Whitley Village School

3 Year Pupil Premium Strategy (2025 - 2028)

Updated September 2025

Whitley Village School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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	Whitley Village School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	6.4% (5 children) National 2024/2025 25.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	September 2025 Updated September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Russell David
Pupil premium lead	Nicola Downey
Governor / Trustee lead	Sue Jones, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 3 x £1,515 = £4,545 2 x £2,630 = ££5,260	£9,805
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	£9,805

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs and engages them.

Our ultimate objectives are to:

- *Remove barriers to learning created by family economic insufficiency, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to*
- *enable them to access the breadth of the curriculum.*
- *Develop confidence in their ability to communicate effectively in a wide range of*
- *contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop*
- *resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world so that their cultural collateral is on a par with other learners.*

Our Context:

- *Our small school serves a geographically diverse student body with quite large income disparities.*

Achieving our objectives:

   In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with high quality specific CPD for their personal development pathway to ensure that pupils access effective quality first teaching*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and computer based systems that utilise AI.*
- *Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.*
- *Provide opportunities for all pupils to participate in enrichment activities Including sport, music and school drama productions (see our YouTube Channel)*
- *Provide appropriate nurture support to support pupils in their emotional and social development where needs are identified through surveys and conferencing.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals and our termly review and operational constraints of a small school. We will aim to be agile and decisive if our pupil progress meetings if they fail to indicate the desired rate of progress.

> **Key Principals**
>
> We will ensure quality teaching that pays careful regard to effect sizes and their relativity of impact. ([Hattie](#) 2018). We aim to ensure that learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will be supported to identify needs through the class pupil premium plan. Collaborative discussions will then formulate the response needed and the specific intervention and support needed. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults if needed. We will also amplify our response in this regard by judiciously using our Sports Premium to ensure there is total fidelity to our strategic aims to ensure maximum traction of school ambition to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Too many Pupil Premium children are not having enough opportunity to recall taught knowledge. This leads to learning loss at a greater rate than non-pupil premium children.
2	Children level of oracy is below their peer. At Whitley Village we have high aspirations of all our learners and the opportunity to succeed in the wider world if influenced by oracy skills.
3	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to build a knowledge schema, and comprehend and read fluently.
4	Opportunities to take part in extra-curricular activities are unequally distributed.
5	Receptive and expressive language of learners across the curriculum.

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
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2. Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
All pupils without other complicating factors are confident readers by the end of KS1. In house tracking data indicates that pupils are successfully moving through the AR book bands and are working on ARE books in preparation for KS2.	All pupils without other complicating factors are confident readers by the end of KS1. In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE and beyond in preparation for KS2.
Pupils are able to self-regulate and manage emotions in appropriate way to maximise formal and informal learning opportunities.	Behaviour for learning supports effective engagement and disruption is extremely rare. (Evidence from drop-ins, learning walks and staff discussions)
Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. RAG data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.	Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. RAG data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.
Attendance for pupil premium children improves and persistent absence reduces. Attendance data indicates improvements from present point and is sustained.	Attendance for pupil premium children improves and persistent absence reduces. Attendance data indicates that the gap with non-Pupil Premium closes year on year.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the Pedagogical Content Knowledge (PCK through the use of carefully designed schemes.	"Great teaching is the most important lever schools have to improve outcomes for their pupils" EEF. Lee Shulman L He argued that, on top of subject knowledge and general pedagogical skills, teachers must know how to teach topics in ways that learners can understand. So they need to know what makes learning specific topics easy or difficult. This includes appreciating what preconceptions students might have and knowing the best strategies to address any misconceptions.	3
To deploy educational technology to facilitate timely assessment and bespoke learning pathways. Purchase Century Subscription. **Century Subscription - £1068** Accelerated Reader **£439** Mathletics (FOWS) **Timetables Rock Stars £113.15** **Spelling Shed £140**	The testing effect One of the best ways to build active retrieval practice into teaching is through the use of formative assessments, for example low-stakes quizzes and questioning. Study carried out by cognitive Roediger, H. L.; Karpicke, J. D. (2006). "Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention" (PDF). *Psychological Science*. **17** (3)	1 & 2
Purchase DfE validated phonic scheme. Little Wandle Letters and Sounds Revised **Cost £360** **Ongoing subscription**	Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme ensures the scheme will deliver the objectives of the NC 2014. 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 Reading engagement of more than 15 minutes per day adds accelerated progress.	3

	Qualifying reading material is essential for pupil buy in.	
Ensure staff have high quality intelligently designed wider curriculum schemes. **Scheme Purchase DT, Art Design Technology, PHSE and French** **£474** **Snap Science £75** **Purple Mash Computing Scheme - £600**	Quality scheme resources is predicated on the notion that these elements interact in complex patterns of dependency and cause (Morris P & Auld E 2013). This in turn suggests that no national curriculum specification can be considered in isolation from other elements of the system – such as learning resources and schemes.	1 & 3

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

Budgeted cost: £ 3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school based tutors and outside expert review (First4Maths and The Literacy Company) of pupil books and evidence of outcomes. **3 sessions per year:** **First4Maths: £1080** **Literacy Company: £1170** **First4Maths Academy £990**	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. 2 & 6 9 Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better." 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: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 All staff, including TAs to have accesses to maths training video to support teaching of maths through the CPA approach.	3
Use of 1:1 support to address gaps in learning/	Analysis of pupil performance for the academic year 2024/2025 suggests that many pupils need to make accelerated	1,3

pre learning and challenge for more able pupils **Salary for TA** **£14.40 hourly rate** **£3,000**	progress in Reading and Writing to achieve their EXS or GDS target at the end of their current year. This is due to external factors which can impact learning in school. This is to maintain the pupil's current trajectory and the progress made from point of entry, especially if the pupil was an in year transfer. Therefore, 1:1 or small group tuition will be focussed on these areas. The impact of 1:1 tutoring can be found within the EEF toolkit.	
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

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based extracurricular activities to increase enjoyment and opportunity to enjoy a range of extra activities For example, STEM, Netball, Scottish Dancing, Fencing, Craft Club, Mindfulness and Football.	Other Extra-curricular clubs and trip support. "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Unequal Playing Field report	4

Total budgeted cost: £9,509.15

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.

For our KS2 pupils last year (3 children), 66.7% were at EXS or higher for reading, 33.3% at EXS or higher for writing, 66.7% at EXS or higher for maths, 100% at EXS or high for spelling, punctuation and grammar. In comparison, 100% of our non-eligible children achieved EXS or higher. It is difficult to comment on the attainment of our Pupil Premium children as our cohorts are very small, and this could lead to identification of pupils within each year group. The Pupil Premium Lead tracks each individual's attainment at regular data drop points and the children are also discussed during Pupil Progress meetings each term.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Children have completed a wellbeing survey which indicates that our PP children feel happy most of the time. All children have taken part in extracurricular activities including events outside of school at the local high school with positive feedback after the events. Attendance for our pupil premium children was at 94.64% and 96.4% non-pupil premium eligible children.

Our evaluation of the approaches delivered last academic year indicates that staff have found the CPD provided through quality scheme resources have had a strong impact on teaching and learning including adaptations when needed for specific children.

Small group interventions have had a positive impact on teaching and learning allowing targeted sessions including shared reading allowing pupils to achieve the greater depth standard in the end of year assessments.

Unfortunately, due to the low number of PP children, we have needed to adapt our speech and language provision. This is now mainly through NHS referrals. We will continue to seek additional funding and support for our children

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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

Service pupil premium funding (Non Applicable Presently)

Measure	Details

How did you spend your service pupil premium allocation last academic year?	Non Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Non Applicable

Further information

We use a system of Peer mentoring (Buddy System) to support the wellbeing and positive socialisation of our new children. This also ensure that new arrivals feel secure and happy in less directed times like lunch and break times.

The school staff team work very hard to promote a culture of collective teacher efficacy. This ensures that can make the most of our small team. Our expectations of ourselves are high and we try to measure and question our impact in our dialogue with each other.

We have invested in staff CPD for myHappyMind as this an area that many of our children are having difficulties in, especially in the wider world. This scheme is being implemented this year and we will review its impact at the time of this stamen review.

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):

Improving_Social_and_Emotional_ Learning in Primary Schools | EEF

This strategy has been written with consideration of the supporting disadvantaged pupils OFSTED guidance and the EEF Guide to the Pupil Premium.
The Pupil Premium lead has considered:

In gathering evidence about supporting disadvantaged pupils, inspectors consider the extent to which:

- leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly reviewing their strategy for pupil premium and for early years pupil premium, if this applies
- the pupil premium strategy is aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy
- the pupil premium strategy is implemented and monitored effectively, including through training and support for staff
- any necessary adaptations to approaches the school uses to support disadvantaged pupils are timely and effective
- leaders' approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning

The strategy and approaches are generally understood and implemented by staff.

Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.