



Pupil Premium Strategy Statement 2024-2025

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	Data
School name	Whitestone Infant School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	12% (33/269)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Green, Headteacher
Pupil premium lead	Jane Webster Deputy Headteacher
Governor lead	Simon Shaw, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,571
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,571

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 a large proportion of children entering school in Reception have under developed oral language skills and vocabulary gaps (which impacts on their social and emotional skills). This is particularly more evident amongst our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics screening check data from June 2024 for Y1 shows that 64% of PPG pupils passed the PSC, well below all pupils at 88% (11 of all children, of which 4 are PPG children to be re-screened in June 2025) Whilst in Year 2 96% of disadvantaged pupils passed the PSC on re-take in June 2024.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with writing being below. In July 2024 data showed that identified pupil premium children were in-line with the previous 2023 national average in reading (68%, NA 68%) and above in writing (64%, NA 60%) and above in maths (77%, NA 70%).
4	Our assessments (including wellbeing survey), 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. Teacher/parent referrals for support continue to remain high. 45 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs, with 19 (16 of whom are disadvantaged) receiving ongoing 1:1/small group interventions/nurture support.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.25% - 2.41% lower than for non-disadvantaged pupils, this is an improving picture. 3- 4.8% of disadvantaged pupils have been 'persistently absent' compared to 4 – 15.27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting all pupils' progress and particularly disadvantaged pupils' progress.
6.	Access to Enrichment Activities and other aspects of school life. Through discussion with specific families some children do not have opportunities to access the same enrichment activities out of school as their peers. Additionally, families have indicated difficulties funding trips, purchasing uniform, music tuition etc.

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, book scrutiny and ongoing formative assessment. WELCOMM intervention data will show accelerated progress from starting points.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. Exceeded in 2024
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. Exceeded in 2024
Improved writing attainment among disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. Exceeded in 2024
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys, teacher observations and use of SDQs and Boxall Profile Screening - a return to pre-pandemic levels showing an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 3.25%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. The gap has reduced between PP and all pupils, however the absence rate was 4.64% for all pupils. - the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers. Whole school PA was 14.07% this is a reduction of 1.93%. PA for disadvantaged pupils was much lower.

Activity in this academic year 2024-2025

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: **£8500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete Nuneaton Education Alliance workshops: Raising Attainment of Disadvantaged Youngsters with Trevor Sutcliffe (Challenging Education) Use Professional Learning Programme 'Thinking Differently' to support staff understanding of the impact of poverty. Staff meeting time to be used to implement the RADY principles, including: - Proportional representation - Golden thread through LIP - Position of Knowledge - Equity in teaching - Raise expectations - Use the Uplift model to target setting (Reception Year target) - Increasing aspirations (long term activity linked to all future LIPs and wider subject plans) - Increase teacher awareness and confidence in tracking and strategy implementation - Provision matrix utilised for rounded overview of academic & pastoral features	Established in 2013. PLP bought by Warwickshire County Council for all maintained schools. Recommended by Warwickshire Virtual School. RADY (Raising attainment of disadvantaged youngsters is an approach intended to close the gaps in outcomes compared to non-disadvantaged pupils.	1, 2, 3, 4, 5
Continue to buy into RWI development days & resourcing DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all 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 Toolkit Strand Education Endowment Foundation EEF	2, 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 Sustaining Mastery	Mathematical skills of reasoning and problem solving are well established by the end of Y2 and school data is usually above national data for both expected and greater depth. However, children are less successful with fluency and this can sometimes hold some children back with their reasoning and problem solving. We aim to ensure children develop instant recall of a wide range of number facts during EYFS and KS1.	3

training & the new Mastering Number programme) Development of EY maths knowledge & skills for teacher new to Early Years Embed the Mastering Number programme across school. Staff to receive training from NCETM trainers. Staff leading programme in each year group – SO, SK & KSD	New for this year is a project to increase engagement with parents regarding how children learn maths. 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)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of WELCOMM programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as 1:1 tuition with trained TAs. Daily 'pinny' times across Reception Ongoing training for all staff led by RWI lead in the form of practise sessions & coaching. Regular monitoring of both lessons & interventions	Some children will require some pre-teaching of concepts as well as some consolidation of subjects taught. Doing this in small groups allows tight focus into individualised needs. EEF(Education Endowment Foundation) Research Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£35000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Suite of training to support Positive Behaviour Provision. Sourced via Nuneaton Education Alliance to capacity build and support staff resilience.	Staff need to be up-skilled and equipped to deal effectively and supportively with these children while establishing and maintaining the relationships and trust. Leading to whole school consistency of behaviour. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)	4
Nurture provision in the form of our 'Owl's Nest' in use alternate weeks for different year groups. Provision for Year 1 & Year 2 nurture groups 3x per week (on rotation). Active well-being support, including emotional coaching from Well-being TA. Programmes put in place on areas such as self-esteem, behaviour management and social skills. Ensuring skills from Owl's Nest being used in class.	Children who are ill equipped socially and emotionally struggle to access the curriculum as well as develop relationships with others. Without having these in place as well as other learning behaviours children fail to make expected progress and quickly fall behind their peers. <i>Evidence from Teaching and Learning toolkit (EEF) (Social and emotional learning +4 and Play based learning + 5 months impact)</i>	4
OWLET SANCTUARY – area of EYFS style sensory provision for KS1 children to access	Children who have sensory needs and cannot access the whole of their chronological age curriculum have access to a developmentally appropriate provision..	...4...
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve regular meeting time for attendance officer, PSA & HT (attendance champion) to monitor, develop and	Children with poor attendance are less likely to achieve well in the future. Poor attendance means key knowledge and skills are missed. Making and maintaining friendships is difficult.	5

implement procedures to improve attendance. Daily monitoring of attendance. Half termly meetings of HT & attendance officer. Termly meetings with attendance governor. Support for vulnerable families to improve attendance from PSA. Adoption of an Inclusive Attendance Approach will be a focus of work and wider training.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Providing vouchers for new uniform as an incentive to sign up for FSM eligibility. Access to free preloved uniform.	Children need to feel included and have a sense of belonging to their school community.	6
Disadvantaged pupils to be offered the opportunity to attend a paid extra-curricular club (beyond school hours). In Year 2 all disadvantaged pupils have the opportunity to learn to play a musical instrument (guitar or keyboard).	Education Endowment Foundation – Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. Attendance at a club is aimed to support learning and development and enhance social experiences and widen their cultural capital.	6

Total budgeted cost: £63500

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

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

Phonics screening check data

Year 1 data in 2024 shows a decrease of 8% of PP children achieving a pass on the previous year. 64% 7/11 pupils passed, significantly below all pupils at 88% 79/90.

In 2024, 96% of Year 2 passed the PSC on retake.

End of KS1 attainment

Reading – Year 2 attainment data showed an increase of 6% on the previous year for the expected standard at 68% for PP children. Overtime the gap has closed with national and is now on par.

Writing – Year 2 attainment data once again showed an increase of 10% on the previous year, with 64% of PP children achieving ARE. There has been an improving trend and is now above national.

Maths – Year 2 PP attainment data shows a 8% increase on the previous year at 77% ARE which is above national and on continues to be an improving trend overtime.

Attendance

In 2023-24, disadvantaged pupils attendance for the year was 92.9% compared to 95.3% for non PP pupils. A difference of 2.4%. Whole school attendance was 94.9%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic and continue to be post-pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide superb wellbeing support for all pupils, and targeted interventions where required. The further development of the TA employed specifically to focus on well-being has been highly successful, particularly in reducing anxiety on entry to school in the morning. We are continuing to build on that approach with the activities detailed in this plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. This was undertaken in March 2022.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by 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. 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.