refugee, or may have additional needs. Through school partnership the charity are able to understand the needs of local children and put projects and programmes in place that help transform their lives.	
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Total budgeted cost: £ 271,965.00

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 2024 to 2025 academic year.

Desired Outcomes	Impact
Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2.	<ul style="list-style-type: none"> • End of KS2 data for Summer 2025 showed 52% of disadvantaged children achieved the combined standard compared to 47% for the PP National. The gap compared to national non-disadvantaged widened last year from narrowing the year before. • The 3 year end of KS2 data showed 52% of disadvantaged children achieved the combined standard compared to 46% for the PP National. Gap to non disadvantaged pupils National was minus 15. • In Reading the gap between disadvantaged compared to national non-disadvantaged was minus 8. (9% higher than National PP). • In Writing the gap was minus 13 but narrowing from the previous year. (7% higher than National PP). • In Maths the gap was minus 11 (8% higher than National PP). • The spend in Year 6 did have an impact from the end of Year 5 where 52% of pupils achieved EXS+ and remained at EXS+ by the end of Year 6 but was not enough to close the gap. GDS increased from 4% to 8%.
The quality of teaching across school is high. It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively.	<ul style="list-style-type: none"> • The quality of teaching across school was judged in the Summer term as now consistently effective (50% - down 11% from Summer 2024) or highly effective (50% - up 11% from Summer 2024).
Disadvantaged pupils attend school regularly.	<ul style="list-style-type: none"> • Years 1-6 ALL children was 94.6% up from 93.8% in 2024 and only 0.3% off the National figure. • Disadvantaged attendance was 92.2% (up 0.4% from Summer 2024) compared to 92.6% for National FSM6. • We will continue with our measures involving the Attendance Officer as this has been successful in reducing our persistent absentees and following up absences with the EWO where appropriate.

<p>Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p>	<ul style="list-style-type: none"> • Leuven tests were used effectively to pinpoint children who may be suffering with their mental health and well-being. Subsequently, pastoral care supported these children and involved the necessary external agencies to ensure that the pupils received whatever support was necessary to allow them to be a positive member of the school community. • Barriers to learning were further identified and proactively diminished through targeted support from the pastoral lead and the work of a behaviour specialist.
<p>The curriculum is broadening pupils experience and building strong cultural capital. Children have high aspirations for themselves and others</p>	<ul style="list-style-type: none"> • Our last OFSTED inspection reported that pupils receive a good, rounded education at Whitegate. This extends from Nursery to Y6 with the curriculum being noted as highly ambitious and well implemented.