

Pupil premium strategy statement – Whingate Primary School 2024-2027

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	470
Proportion (%) of pupil premium eligible pupils	38.51%
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)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Karen Loney and Claire Beswick
Pupil premium lead	Karen Loney and Claire Beswick
Governor	Ellis Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£281,280

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 as 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.

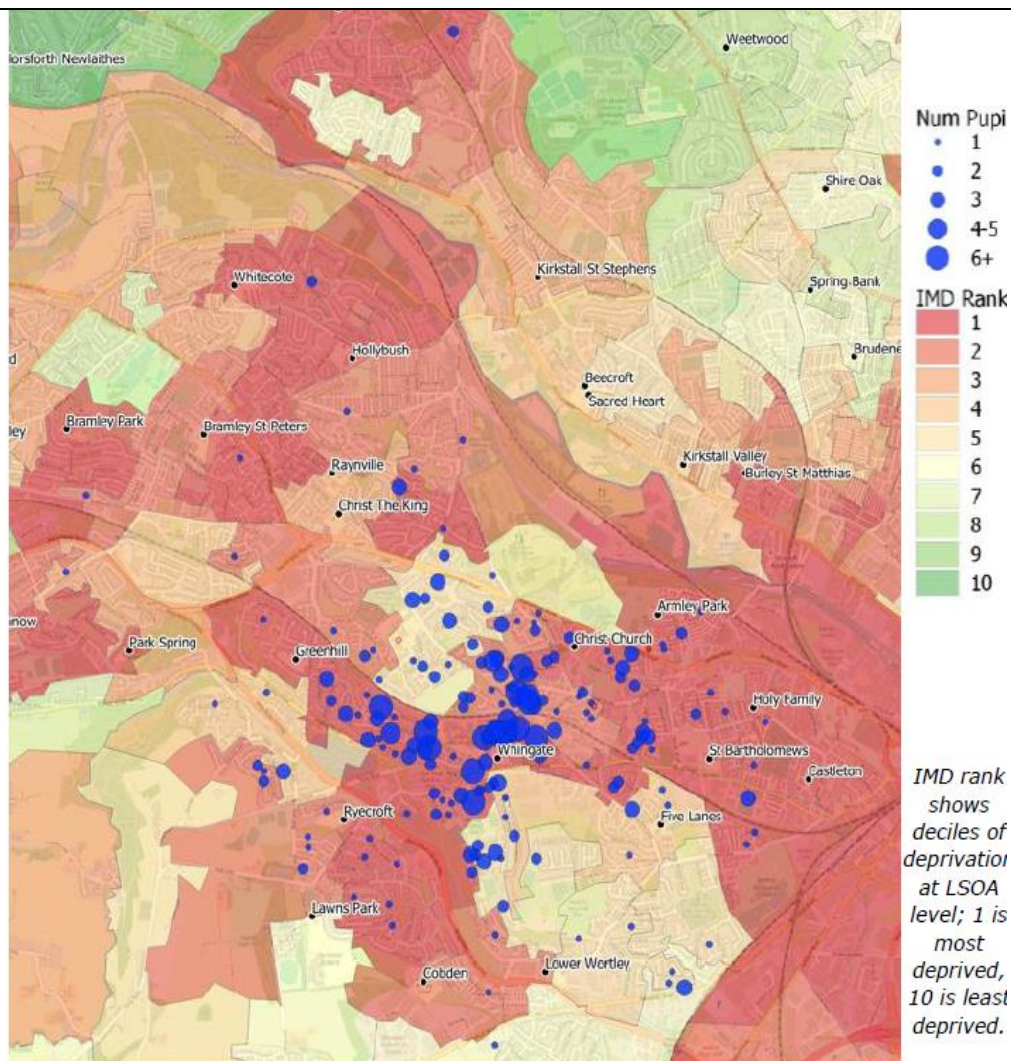
Demography and School Context.

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.

¹ 'Beyond The School Gates: An analysis of demography, deprivation and social context for Whingate Primary School', Ian Stokes Education Ltd, October 2023.



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.
- 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.

Key Principles:

To provide:

- High quality teaching and learning meets the needs of all children.
- Effective TA support in classes/year groups so all children can successfully access learning in English and maths lessons.
- Targeted small group intervention for children that supports progress and addresses gaps in learning.
- 1:1 support for identified academic and emotional needs.
- Speech and Language intervention, support, assessment and monitoring from specialists and TA's in school.
- Specialist learning software (Doodle Maths, TT Rockstars, Reading Plus, Lexia and Spelling Shed etc) to enhance, support and engage learning in school and at home.
- Expert tuition so that children have the opportunity to learn to play a musical instrument and to learn to play chess.
- Subsidised residentials, school visits and experiences, ensuring all pupils have first-hand experiences which enhance and engages them in their learning across the curriculum.
- A dedicated Family and Children's Support team to work with, monitor and support all children and families with barriers to coming to school ready to learn. For example supporting: attendance, punctuality, home routines, housing, food and bereavement and engaging with the Cluster to enhance support we are able to offer.
- Behaviour and nurture support so that children are ready to learn and therefore are able to make progress.
- High 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. Expected and better 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 in Phonics 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. To achieve and sustain improved attendance.	Decrease in persistent absences. To reach the school target of 96% attendance. To improve the attendance and punctuality of targeted families.
4. Increased family engagement and support.	Vulnerable families receive targeted support. All children receive breakfast. Increased opportunities to support and engage parents. Cluster support utilised.

5. To sustain support for children to improve children's wellbeing.	<p>Children are safe and happy in school and feel supported captured in pupil voice and pupil and parent surveys and monitoring in school.</p> <p>Additional support utilised to support children from school staff and from external agencies.</p> <p>Children to have the vocabulary to explain their feelings using the Zones of Regulation and know how to seek support.</p> <p>Cluster support utilised.</p> <p>Increase in the enrichment activities available to children.</p>
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Activity in this academic year

Teaching (CPD, recruitment and retention)

Budgeted cost: £135, 858.38

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>	2
<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. EEF Communication and Language updated March 2024.</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 are:</p> <p>Last year (2023-2024) in Nursery, 93% of children entered Nursery working below 'Nursery beginning' for Communication and Language (7% at ARE). Due to the intensive support provided, at the end of Nursery last year 47% were at ARE for Communication and</p>	1

	<p>Language (23% below Nursery beginning). This year (2024-2025) 90% of the Nursery have entered working below Nursery beginning for Communication and Language.</p> <p>Last year (2023-2024) in Reception, 68% of children entered Reception below 'Reception beginning' for Communication and Language and 25% of this group were our disadvantaged children. Within this group the 73% entered working at the 'Beginning Pre Reception'. Due to the intensive support provided and provision, at the end of Reception 73% of children were at ARE for Communication and Language. (78% reached ARE for Language and Understanding and 78% reached ARE in speaking.)</p>										
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Maintenance of the RWINc scheme resources and support from RWINc mentor and training for all staff. (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									
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. 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	Maths Teaching for Mastery approach has been proven to increase the attainment and progress of all children. Improving Mathematics in Key Stages 2 and 3	2									

<p>$\frac{1}{2}$ days for two members of staff.</p> <p>Introduce Mastery in Number in Y4 and Y5 and release staff for training.</p>		
<p>Additional Teachers to enable smaller teaching groups.</p>	<p>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.</p>	<p>1 and 2</p>
<p>Staff CPD</p>	<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>1 and 2</p>

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

Budgeted cost: £26, 003.65

Activity	Evidence that supports this approach	Challenge number:
<p>Tutor Trust Tutoring in Maths in Y5 and Y6 10hrs a week.</p>	<p>This intervention has proven to have an impact on children's confidence, progress and attainment historically at our school. KS2 2024 63% of KS2 children reached the expected standard in the SATs.</p> <p>Last year of the children in Year 6 who had been targeted using TT in Years 5 and 6, 14/18 achieved ARE in SATs. 3/4 who did not were only 1 or 2 marks away.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tutoring?utm_source=/education-evidence/teaching-learning-</p>	<p>2</p>

	toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term											
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										
New ipads	To enable access to reading plus, doodle maths, Lexia, TT Rockstars and other online platforms.											
Doodle Maths Y2-Y6 intervention	<p>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.</p> <p>Progress is expected to be 0.83 gains last year the following progress was made:</p> <table><tr><th>Year Group</th><th>Average Progress</th></tr><tr><td>5</td><td>1.22</td></tr><tr><td>4</td><td>0.77</td></tr><tr><td>3</td><td>0.99</td></tr><tr><td>Overall</td><td>0.99</td></tr></table>	Year Group	Average Progress	5	1.22	4	0.77	3	0.99	Overall	0.99	2
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Times Table Rockstars app	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	2										

	<p>percentage of children achieving full marks on the Multiplication Tables Check in 2024 was in line with 2022 and remained higher than 2019 and the APS was the highest yet- this is attributed to the increased use of the programme in school and at home.</p> <table> <tr> <th>Score</th> <th>2024</th> <th>2023</th> <th>2022</th> <th>2019</th> <th>Comparison to 2023</th> </tr> <tr> <td>25+</td> <td>22% (13)</td> <td>18% (10)</td> <td>22% (13)</td> <td>13% (8)</td> <td>+4%</td> </tr> <tr> <td>24+</td> <td>38% (23)</td> <td>28% (16)</td> <td>38% (23)</td> <td>25% (15)</td> <td>+10%</td> </tr> <tr> <td>23+</td> <td>42% (25)</td> <td>40% (23)</td> <td>43% (26)</td> <td>32% (19)</td> <td>+2%</td> </tr> <tr> <td>22+</td> <td>50% (30)</td> <td>47% (27)</td> <td>48% (29)</td> <td>37% (22)</td> <td>+3%</td> </tr> <tr> <td>21+</td> <td>57% (34)</td> <td>49% (28)</td> <td>50% (30)</td> <td>40% (24)</td> <td>+8%</td> </tr> <tr> <td>20+</td> <td>60% (36)</td> <td>56% (32)</td> <td>55% (33)</td> <td>48% (29)</td> <td>+4%</td> </tr> <tr> <td>Av Score</td> <td>19.61</td> <td>19.54</td> <td>19.27</td> <td>/</td> <td>+0.07</td> </tr> </table>	Score	2024	2023	2022	2019	Comparison to 2023	25+	22% (13)	18% (10)	22% (13)	13% (8)	+4%	24+	38% (23)	28% (16)	38% (23)	25% (15)	+10%	23+	42% (25)	40% (23)	43% (26)	32% (19)	+2%	22+	50% (30)	47% (27)	48% (29)	37% (22)	+3%	21+	57% (34)	49% (28)	50% (30)	40% (24)	+8%	20+	60% (36)	56% (32)	55% (33)	48% (29)	+4%	Av Score	19.61	19.54	19.27	/	+0.07	
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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>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>	2																																																

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

Budgeted cost: £176,806.98

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>36% of the current school are classed as Pupil Premium. 23% of the school are identified by the school as vulnerable children and of this group 76% are PP children.</p> <p>8 children currently have a social worker; 3 children are on Child Protection plan; 3 children are on a Child in Need plan; 1 child is CLA; 1 child is PLA 8 children are on Early Help plans; 6 children have suffered close family bereavements. 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 36 referrals were made:</p> <p>Counselling: 13</p> <p>Mindmate Support Team: 6</p> <p>Family Support: 10</p> <p>Silvercloud Support: 10</p> <p>Cygnets: 1</p> <p>Art Therapy: 5: 2/5-40% PP</p> <p>St Giles Support: All of year 5 took part in assemblies linked to gangs and CCE plus 4 children accessed 1:1 mentoring from Y5 and Y6 and all of the children were pupil premium.</p>	4 and 5
Attendance Champions to closely monitor all children's attendance. Children to be targeted and mentored who have poor attendance. Attendance Officers to work	Following Covid our attendance significantly reduced and have been improving year on year due	3

with families. Attendance rewards and incentives for children with high attendance, improved attendance and for being punctual.	<p>to the close monitoring and intensive support we provide:</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>2023-24: Whole School: 93.4% PP: 89.38%</p> <p>2020-21: 23% PA</p> <p>2021-22:29.4% PA</p> <p>2022-23: 28.3% PA</p> <p>2023-2024: 19.68% PA</p> <p>By working with our families we improve children's attendance.</p>	
Chess Tuition	Multiple studies have shown that chess playing does improve cognitive, memory, and math skills.	6
Music Tuition: Ukulele lessons in Y3 and optional subsidised by school private music lessons.	All children have access to Music Tuition as all children have the right to learn to play an instrument.	6
Breakfast Clubs plus Whole School Magic Breakfast Bagel scheme.	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, Art, Times Time/Doodle Maths (x4), Library (X4), and chess. Clubs are free for PP children and subsidised funded for all children.	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
Subsidised educational visits, residentials and enhancement activities in school to enable children to have wide range of first hand experiences to develop their learning and widen their experiences and support their wellbeing.	Some children from disadvantaged backgrounds do not have the same opportunities to experience a wide range of activities and 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. Lack of opportunities and first-hand experiences	6

	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.	
<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>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-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5

Total budgeted cost: £338, 669.01

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Plan Review:

The impact over the last three years of the plan has seen the success of strategies implemented. Attendance has improved year on year and is now close to national averages and the percentage of persistent absentees has reduced for all children and for children who are disadvantaged. The adoption of the synthetic phonics scheme RWInc has seen results in phonics increase significantly and results have consistently been inline and above national outcomes for all children and disadvantaged children. Outcomes at KS2 improved this year with Maths and GPS being inline with national outcomes and the outcomes for disadvantaged children are broadly in-line with national disadvantaged children's outcomes. Children and families have received a high level of additional support from the school and targeted external agencies linked to their emotional wellbeing.

Performance of disadvantaged pupils in 2023-2024:

Attendance:

- Attendance rose and was almost inline with national figures and persistent absentees significantly reduced:

All 2023-2024: 93.4% (94.5% national)

All 2022-2023: 92%

PA 2023-2024: 19.68% (15.2% national)

PA 2022-2023: 28.2%

Children who were FSM had higher attendance at 89.38% compared to Non-FSM children at 82.65%

Wellbeing:

- Breakfast club continues to be well-attended: 80 children attended of which 36% were pupil premium and the whole school receives breakfast when they arrive at school.
- Children continue to have a lot of support with their wellbeing from direct cluster work (36 children) in house intervention (group and 1:1) and through the effective use of Zones of Regulation.

Speech and Language:

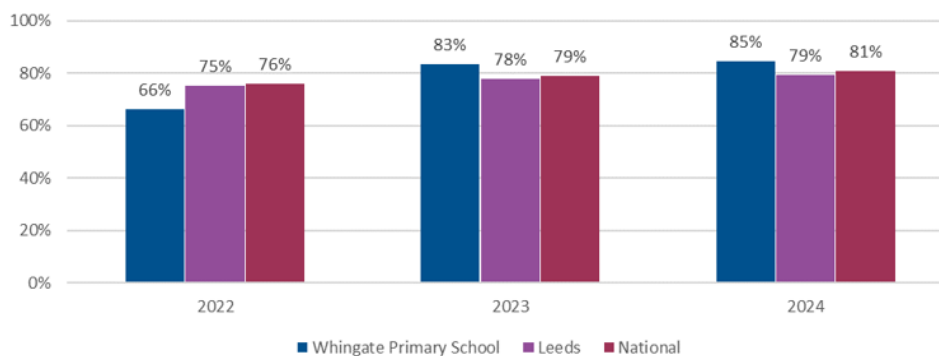
Last year (2023-2024) in Nursery, 93% of children entered Nursery working below 'Nursery beginning' for Communication and Language (7% at ARE). Due to the intensive support provided, at the end of Nursery last year 47% were at ARE for Communication and Language (23% below Nursery beginning).

Last year (2023-2024) in Reception, 68% of children entered Reception below 'Reception beginning' for Communication and Language and 25% of this group were our disadvantaged children. Within this group the 73% entered working at the 'Beginning Pre Reception'. Due to the intensive support provided and provision, at the end of Reception 73% of children were at ARE for Communication and Language. (78% reached ARE for Language and Understanding and 78% reached ARE in speaking.)

	Listening, Attention & Understanding ARE	Speaking ARE
Reception Entry 2023	33%	37%
Reception Exit 2024	78%	78%

Y1 Phonics:

Y1 working at the expected standard



Source: Perspective Lite, July 2024

The school's 2024 Y1 PSC 'pass rate' has continued its strongly improving trend following the pandemic and is above national for the second consecutive year, with 85% of the cohort working at the expected standard, a rise of 2%pts compared to 2023 and 19%pts compared to 2022. The Leeds and national figures have also both improved this year (by 1%pt % 2%pts respectively), but the school figure remains 4%pts above national and 6%pts above the 'average' for Leeds. There were 23 FSM eligible children (39% of the cohort) and if their attainment had been in line with national FSM performance then the overall cohort figure would have been a lot lower. However, their 'pass-rate' was an almost exact match of the non-FSM figure, and 18%pts higher than the equivalent national figure.



Working At the expected standard (Yr1)	No. Children	School	Leeds	National
Girls	30	83%	84%	84%
Boys	29	86%	75%	77%
FSM	23	87%	65%	69%
Non-FSM	34	88%	84%	85%
Disadvantaged	21	86%	65%	69%

Source: Perspective Lite, July 2024

KS2:

Working At the expected standard (Y6)	WPS	WPS Disadvantaged	WPS Other	Leeds	National
Reading	55%	53%	57%	72%	74%
GPS	70%	53%	87%	71%	72%
Maths	63%	47%	80%	72%	73%
Writing	62%	50%	73%	69%	72%
Combined	45%	33%	57%	59%	61%



% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM
Whingate Disadvantaged	53%	53%	47%	50%	33%
Whingate Other	57%	87%	80%	73%	57%
Leeds Disadvantaged	58%	56%	57%	43%	42%
Leeds Other	79%	78%	80%	76%	67%
National Disadvantaged	63%	59%	59%	59%	46%
National Other	79%	78%	79%	77%	67%

Source: Perspective Lite, July 2024

Considerable improvements in attainment in maths and also in GPS, where outcomes are now back in line with national performance. However, while there have also been improvements in reading and writing this year, they have been modest. In the absence of any progress measures this year, it is even more important than ever to note the context of this cohort, which had a very large proportion of dis-advantaged children (half of the year group) who achieved at a similar level to their 'peers' nationally but who had a disproportionate impact on the overall results. There was also a

very large proportion of children with SEN (almost a quarter), many of whom had exceptionally low attainment. One third of the disadvantaged children were also SEN.

Internal Data:

- Internal tracking data indicates clearly that overall disadvantaged children are making similar and in many cases better progress than children not identified as disadvantaged.

	FSM	Non-FSM
Y3 Reading	100%	90.4%
Y3 Writing	94.8%	92.3%
Y3 Maths	78.9%	88.4%
Y4 Reading	88.9%	88.5%
Y4 Writing	94.4%	80.7%
Y4 Maths	88.9%	80.7%
Y5 Reading	80.7%	85.5%
Y5 Writing	76.9%	80.4%
Y5 Maths	76.9%	82.1%

Externally provided programmes

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
Number knowledge and recall	Mastery in Number