

# Pupil Premium Statement Withington Primary School 2024-2025

This statement details our school's use of pupil premium (and recovery 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	72
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	4 <sup>th</sup> September 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Simon Robertson
Pupil premium lead	Catherine Willis
Governor / Trustee lead	Sarah Kilby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£ 0
<b>Total budget for this academic year</b>  <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>	£34,040

# Part A: Pupil premium strategy plan

## Statement of intent

We ensure that teaching and learning opportunities meet the needs of all the pupils. All staff have high expectations for pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. All teaching staff are involved in the analysis of data and subsequent identification of pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school, the challenges we face and any relevant research conducted by EEF. There are many potential barriers to learning for disadvantaged children and not all barriers apply to all children. At Withington Primary School we recognise that disadvantaged children may have weaker language and communication skills, receive less support at home, have poor self-esteem and lack of self-confidence, be less resilient, have more frequent behavioural difficulties and have attendance and punctuality issues. Complex family circumstances may impact significantly on our children's ability to thrive and be successful.

Funding is used to support disadvantaged children achieving at least the same academic outcomes as non-disadvantaged pupils with similar starting points in order to eradicate educational inequity and diminish the difference. It is also used to create opportunities for children to develop resilience, perseverance and self-esteem through high quality, targeted and bespoke pastoral care for children and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Challenging family/home lives resulting in some of our pupils coming to school not ready to learn due to high levels of deprivation, various child protection issues including parental mental health, domestic violence, drug and alcohol abuse and social care involvement.
2	Pupils experiencing social and emotional difficulties
3	Punctuality and Attendance
4	Attainment and progress gap between disadvantaged pupils and their peers.
5	Wider opportunities for disadvantaged pupils; Lack of experiences outside the school setting. Some children in receipt of Pupil Premium have limited life experience beyond their home and local neighbourhood, creating a 'cultural capital' disadvantage.
6	Disadvantaged children being less independent learners

## 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
Support families. Well targeted and effective pastoral care ensures our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. Families having access to a School's Family Support Worker	Liaison with DSLs to ensure those pupils will make at least expected progress from their starting points. Vulnerable children and their families will be accessing a comprehensive offer through Early Help, and those families at CIN/CP will be supported by school. Cared for Children and other children with/have had a Social Worker will make progress and diminish the difference.
Pupils' social and emotional difficulties are not a barrier to them meeting their potential. Children to continue to feel supported with any issues. Well targeted and effective pastoral care ensures our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. Targeted 1:1 support through ELSA programme to gain emotional resilience	Children will have access to school staff and outside agencies to support them with social and emotional difficulties in order to achieve their fullest potential. Increased number of children having emotional support in school
Low attendance and punctuality is not a barrier to pupils' meeting their fullest potential	Ensure attendance of all pupils, including Pupil Premium pupils, is above 95%.

	<p>Ensure all pupils, including Pupil Premium pupils, are in school for 9am.</p> <p>Attendance letters will be issued to any children below 95%</p> <p>Attendance Officers support will be utilised to encourage good attendance through the use of attendance panel meetings, letters etc</p>
<p>The attainment and progress of disadvantaged pupils is in line with their peers in Reading, Writing and Maths</p>	<p>Achieve national average progress score (or above) in Key Stage 2 Reading.</p> <p>Progress to be monitored on a termly basis through Salford Reading Tests, Bug Club, RAPID Read, Cornerstones assessments.</p> <p>Ensure that children have access to high quality Reading (classical and contemporary) material in school and at home with a drive for Reading for pleasure.</p> <p>Bug Club Phonics programme will be used across EYFS, KS1 and RAPID Read as an intervention in lower KS2.</p> <p>Quality of teaching across the school is at least Good or better.</p> <p>By the end of KS1 the difference is diminishing between PP children and others in R, W and Maths</p> <p>By the end of KS2 the proportion of pupils achieving RWM combined is at least in line with National.</p>
<p>Experiences and opportunities are given to disadvantaged pupils to ensure that they have the same experiences as their peers.</p>	<p>Each year group to go on at least one educational visit, many visitors in school during the academic year to enthuse engagement in learning and develop an understanding of the wider world.</p> <p>To take part in extra-curricular activities.</p> <p>Access to high quality books of varying genres in the classroom and school library.</p> <p>High quality knowledge and language rich curriculum full of sticky knowledge</p>
<p>Disadvantaged children have the opportunity to develop their metacognition skills</p>	<p>Through opportunities within the class children will be given time to reflect as a learner and be able to articulate their knowledge with confidence.</p>

## 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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Paddington Club (£6,000)</i>	Before school offered for free to children with poor attendance and punctuality	7
<i>Employment of a Family Support Worker £10,000</i>	With COVID, we have seen an increase in home issues and with Safeguarding continuing to be the most important drive in our school, our Family Support Worker is essential for maintaining the communication between home and school.	4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELKLAN Speech and Language Intervention Groups (£2000)</i>	Children are starting school with a low level of attainment in communication, language and literacy. ELKLAN Programme helps to boost these skills allowing staff to monitor their progress and attainment regularly. Evidence from EEF 'Early Years Toolkit': Communication and Language Approaches +6 months Early Literacy +4 Months	3
<i>Support for the cost of School Trips (£3000)</i>	To ensure every child is able to experience the school educational visits and residentials	3

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

Budgeted cost: £ 23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Good attendance awards each term</i> (£500)	These prizes are to encourage good attendance and punctuality especially for those children who are regularly late or poor attendees.	7
Good Character resources (£200)	To promote a sense of well-being and aspirations across school weekly good character awards are celebrated weekly in whole school assemblies.	6
SEN Resources (£500)	Resources to support individual pupils' needs such as balancing disks, sensory tents, coloured overlays, fiddle toys for Wave 1 boxes EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 Months Metacognition and self-regulation +7 Months	6
School uniform (£2,000)	School uniform items are provided for those families who require additional support.	4
Disadvantaged children have the opportunity to further develop their metacognition skills to ensure that all pupils are learning effectively This work will be supported by RAEBO £10,000	EEF: 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognition and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (Impact: +7 months on average progress made)	3,5

**Total budgeted cost: £ 44,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes from previous academic year:

1. **Pupils social and emotional difficulties are not a barrier to them meeting their potential:** All pupils have had on a regular basis, access to emotional support from school staff and other outside agencies
2. **Low attendance and punctuality is not a barrier to pupils meeting their potential:** Attendance officer to work with families with a supportive approach: Through half termly meetings pupils whose attendance is below 95% are invited to attendance meetings and supported by the Federation Attendance officer. Withington Primary's whole school attendance for 2024-2025 95.4%. The attendance gap between DA and Non DA has also reduced: DA 94.5% Non DA 95.7%
3. **The attainment of Disadvantaged pupils is in line with their peers:** The gap between disadvantaged and non disadvantaged pupils across the school is narrowing from EYFS, Phonics and KS2.
4. **Experiences and opportunities are given to Disadvantaged pupils:** Contributions towards school trips and visits: No child is excluded from a school trip and financial contributions towards the costs of the trips are offered to Pupil Premium Pupils.
5. **Disadvantaged children have the opportunity to develop their metacognition skills:** Through the use of a Federation working party children have had many opportunities to reflect on how they learn and are able to articulate this in a child friendly manner through the use of jungle characters. This skill has allowed pupils to transmit their knowledge and understanding across tasks and contexts, including reading comprehension, writing, mathematics, memorising, reasoning and problem solving. Gaining awareness of their own mental states has also allowed pupils to think about how to be happy, respected and confident in themselves and this is linked to the school's Behaviour Policy.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Bug Club Phonics	Pearson
RAPID Read Reading Intervention	Pearson