

Pupil premium strategy statement Whingate Primary School 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Whingate Primary School
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	39.5% (183 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Beswick, Karen Loney, Samantha Stewart
Pupil premium lead	Claire Beswick and Karen Loney
Governor / Trustee lead	Stacey Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including EYPP, Service and CLA)	£258, 294
Recovery premium funding allocation this academic year	£25, 085
<i>School Led Funding is not included in the calculation</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£283, 379

Part A: Pupil premium strategy plan

Statement of intent

We value and nurture each individual pupil and aim to ensure all children reach their full potential. We have high expectations for all pupils in our school and believe that with great and effective engagement with parents/carers and a personalised approach to meet children's individual needs, every child can reach their potential both academically and socially.

At Whingate we want all of our children to leave resilient, independent lifelong learners. When making decisions about how we use the Pupil Premium money we have looked carefully at the needs of all children but particularly our disadvantaged children. Taking into account the challenges that our children face and our school context, we know that the common barriers to learning include poor language and communication skills, lack of confidence, more frequent behaviour issues, a lack of parental support and attendance and punctuality issues.

Each family is different and there can also be complex family situations that prevent the children achieving their potential.

We ensure that high quality teaching is at the heart of our approach. All teaching staff are involved in assessing, moderating and analysing data. Through half termly pupil progress meetings children's progress and attainment is discussed and strengths and weaknesses are identified. From this, actions are implemented to impact classes, year groups and across school.

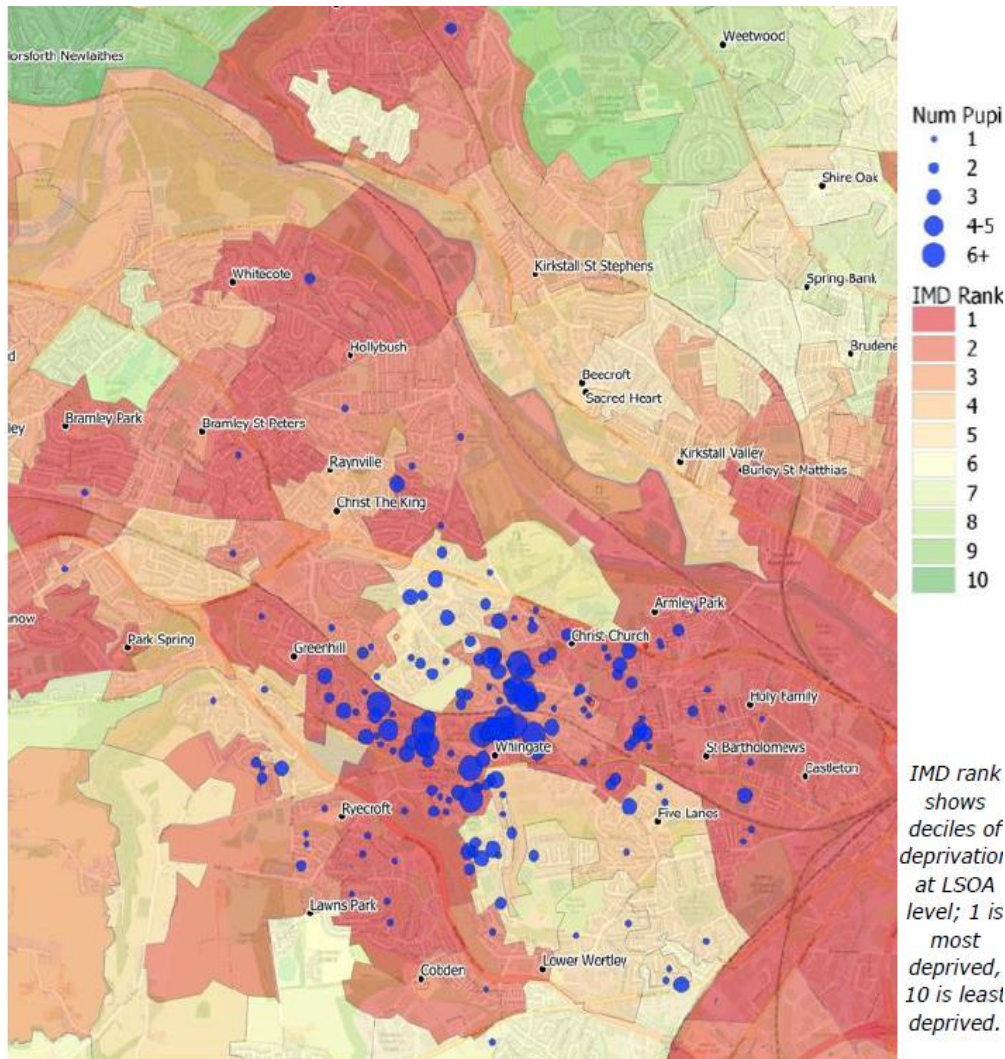
Demography and School Context.

Whingate Primary is a two-form entry community school located in Armley, an inner-city area in the west of Leeds.

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school's pupils live. Although there are areas near to the school which have broadly average levels of

deprivation, most of the school's pupils live in areas that are amongst the most deprived in the country.

A recent report produced for the school¹ showed that 61% of its pupils were living in an area classed as being one of the 10% most deprived areas in England (1st decile LSOAs), and 82% of its pupils were living in 1st or 2nd decile LSOAs.



Data sources: School MIS system, October 2023. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

- 88% of pupils live in areas that are in the 1st (most-deprived) decile for **Crime** deprivation and *all but 2* pupils live in areas that have above-average levels of Crime deprivation.
- 58% of pupils live in areas that are in the 1st (most-deprived) decile for **Living Environment** deprivation and *all but 2* pupils live in areas that have above-average levels of Living Environment deprivation.

¹ 'Beyond The School Gates: An analysis of demography, deprivation and social context for Whingate Primary School', Ian Stokes Education Ltd, October 2020.

- 52% of pupils live in areas that are in the 1st decile for **Health** deprivation and 86% live in areas that have above-average levels of this kind of deprivation.
- 37% of pupils live in areas that are in the 1st decile for **Education** deprivation and 83% live in areas that have above-average levels of this kind of deprivation.
- 48% of pupils live in areas that are in the 1st decile for **Income** deprivation
- 46% of pupils live in areas that are in the 1st decile for **Employment** deprivation.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order for them to reach Age Related Expectations at the end of Y6.
- To raise aspirations for socially disadvantaged children so they are able to reach their full potential and prosper in their chosen future career.
- To promote a desire to engage in school life and attend every day.

Aims

- Teaching and learning meet the needs of all the children.
- We ensure that children identified as vulnerable have the appropriate provision allocated and ensure that they are exposed to a range of experiences.
- When planning provision for children who are vulnerable, we recognise that not all pupils who receive free school meals will be vulnerable.
- We also recognise that not all pupils who are vulnerable qualify for free school meals. We allocate our Pupil Premium funding to support any pupil or group of pupils the school has identified as being vulnerable/disadvantaged.
- Pupil Premium funding is allocated following a needs analysis and in line with school improvement expectations. When planning the budget we prioritise classes, groups and individuals and target where support is needed.

Achieving these Objectives

The range of the provision the Governors consider making for this group include and but would not be limited to:

- Ensuring that all children have access to quality wave 1 teaching.
- To provide targeted small group intervention for children that enhances progress and overcomes gaps in learning.
- To provide effective TA support in classes, year groups to impact on learning/misconceptions immediately so greatest impact can be made.
- To provide 1:1 support for identified needs.
- To provide additional Speech and Language intervention, support, assessment and monitoring from specialists and TA's in school.
- To purchase resources that enhance experiences, learning and narrow the gap to ensure all children (including the disadvantaged) make accelerated progress.
- To have clear and planned transitions for: children entering Early Years and moving into Reception; children moving year groups annually and for children moving from primary to secondary, to enable children to start their new year confidently.
- To subsidise residentials, school visits and some visitors, ensuring all pupils have first-hand experiences to apply to their learning in the classroom.
- To provide specialist learning software (Doodle Maths, TT Rockstars, Reading Plus, Lexia and Spelling Shed etc)
- To provide tuition so that children have the opportunity to learn to play a musical instrument and to learn to play chess.
- To provide a Family and Children's Support team to work with, monitor and support all children and families with for example: attendance, punctuality, cluster support/work, housing and bereavement so that children come into school ready to learn.
- To provide behaviour and nurture support so that children are ready to learn and therefore are able to make progress.
- To provide quality CPD for staff to develop their expertise in key priority areas.

Challenges

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

Challenge number	Detail of challenge
1	Weak and limited language and communication skills, especially in EYFS.
2	Progress and attainment in phonics, reading, writing and maths from Nursery-Y6.
3	Attendance and punctuality.
4	Challenging family circumstances and lack of parental support at home.
5	Emotional and wellbeing needs and linked behaviours.
6	Limited opportunities to experience things outside their immediate home and community.

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
1. Improved speech, language and communication skills increased vocabulary and ability to access the whole curriculum.	Improved progress data relating to language and communication for children in EYFS and children accessing intervention across school.
2. Progress in reading, writing and Maths.	Children achieve national average progress by the end of the year; gaps between PP and non-PP children are narrowed or closed - measured in end of KS2 teacher assessments. Children achieve national levels by the end of year 1; gaps between PP and non-PP children are narrowed or closed - measured in end of Y1 phonics screening and Y2 re-tests
3. Improve attendance.	Decrease in persistent absences. To reach national average attendance data for all children. To improve the attendance and punctuality of targeted families.
4. Increased family engagement.	Vulnerable families receive targeted support. Increased opportunities to support and engage parents is available. Cluster support utilised.
5. Increased support for children with emotional and wellbeing needs and linked behaviours.	Children are safe and happy in school and feel supported. Additional support in place to support children. Successful introduction and development of Zones of Regulation. Children to have the vocabulary to explain their feelings and know how to seek support. Cluster support utilised.

6. All children to have access to an enriched curriculum and be exposed to a breadth of experiences.	Children to have access to subsidised trips, visitors and residentials. Theme days from FS-Y6 (CLAUDE, introduction to topics etc)
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Activity in this academic year

Teaching (CPD, recruitment and retention)

Budgeted cost: £139,139.34

Activity:	Evidence that supports this approach:	Challenge number:
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>	<p>1 and 2</p>
<p>Speech and Language Therapists (3 days) to: analyse baseline assessments for all children from N-Y3; establish intervention groups; carry out 1:1 therapy and to support and direct TAs who carry out speech and language work across school. Plus associated resources and assessments and whole staff training.</p>	<p>EEF research shows that work towards removing communication and language barriers has a high impact.</p> <p>Children in Nursery and Reception are unlikely to have the breadth of vocabulary that reflects their age.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Communication and language skills are very low on entry into Nursery and Reception. Intervention and early support impacts massively on progress in this area:</p> <p>Last year (2022) in Nursery, 76% of children entered Nursery working below 'Nursery beginning' for Communication and Language (24% at ARE). Due to the intensive support provided, at the end of Nursery last year 68% were at ARE for Communication and Language (32% below Nursery beginning). This year 90% of the</p>	<p>1</p>

	<p>Nursery have entered working below Nursery beginning for Communication and Language.</p> <p>Last year (2022) in Reception, 79% of children entered Reception below 'Reception beginning' for Communication and Language and 22% of this group were our disadvantaged children. Within this group the 60% entered working at the 'Beginning Pre Reception'. Due to the intensive support provided and provision, at the end of Reception 66% of children were at ARE for Communication and Language. (71% reached ARE for Language and Understanding and 71% reached ARE in speaking.)</p> <table><tr><td></td><td>Communication & Language ARE</td><td>Listening & Understanding ARE</td><td>Speaking ARE</td></tr><tr><td>Reception Entry</td><td>21%</td><td>24%</td><td>34%</td></tr><tr><td>Reception Exit</td><td>66%</td><td>71%</td><td>71%</td></tr></table>		Communication & Language ARE	Listening & Understanding ARE	Speaking ARE	Reception Entry	21%	24%	34%	Reception Exit	66%	71%	71%	
	Communication & Language ARE	Listening & Understanding ARE	Speaking ARE											
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Maintenance of the RWINc scheme resources and support from RWINc mentor and training for new staff and update training for all staff delivering phonics following implementation. (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2												
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using White Rose Maths, National Centre for Excellence and Mastering Number.	Maths Teaching for Mastery approach has been proven to increase the attainment and progress of all children.	2												

Lead Teacher(s) (x2) to be released to attend training for Maths Mastery Readiness (Y3 of five year programme 'Teaching for Mastery') and to embed key elements of guidance in school. 3 ½ days for two members of staff.		
Additional Teachers: <i>Y1 HLTA x4 mornings</i> <i>Y5 HLTA 5 mornings</i> <i>Y6 3 mornings</i>	Additional teaching staff enables targeted support for all children to ensure good progress. Supply cover is needed less due to the additional staff and this ensures consistently good behaviour and QFT.	1 and 2
Subsidised educational visits and enhancement activities in school to enable children to have wide range of first hand experiences to develop their learning.	Lack of opportunities and first-hand experiences for vulnerable children hinders their access to learning in all curriculum areas. The school's broad and balanced curriculum ensures that all children have access to meaningful and engaging experiences despite their financial circumstances.	6
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up and disseminated during Staff meetings and INSET.</p> <p>Time for subject leaders to be released once a term to develop their CPD and subject development.</p> <p>Time for SLT to be released half-termly to develop teaching and learning in their phase.</p> <p>49% of SEND children are classed as pupil premium. Of this group of children 13% have significant SEND needs or barriers to learning and require additional support and 14% have EHCPs or are in the process of one being written. The SENCO supports and gives guidance to teachers and TAs to ensure the children on the SEND register receive the most appropriate provision to support their needs and learning. Termly meetings with the SENCO and year group teams enables accurate reviews of</p>	1 and 2

	the graduated approach each child receives, carefully analyses and tracks the child's progress and supports staff in using the new <i>Connecting steps</i> programme.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90, 450.28

Activity	Evidence that supports this approach	Challenge number:
Tutor Trust Tutoring in Maths in Y5 and Y6 10hrs a week.	<p>This intervention has proven to have an impact on children's confidence, progress and attainment historically at our school. The impact of Covid-19 was evident in our in-house Maths data and remains an issue still in Upper Key Stage 2. KS2 2023 results were lower than in previous years and fell to 48%.</p> <p>Last year of the children in Year 6 who had been targeted using TT in Years 5 and 6, 10/18 (56%) achieved ARE in SATs. 2/8 who did not were only 1 or 2 points away. At the start of Y6 only 3/18 (17%) were on track for the ARE.</p> <p>Of the children in Year 5 who accessed the Tutor Trust groups, only 1 child was on track for ARE at the start of the year but all of them achieved ARE at the end of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2
Afterschool Intervention led by experienced TAs and Teachers.	<p>Small groups of children to be targeted in reading, writing (including spelling and handwriting) or Maths to address learning gaps; improve pupil confidence and to enable review and consolidation of prior learning to enable children to make excellent progress. The EEF states that small group tuition can have an impact of up-to four months if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2

Additional School Hours to support catch-up	School will open 20 minutes early to all pupils. TAs will be paid to arrive 15minutes earlier to complete usual preparation and then be available to support children access learning apps and catch-up work and complete 1:1 reading.	2																																																								
Doodle Maths Y2-Y6 intervention New ipads to enable access Doodle Maths	All children from Y2-Y6 to access daily to cover missed learning, address gaps and consolidate their knowledge. The programme completes a baseline and responds to children's accuracy. TAs will have built in time to address and review common errors for children. Previous usage indicates if children access this regularly for short periods of time that they can make excellent progress through the programme.	2																																																								
Times Table Rockstars app	<p>Children using the programme at home and in school improves their times table recall. Children enjoy using the programme and are motivated to use it the percentage of children achieving full marks on the Multiplication Tables Check in 2023 was broadly in line with 2022 and remained higher than 2019 since the increased use of the program and this is attributed to the increased use of the programme in school and at home.</p> <table><tr><th>Score</th><th>2023</th><th>2022</th><th>2019</th><th>Comparison to 2022</th><th>Comparison to 2019</th><th>National 2023</th></tr><tr><td>25+</td><td>10/57=18%</td><td>13/60= 22%</td><td>08/60: 13%</td><td>-4%</td><td>+5%</td><td>29%</td></tr><tr><td>24+</td><td>16/57=28%</td><td>23/60=38%</td><td>15/60: 25%</td><td>-10%</td><td>-3%</td><td></td></tr><tr><td>23+</td><td>23/57=40%</td><td>26/60=43%</td><td>19/60: 32%</td><td>-3%</td><td>+8%</td><td></td></tr><tr><td>22+</td><td>27/57=47%</td><td>29/60=48%</td><td>22/60: 37%</td><td>-1%</td><td>+10%</td><td></td></tr><tr><td>21+</td><td>28/57=49%</td><td>30/60=50%</td><td>24/60: 40%</td><td>-1%</td><td>+9%</td><td></td></tr><tr><td>20+</td><td>32/57=56%</td><td>33/60=55%</td><td>29/60=48%</td><td>+1%</td><td>+8%</td><td></td></tr><tr><td>Av Score</td><td>19.54</td><td>19.27</td><td></td><td>+0.27</td><td></td><td>+0.4</td></tr></table>	Score	2023	2022	2019	Comparison to 2022	Comparison to 2019	National 2023	25+	10/57=18%	13/60= 22%	08/60: 13%	-4%	+5%	29%	24+	16/57=28%	23/60=38%	15/60: 25%	-10%	-3%		23+	23/57=40%	26/60=43%	19/60: 32%	-3%	+8%		22+	27/57=47%	29/60=48%	22/60: 37%	-1%	+10%		21+	28/57=49%	30/60=50%	24/60: 40%	-1%	+9%		20+	32/57=56%	33/60=55%	29/60=48%	+1%	+8%		Av Score	19.54	19.27		+0.27		+0.4	2
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<p>Increased support for children with barriers to reading providing targeted access to Lexia from Y2-Y6 and to improve reading fluency providing access to Reading Plus from Y4-Y6.</p> <p><i>Lexia:</i></p> <p><i>Reading Plus</i></p>	<p><i>Reading Plus</i> is an adaptive programme that improves fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way.</p> <p>Lexia Reading program provides systematic, personalised learning in the five area of reading instruction and targets gaps in skills, so children receive targeted support. Lexia supports provides differentiated instruction for pupils of all abilities.</p>	<p>2</p>
<p>Early Years Provision resourcing and theme days.</p> <p>EY additional members of staff</p>	<p>The EYs framework states that all children regardless of background should be exposed to the same experiences for them to develop socially, emotionally and academically.</p> <p>At Whingate we have a high percentage of children from disadvantaged/vulnerable backgrounds who are not able to provide experiences for the children. As a school to ensure the children in Early Years have every opportunity in line with children nationally, we provide as many opportunities as possible to enrich their learning. There is a high number of children with additional needs who have joined the EYFS this year so two additional staff have been employed to support.</p>	<p>5</p>

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

Budgeted cost: £155,645.63

Activity	Evidence that supports this approach	Challenge number:
Full time Safeguarding Lead and Family Support to enable early intervention and to support our most vulnerable families	<p>39.5% of the current school are classed as Pupil Premium. 19% of the school are identified by the school as vulnerable children and of this group 61% are PP children.</p> <p>15 children currently have a social worker; 2 children are on Child Protection plan; 3 children are on a Child in Need plan; 2 children are Looked After children; 3 children are on Early Help plans; 8 children have suffered close family bereavements and 2 children have a close family member in prison. It is essential we have staff in place to support these children and families.</p>	4 and 5
Cluster contribution-targeted support for families and children including counselling, family support and attendance intervention.	<p>Targeted intervention has supported our families to improve attendance; to improve routines at home and children's behaviour; to improve their wellbeing with essential 1:1 counselling . Last year 40 children accessed support:</p> <p>Counselling: 16: 9/16-56% PP.</p> <p>Mindmate Support Team: 6 4/6-66% PP</p> <p>Family Support: 17: 8/17-47% PP.</p> <p>Silvercloud Support: 5: 3/5-60% PP.</p> <p>St Giles Support: All of year 5 took part in assemblies linked to gangs and CCE plus 5 children accessed 1:1 mentoring from Y5 and Y6 and 80% were PP.</p>	4 and 5

<p>Attendance Officer to closely monitor all children's attendance. Children to be targeted and mentored who have poor attendance. Attendance Officer to work with families. Attendance rewards and incentives for children with high attendance and improved attendance.</p> <p><i>Attendance Officer</i></p> <p><i>BCL</i></p> <p><i>Rewards</i></p>	<p>Attendance and punctuality of children from disadvantaged backgrounds is lower than children who are not:</p> <p>2019-20: Whole School: 94% PP: 92.5%</p> <p>2020-21: Whole School: 91% PP: 86.5%</p> <p>2021-22: Whole School: 91.7% PP: 89.3%</p> <p>2022-23: Whole School: 91.7% PP: 86.44</p> <p>Children from disadvantaged backgrounds make up 63.4% with persistent absence and the number of families with persistent absence massively increased since Covid-19 and still remains far too high. These families require intensive support.</p> <p>2020-21: 23% PA</p> <p>2021-22: 29.4% PA</p> <p>2022-23: 28.3% PA</p> <p>By working with our families we improve children's attendance.</p>	3
Chess Tuition	Multiple studies have shown that chess playing does improve cognitive, memory, and math skills.	6
Music Tuition: Ukulele lessons in Y3	All children have access to Music Tuition as all children have the right to learn to play an instrument.	6
<p>Breakfast Clubs plus Whole School Magic Breakfast Bagel scheme.</p> <p><i>Staff X8</i></p> <p><i>Food</i></p>	Breakfast is an essential meal, many children do not have breakfast due to food deprivation or morning routines, and children who are hungry find it harder to concentrate and therefore do not perform as well as those that do have breakfast.	2, 3, 4 and 5
Afterschool Clubs approx. 15 different clubs on offer a term (not including sports clubs funded through the Sports Premium) such as: recorders, singing, guitar, ukulele, music maker, Times	Some children from disadvantaged backgrounds do not have access to extra-curricular activities outside of school. The provision enables all children the opportunity to attend and widen their experiences.	6

Time/Doodle Maths (x4), Library (X5), coding and chess. Clubs are free for PP children and heavily funded for all children.		
<p>Residentials (Outdoor adventure)</p> <p>Residential visits are heavily subsidised in Y4 (Robinwood) and Y6 (Ingleborough Hall) for children from disadvantaged backgrounds and subsidised for all children to make them accessible.</p>	Some children from disadvantaged backgrounds do not have the same opportunities to experience a wide range of outdoor activities. The residentials support the development of children's confidence and independence and therefore their wellbeing. Children will always list the residentials as one of their favourite memories when they come to leaving Whingate.	6
<p>Targeted intervention in Reception initially using Zones of Regulation and targeted intervention through the use of Explosive Student, Circle of Friends or Emotional Literacy.</p> <p>Behaviour Support Worker will support children with their behaviour to reduce disruption to learning and to identify triggers and emotional and social barriers and put in place appropriate action to support.</p> <p>Regular mentoring for targeted and/or vulnerable children.</p> <p><i>Behaviour Support Worker</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-</p>	5

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Total budgeted cost: £385, 235.25

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 2022 to 2023 academic year.

The long term impact of Covid-19 continues to affect the attainment, progress and attendance of our children - especially the most vulnerable. However, there were many successes - see below:

- The percentage of children reaching ARE increased in all year groups and subjects across school, except for Y3 where there were significant changes to the cohort.

- The speech and language therapist continued to direct and provide targeted support for children:

- Nursery: At the start of the year, 76% of children were below Nursery entry ARE for Communication and Language and by the end of the year 68% were at ARE for Communication and Language.

- Reception: At the start of the year, 79% of children were below Reception entry ARE for Communication and Language and by the end of Reception 66% were at ARE for Communication and Language. 73% of PP children achieved this and 70% of Non-PP children.

- Successful use of mentors to support vulnerable children in school, plus 40 children/families accessing external support from St Giles; the Mindmate Support Team; Counselling; Silvercloud sessions and Family Support workers.

- The in-school, the Child and Family Support team continued to support vulnerable families with the following: attendance, uniform, benefit claims, housing etc.

- Breakfast clubs ran successfully and the continuation of a whole school breakfast was effective.

- Attendance levels for all children remained the same but Persistent Absence reduced slightly. Pupil Premium children's overall attendance has improved, as well as the percentage of Pupil Premium children who were Persistently Absent which reduced by 3.2% from the previous year.

Data Summary:

- GLD was broadly in line with historic Whingate data at 46% and 31% of disadvantaged children achieved GLD.

- Phonics screening results were the highest ever and above Leeds and National at 83%.

- Disadvantaged children attained in line with Leeds disadvantaged children at 64% and were just below National at 67%.

- 76% of Y2 children retaking the phonics test achieved the standard above Leeds and National comparisons.

-90% of children achieved the expected standard in Phonics by the end of KS1 above Leeds and National figures.

KS1 2022-2023 Summary Data from Early Analysis Report (Ian Stokes):

KS1 results all returned to being in line with or above 2019 results after a significant dip the previous year. Maths improved significantly and was the highest results since the new National Curriculum in 2016 and was just 8% below national.

% achieving the expected standard: Disadvantaged	Reading	Writing	Maths	RWM	Pupils
Whingate Primary School Dis	40%	35%	50%	25%	20
Whingate Primary School Other	62%	54%	69%	46%	39
Leeds Dis	47%	38%	51%	34%	
Leeds Other	71%	63%	74%	60%	
Early National Dis	54%	45%	56%	40%	
Early National Other	73%	65%	75%	61%	

% achieving greater depth: Disadvantaged	Reading	Writing	Maths	RWM	Pupils
Whingate Primary School Dis	5%	5%	5%	5%	20
Whingate Primary School Other	5%	0%	5%	0%	39
Leeds Dis	6%	3%	7%	2%	
Leeds Other	21%	10%	19%	7%	
Early National Dis	9%	3%	8%	2%	
Early National Other	22%	10%	19%	7%	

These figures provide a reminder that although the overall attainment profile of this cohort has been disproportionately impacted by the large number of low-attaining disadvantaged children, the attainment of the 'other' group is also lower than that of supposedly 'similar' children nationally. It should be recognised, however, that even the children at Whingate who are not officially identified as 'disadvantaged' still live in an area of extreme deprivation and are still likely to be affected by many of the same issues.

KS2 2022-2023 Summary Data from Early Analysis Report (Ian Stokes):

The cohort attainment last year was significantly lower than other years. The cohort suffered greatly from Covid and their engagement in home learning was poor and their attendance deteriorated following the pandemic. 35% of the cohort had significant events, joined the school in Y5/Y6 or had poor attendance. 66% of cohort were identified as disadvantaged, which is significantly larger than the national proportion of disadvantaged children. Their attainment of the expected standards in GPS and Writing isn't too far from matching equivalent national performance, but in Reading and Maths it is a lot lower. Moreover, the fact that this group makes up such a large proportion of the cohort means that they have had a very considerable impact on the overall figures (in an 'average' school only about a quarter of the children are eligible for FSM). The attainment of the 'other' group is consistently higher than that of the disadvantaged group, but still well-below that of supposedly 'similar' children nationally. It should be recognised,

however, that even the children at Whingate who are not officially identified as 'disadvantaged' still live in an area of extreme deprivation and are still likely to be affected by many of the same issues.

Average Scaled Scores: Disadvantaged	Reading	GPS	Maths
Whingate Disadvantaged	101	101	99
Whingate Other	101	102	100
Leeds Disadvantaged	101	101	101
Leeds Other	106	106	106
National Disadvantaged	103	102	101
National Other	106	106	105

% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Whingate Disadvantaged	46%	51%	49%	54%	30%	37
Whingate Other	47%	63%	47%	58%	26%	19
Leeds Disadvantaged	55%	55%	56%	53%	40%	
Leeds Other	77%	78%	79%	76%	66%	
National Disadvantaged	60%	59%	59%	58%	44%	
National Other	78%	78%	79%	77%	66%	

% achieving the higher standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Whingate Disadvantaged	14%	11%	5%	5%	3%	37
Whingate Other	11%	16%	5%	5%	5%	19
Leeds Disadvantaged	14%	16%	12%	6%	3%	
Leeds Other	33%	35%	30%	18%	11%	
National Disadvantaged	18%	19%	13%	7%	3%	
National Other	34%	35%	28%	16%	10%	

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
Times tables	TT Rockstars
Maths fluency and application	Doodle Maths
Spelling	Spelling Shed
Ukulele tuition	Artforms LA
Chess tuition	Chess For Schools
Reading fluency	Reading Plus
Data analysis/SEF support	Ian Stokes
Reading support	Lexia