

Pupil premium strategy statement – Whiston Willis Primary Academy

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	Jan 2025 347 (+ nursery pupils)
Proportion (%) of pupil premium eligible pupils	36.2
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)	2025-2028
Date this statement was published	January 2025
Date on which it will be reviewed	Annually
Statement authorised by	LGB
Pupil premium lead	Ian Cooper
Governor / Trustee lead	Megan Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161320

Part A: Pupil premium strategy plan

Statement of intent

Whiston Willis is committed to ensuring that all pupils strive for academic excellence and develop strong moral and social intelligence. Excellent academic achievement and strong personal development will ensure all our children can positively contribute to society both in the present and equally in their future lives. We believe that disadvantage should not be a barrier to this and high expectations are in place for all to succeed in all areas of their individual development.

Our Pupil Premium strategy is developed to ensure barriers to learning that have been carefully identified both in terms of contextual factors and individual factors that may be faced by some pupils are reduced and when fully achieved removed.

The strategy in place will focus on improving and addressing:

- *Academic outcomes for pupils*
- *SEMH vulnerability*
- *Attendance*
- *Engagement and aspiration within family units*

High quality teaching and learning is at the centre of our approach and will focus on ensuring the areas in which disadvantaged pupils require the highest level of support. Excellent teaching for all will have the most significant impact on closing any attainment gaps that exist. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils. The school will use both Academic mentoring and school led tutoring programmes.

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	Low attainment on entry especially in communication, language and literacy for many disadvantaged children across school. This is evident through assessment on entry and ongoing evaluation by staff. VOICE 21
2	Internal and statutory assessments indicate that disadvantaged pupils at WWPA have more difficulty in phonics than their non-disadvantaged peers leading to greater vulnerability in developing as a fluent readers across KS2.
3	<p>Internal and statutory assessments indicate that disadvantaged pupils at WWPA have more difficulty in maths than their non-disadvantaged peers. Gaps in learning exist for some disadvantaged pupils.</p> <p>On entry to Reception class., the average gap in attainment over time in maths between disadvantaged pupils and non-disadvantaged pupils is between 20% and 33%. This gap closes by the end of key stage two as progress is at a minimum expected for both disadvantaged and non-disadvantaged pupils, but attainment gaps still exist.</p>
4	Our ongoing assessment, evaluation and analysis over the last two COVID impacted years has identified that many of our disadvantaged pupils have been more negatively impacted upon than our non-disadvantaged pupils in terms of attainment across the curriculum. These findings are supported by national studies. This has resulted in wider knowledge gaps particularly in reading, witing and maths and has led to some pupils falling further behind age related expectations.
5	Evaluation of SEMH and PSED vulnerability and well-being in the last two years has identified an increasing proportion of disadvantaged pupils who face difficulty in these areas. This is especially evident with some children across Y1-Y3 in particular who can display less focus, a difficulty in self regulating emotionally and weaker relationships with peers. These children require additional support to improve their readiness to learn and contribute effectively as pupils.
6	<p>Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-2.5% lower than for non-disadvantaged pupils.</p> <p>The proportion of disadvantaged pupils who meet 'persistent absence' thresholds is consistently greater than non-disadvantaged pupils meeting the same thresholds.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' attainment and progress.</p>
7	Parental engagement and aspirations for children Minimal access to wider opportunity

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
To improve SLCN of vulnerable pupils	<p>The proportion of pupils who are able to communicate effectively in line with age related expectations, increases over the academic year in both Reception and Y1 from Wellcomm baseline.</p> <p>Progress from baseline is strong across all classes in EYFS and Y1</p> <p>The use of sentence stems is embedded across school R-Y6 in all areas of the curriculum and daily routine.</p>
To improve teaching and learning of early reading and phonics	<p>Phonic outcomes are at a minimum in line with national figures and pupil progress from starting points is excellent.</p> <p>85%+ of Y2 pupils meet the required threshold in Autumn phonics screen and a minimum of 85% of disadvantaged pupils in Autumn.</p> <p>(96% by summer for both disadvantaged and non-disadvantaged.)</p> <p>85%+ of Y1 pupils meet the required threshold by summer term and a minimum of 75% of disadvantaged pupils.</p> <p>When thresholds are not met, clear evidence of progress is evident.</p>
To improve pupil outcomes in reading and maths across the school for all pupils	<p>Attainment information across all phases is strong and indicates a minimum of good progress from starting points and in a number of cases progress that is better than good.</p> <p>A minimum of 80% of disadvantaged pupils meet the expected standard at the end of KS2 in reading and maths in each of the next three academic years.</p> <p>All disadvantaged pupils make a minimum of expected progress from their EOKS1 assessments in reading and maths.</p>
To ensure all pupils develop SEMH awareness and skills to enable them to access learning in school effectively and efficiently.	<p>Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning</p> <p>Improved well being and readiness to learn is evident for identified children through</p> <ul style="list-style-type: none"> • Improved attainment

	<ul style="list-style-type: none"> • Reduction in frequency of poor behaviour/ lack of regulation <p>An increase in participation in enrichment activities for targeted pupils.</p>
<p>To improve attendance for all pupils with a particular focus on improving attendance of vulnerable groups and those with historical attendance vulnerability.</p>	<p>Pupil attendance is good and vulnerable groups is improving.</p> <p>Vulnerable individuals have improving attendance over time.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
<p>To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life.</p>	<p>Family engagement with school related to children's learning, behaviour and progress is good. With 100% engagement in parent night consultations.</p> <p>The proportion of parents able to actively support pupils at home increases due to the offer of targeted workshops in supporting reading and maths at home.</p>

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: £55638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the use of Wellcomm across EYFS and Y1 Embed Oracy across the curriculum.</p> <p>CPD, resources, time</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>EEF Toolkit- Oral Language interventions (+6 months progress) Voice 21 case study</p>	1
<p>Ensure high quality teaching and learning of early reading and phonics- Effective implementation of RWI as a DFE validated Systematic Synthetics Phonic Programme</p> <p>CPD, resources, time</p>	<p>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:</p> <p>EEF Toolkit-Phonics (+5)</p>	2,4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>CPD, resources, time</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2,3,4
<p>To ensure maths mastery is embedded in line with DFE and Maths Hub guidance in effective use of Maths No Problem through providing CPD (including Teaching for Mastery training and internal coaching).</p> <p>CPD, resources, time</p>	<p>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:</p> <p>EEF Toolkit- Mastery learning (+5) EEF report- Using Digital technology to support learning</p>	3,4

<p>To improve reading for pleasure and comprehension strategies through the development of the teaching of reading through Literary leaves, further development of STAR reader and Accelerated Reader. CPD, resources, time</p>	<p>Effective teaching of comprehension has a positive impact on developing understanding across all curriculum areas.</p> <p>Reading for pleasure enhances the likelihood that pupils become life long learners and readers.</p> <p>EEF Toolkit- Reading comprehension strategies (+6)</p> <p>EEF Project Evaluation Accelerated Reader (+3)</p>	<p>2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £45245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer early support for communication, language and literacy skills for those children identified from WellComm assessment.</p> <p>Additional use of Speech and language therapist</p>	<p>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.</p> <p>EEF Toolkit- Oral Language interventions (+6)</p> <p>EEF Toolkit- Teaching Assistant interventions (+4)</p> <p>EEF Toolkit- Small group tuition (+4)</p>	<p>1,5</p>
<p>Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in reading and maths across KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups</p> <p>EEF Toolkit-Oral Language interventions (+6)</p> <p>EEF Toolkit- Teaching Assistant interventions (+4)</p> <p>EEF Toolkit- Small group tuition (+4)</p>	<p>2</p>
<p>Fund Academic Mentor to deliver small group and targeted 1:1 support across KS1 in phonics, reading and maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>EEF Toolkit – 1:1 tuition (+5)</p> <p>EEF Toolkit- Small group tuition (+4)</p>	<p>2</p>

Tutoring Programme	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: EEF Toolkit- Phonics (+6)	
Fund Academic Mentor / CSA staff to deliver small group and targeted 1:1 support across KS2 in phonics, reading and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups. EEF Toolkit – 1:1 tuition (+5) EEF Toolkit- Small group tuition (+4) 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: EEF Toolkit- Phonics (+6) EEF Toolkit – Extending school time (+3)	2

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

Budgeted cost: £ 60437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training linked to a wide range of needs linked to SEND and trauma. CPD, resources <i>Including Relax Kids, Lego Therapy, Sensory diet, Autism awareness, ACES training and ADHD CPD</i>	Both targeted interventions and universal approaches can have positive overall effects: EEF: Behaviour interventions	5
Maintain capacity within Pastoral support team to improve attendance and as a result embed principles of good practice set out in the	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Research project published 2016	6

<p>DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Subscribe to Knowsley LA Attendance Service SLA offer</p>		
<p>Develop and enhance SEMH provisions and interventions including nurture provision, mentoring Well-being programmes, wider arts projects, extra curricular</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Toolkit- Behaviour interventions (+4) EEF Toolkit- Mentoring (+2) EEF Toolkit-Social and Emotional learning (+4) EEF Toolkit- Arts Participation (+3) EEF – Children's University project evaluation (+2)</p>	5
<p>Develop further a parent partnership programme</p>	<p>Parental engagement positively impacts upon pupils achieving targets and actively being engaged in school life. EEF Toolkit- Parental engagement (+4)</p>	7
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £ 161320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

SLCN- Only 47% of disadvantaged pupils achieved the 'speaking' expected standard by the end of Reception in summer 2023. 47% achieved the listening, attention and understanding.

Wellcomm interventions worked with some success and further external support has been utilised when required with positive results. **Every disadvantaged child made strong progress using the assessment tool from their starting points. This will continue to be a focus of work across school moving forward.**

The work continued as a Voice 21 school and this has seen increased focus on oracy. Pupils are now successfully articulating responses in an age-appropriate manner across year groups, when this is not the case further opportunities are provided across the curriculum. This will continue to be a focus in 2025-2026 as we extend our work with Voice 21.

Phonics outcomes in 2023-2024 saw 92% of all pupils in Y1 achieve the phonics screen threshold and 88% of disadvantaged met the standard.

In Y2, 98% of all Y2 pupils meet the expected standard in phonics by the end of the summer and 100% of disadvantaged have not met the threshold (3 pupils)

All pupils within both the Y1 and Y2 cohort made good progress from their starting points due to accessing high quality phonic teaching and additional intervention.

EOKS2 outcomes in 2023-2024 resulted in 67% of disadvantaged pupils meeting the expected standard in reading with 33% reaching greater depth, 67% of disadvantaged pupils meeting the expected standard in writing and 13% reaching greater depth. In maths 67% of disadvantaged pupils meeting the expected standard in maths. 65% of disadvantaged pupils achieved expected+ in RWM combined and 25% of disadvantaged pupils achieved higher standards in RWM combined.

Pastoral support continued to be highly effective and resulted in a decrease in the number of pupils across KS1 who required additional pastoral support from autumn term to summer term. This will continue in 2025-2026

Attendance during the academic year continued to be broadly in line with national figures for all children but stubbornly below pre covid attendance figures. School attendance for disadvantaged pupils was below that of their non disadvantaged peers and Persistent absence rates were higher too. This remains a high priority for 2025-2026.

Family engagement improved across the academic year -90% of parents attended Parents meetings to discuss their child's progress. Curriculum workshops enabled

parents to improve their knowledge of the curriculum and learning of their pupils – reading cafes and phonic workshops were successful in engaging parents. This will continue in 2025-2026 both internally and through Knowsley Family service sessions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Children's University	Enrich Education
Read, Write Inc	Oxford
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Learning
Literary Leaves	The Literacy Tree

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.