

Whittle Academy - Pupil Premium Strategy Statement 2023-2026

School Overview

| Detail | Data |
|---|---|
| School Name | Whittle Academy |
| Pupils in School | 238 children on roll |
| Proportion of Disadvantaged Pupils | 24% |
| Academic year or years covered by statement | 2023-26 |
| Publish date | 31 st December 2025 |
| Review date | Review Date September 2026 |
| Statement authorised by | Michelle Harris, Headteacher |
| Pupil premium lead | Michelle Harris, Disadvantaged Champion |
| Governor lead | Darian Sireca – Acting LGC Chair |
| % of PP children also SEND, EHCP, EAL | EAL (28%) SEND (29%) |

Funding Overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,292 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £80,292 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

Inspire Education Trust priorities:

Our priority is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full as a child growing up in Coventry and achieve individually.

Whittle serves a very diverse community with local area deprivation above average. We have an ERP provision with 10 places. Children often start in Nursery and Reception significantly lower than national expectations, especially in early language and communication skills. There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to support our disadvantaged pupils through the following key aims and objectives:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children should make progress from starting points to close gaps with National
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve. Our priority for the pupils at Whittle is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment in line with their peers.

At Whittle our vision is that all children 'will soar beyond what they imagine possible'. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal, to ensure an aspirational mindset, where children show care for their learning and are equipped with the skills they need, emotionally, mentally, socially and academically to succeed and thrive in school and beyond. We do not believe that a single intervention provides the solution to the complexities of raising attainment for disadvantaged children and employ a multi-faceted approach to best meet the needs of our children.

All of our children benefit from the schools' universal offer, focused on high quality teaching and learning for all and in particular making effective adaptations to meet the needs of learners. Where the needs of our disadvantaged cannot be entirely met through our Universal offer, a range of bespoke, evidence based targeted interventions or wider strategies are adopted. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have found to have impact previously.

Key to our strategy is to dovetail this plan with our academy development plan and to use research to inform decision making. Our focus is on early intervention, all staff knowing and employing our strategy, taking responsibility for our disadvantaged children and the progress they make and that partnerships with parents are further cultivated to best support our disadvantaged cohort.

Challenges Updated for 2024-25 of the 3 Year Strategy

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

| Challenge | Detail of challenge |
|-----------|--|
| 1 | <p>To close the attainment gap with an increasing proportion of SEND learners.</p> <p>We have an increasing proportion of SEND learners at Whittle, with approximately 30% of pupils on the SEND register. Of these 38% are pupil premium. Many of these learners have complex needs where adaptive provision and scaffolding are key to ensure progress overtime.</p> <p>At the end of Key stage 2, there is a gap between School and National disadvantaged attainment in Maths (2024-25 data) and this needs to be closed.</p> |
| 2 | <p>Poor Oracy and communication skills (core foundational knowledge)</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language and communication skills upon entry. This impacts on the development of oracy reading and writing skills from Reception to the end of KS2, leading to lower outcomes. This is generally more prevalent amongst our disadvantaged pupils.</p> |
| 3 | <p>Low attainment on entry to the Early Years Foundation Stage and reading – in particular early reading and phonics</p> <p>Through our assessments, observations, and knowledge of our pupils it is evident that disadvantaged pupils generally have greater difficulties with phonics than their peers. In addition to this we know that a proportion of children across the school, are not supported to read regularly at home which impacts on their vocabulary development, their comprehension and their enjoyment of reading.</p> <p>There is a link between the exposure of children to a wide range of literature and vocabulary and their development of both Oracy and Reading skills.</p> |
| 3 | <p>Wellbeing & Mental Health</p> <p>Our assessments, observations and discussions with children and families have identified social and emotional issues. There is a high proportion of families living in poverty, with the involvement of social care and in need of pastoral support. The number of children being referred for mental health support has increased. Moreover, some of our children require additional, regular pastoral support. Currently approximately 20% of children are on our vulnerable list and are accessing emotional and social support through our Thrive provision, supporting their emotional development, resilience and their ability to regulate.</p> |
| 4 | <p>Attendance</p> <p>This needs to be an area that we need to continue to improve. There is a link between the proportion of children at risk of persistent absenteeism and disadvantage. We know that lower than typical attendance and punctuality impacts on attainment as reduced hours in school results in gaps in learning and a challenge around catch up.</p> |
| 5 | <p>Parental partnership (working with school to help prepare children as citizens of the future)</p> <p>Some parents find it difficult to actively engage with school life. Often we find that parents' own experiences of school are a reason behind this. For some, attendance at Parents' Evening is a challenge, or participating in our open mornings or learning related workshops and ensuring their child attends after-school interventions or clubs, or hearing their children read at home. Parental engagement is critical to all learners and in particular those who are disadvantaged. The enrichment activities and links with the community we build will help create citizens prepared for life in the future and without engaging in this offer fully, children will be further disadvantaged.</p> |

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 |
|---|---|
| Sustain improved outcomes in attainment overtime for disadvantaged pupils and by the end of KS2 in core subjects (particular focus on SEND). Link: Priorities 1 and 3 | Appropriate adaptations to quality first teaching and well deployed evidence based interventions result in end of KS2 data being in line with national and closing the gap for pupil premium learners in Reading, Writing and Maths. For 2025-26 – Maths to be the focus where the gap between school and national attainment needs to close – see above. |
| Improved oral language skills and vocabulary among disadvantaged pupils. Link: Priority 1 | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Use of Voice 21 (year 2) strategies embedded throughout every lesson. |
| Sustained improvement in phonic and early reading scores. Link: Priority 1 | To close the gap by the end of EYFS so that PP achieve in line with non-PP (within the areas of listening and attention and understanding). By the end of this strategy, pupil premium children match non-pupil premium in phonic attainment. This progress and reading confidence is maintained as children move through KS2 and children become increasingly fluent. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Link: Priority 4 | Improved attendance in line with National for all and disadvantaged and at least in line with the ABIE target of 94.1% (0.5 increase on 2024-5) <ul style="list-style-type: none"> • Overall attendance is consistently line or better than national and local authority. • Persistent absenteeism and lateness is minimised and pupil attainment is impacted due to improved attendance. |
| Pastoral support provides disadvantaged learners with the emotional skills to support their wellbeing and ensure they are fully engaged in school. Link: Priority 3 and 4 | Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations shows the impact of timely intervention including Thrive. • Analysis of data shows a reduction in incidents recorded on CPOMs • Appropriate support is in place for children with SEMH needs • Collaboration between the Pastoral and SEND team supports this improvement. • Pupil Mental Health needs are addressed through collaboration with external agencies. • Pupils and parents' questionnaire reg. feeling safe at school will be 100% positive |
| To achieve and sustain improved parental engagement impacting on pupil attainment and progress. Link: Priority 4 | Further improved high levels of parental engagement & wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • A more strategic choice of additional/enrichment activities to meet the varied needs of children. • Greater community links/events in particular to support disadvantaged families. • Parent surveys continue to show positive relationship with school and a greater understanding of parents in relation to how they can support their children at home. |

Activity in this academic year:

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £31442.13

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><i>"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)</i></p> | | |
| <p>Pedagogical growth</p> <p>To train and support the Year 1 team and EY staff to ensure that curriculum provision reflects advice from recent research (Foundational Knowledge and the new writing sequences).</p> <p>£2732</p> | <p>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p> <p>Improving Literacy in Key Stage 1 (Ages 5–7). Download the report (PDF, 12.9MB) [educatione...ion.org.uk]</p> <p>Improving Literacy in Key Stage 2 (Ages 7–11) Access via EEF Guidance Reports [educatione...ion.org.uk], [educatione...ion.org.uk]</p> <p>Preparing for Literacy: Early Years (Ages 3–5) Download the report (PDF) [uploads-ss...ebflow.com]</p> <p>The Writing Framework (Full PDF, 150 pages) Download the PDF [assets.pub...ice.gov.uk], [gov.uk]</p> | 1,2,3 |
| <p>Pedagogical growth</p> <p>Continued focus on training staff to meet the needs of all learners including those with SEND through developing their skills to adapt and scaffold learning effectively.</p> <p>£8948</p> | <p>We know that effective strategies used to support SEND learners, benefit all and will impact positively on the progress and attainment of our disadvantaged learners.</p> <p>Five-a-Day Principle Poster: Scaffolding  Download the poster (PDF)</p> <p>EEF SEND in Mainstream Schools Guidance Report  Read the full report</p> <p>EF Teaching and Learning Toolkit – Scaffolding & Adaptive Teaching  Toolkit Overview</p> <p>Metacognitive strategies, which often involve scaffolding components, yield +7 months of additional progress when used effectively for all learners, particularly disadvantaged pupils.  EEF Metacognition Guidance Report [eric.ed.gov]</p> | 1 |


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| <p>Pedagogical growth</p> <p>Further focus on the teaching of Maths – Maths Mastery aligned with work with Origin Hub.</p> <p>£895.98</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>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from EEF-Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</p> | <p>1</p> |
| <p>Pedagogical growth</p> <p>Continued focus on Oracy to support children's vocabulary and language development.</p> <p>£2747.96</p> <p>£2590</p> <p>£1770.98</p> | <p>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p> <p>Oracy is key to children accessing the curriculum. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3,</p> |
| <p>Pedagogical growth</p> <p>Continual programme of training aligned to Read, Write Inc Phonics, DSR and fluency to secure stronger teaching of reading for all pupils.</p> <p>Update:</p> <p>£1275</p> <p>£3,154</p> <p>£4550.81</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. EEF Phonics Weblink EEF Phonics Overall +6 months Daily supported reader is an approach used in Year 1 to support early reading with a focus on comprehension and fluency.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Comprehension strategies +6 months</p> <p>Daily supported reader is an approach used in Year 1 to support early reading with a focus on comprehension and fluency.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Oral language + 6 months</p> | <p>1, 3</p> |
| <p>In conjunction with the pastoral team improve the implementation of quality of social and emotional learning.</p> <p>Revisit relational behaviour strategies and</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Embedding Thrive linked to the school values and ethos, supporting pupil self-regulation, Pastoral team targeted support, Thrive small groups and Outdoor learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>4, 5</p> |

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| ensure consistent implementation during 2024-5 £2061.09 | | |
| Develop, through training, the skills of Teaching Assistants and HLTAs so that they more responsively meet the needs of all children. £717.12 | <p>Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers.</p> <p>This academic year the focus will be on supporting TAs to meet the needs of those who need adaptive provision and ensuring that interventions are of high quality and well delivered. They will begin engaging with the professional growth model from Spring 2026.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4, 5 |

Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)


Budgeted cost: £34,672.43

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1: 1 reading/Phonic interventions targeted at disadvantaged pupils who require further reading/Phonics support. £28,616.68 | <p>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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>There is also evidence to support 1:1 intervention and small group work with around +5 months of progress if</p> <ul style="list-style-type: none"> Delivered by trained adults Focused on phonics, fluency, and comprehension Closely linked to classroom teaching <p>One-to-one tuition: EEF rates this as high impact (+5 months progress) when delivered by qualified staff and linked to classroom learning. EEF Toolkit – One-to-one tuition</p> <p>Small group tuition: Also effective (+4 months), but 1:1 tends to have the greatest impact for pupils who are furthest behind. EEF Toolkit – Small group tuition</p> | 1, 2, 3 |
| Continued delivery of Fresh Start for children in KS2 | Ensuring that all children become fluent in their Reading and Writing within KS2 is of utmost importance, particularly for our disadvantaged children or those falling behind. This year, the focus will be on 'closing | 1,3 |

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|--|---|-----|
| £3634.50 | this reading and writing gap' by using a systematic English intervention within Key Stage 2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) | |
| Targeted interventions to support the teaching of Maths including: TTRS subscription £737.25 £1684 | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Evidence from EEF-Teaching and Learning Toolkit: Teaching Mastery = + 5 Months Small group tuition: Also effective (+4 months), but 1:1 tends to have the greatest impact for pupils who are furthest behind.  EEF Toolkit – Small group tuition TTRS also supports parental engagement, which we know is an important part of our wider strategy. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. | 1,5 |

Wider strategies (i.e. attendance, behaviour, wellbeing)

Budgeted cost: £14357.70

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Improved attendance through regular tracking and the implementation of a tiered strategy . £9504.71 | There are lots of evidence reports that show a clear link between attendance and attainment. We know that a sense of belonging is important to children wanting to be at school to learn. Parental understanding and relationships are also key to this. A whole school approach that involves teachers being active in the process of tracking and challenging attendance will be a focus at Whittle in 2025-26. EEF – “Supporting School Attendance” (Jan 2024) Highlights the clear link between persistent absence and lower attainment and behaviour outcomes.  EEF – Supporting School Attendance [education...ion.org.uk] , [education...ion.org.uk] | 4 |
| Enhanced parent engagement through additional parent | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Moving forwards, additional parental workshops | 5 (all) |

| | | |
|---|---|----------|
| <p>communication and workshops to support parents to know what and how their children learn.</p> <p>£426.66</p> | <p>will be made available for Reading, Writing and Maths.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Parental Engagement +3 months</p> | |
| <p>Use of Inspire Challenge Awards to support children's wider development and experiences</p> <p>£94.33</p> | <p>By 'Character', we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and development and experiences. beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. Pupil Premium children in our setting tend to have less opportunities and exposure to enrichment type activities that help them develop their wider character and confidence for life.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Arts Participation +3 month</p> | 5 |
| <p>Enrichment though outdoor learning</p> <p>£4,332</p> | <p>We believe in the importance of learning outside and recognise the benefits that this can bring to pupil mental health and wellbeing. We believe that enrichment activities support pupils growth socially and emotionally – as above.</p> <p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p> | 5 |
| <p>Subsidised trips, uniform and after school provision - Contingency fund for acute issues.</p> <p>Funding support where needed, school fleeces allocated. Funding support for trips. After School Clubs each term.</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 |

Part B: Review of outcomes in the previous academic year

Review of 2024-5

| Aim | Outcome |
|--------------------------------|--|
| Academic Progress and Outcomes | <p><u>Data at the end of KS2</u></p> <p>Outcomes at the end of KS2 have improved overtime showing an impact of this plan so far. 2024-25 outcomes are as follows:</p> |

| End of Key Stage 2 Results Without ERP | All Pupils School Data | | | All Pupils National Data | | | Pupil Premium Data | | |
|---|------------------------|----------|------|--------------------------|-------|------|--------------------|------|------|
| Reading | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| % of children achieving expected standard | 60% | 73% (-2) | | 74% | 75% | | 45% | 79% | |
| % of children achieving greater depth | 13% | 27% | | 28% | 33% | | 0% | 14% | |
| Writing | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| % of children achieving the expected standard | 70% | 73% (+1) | | 72% | 72% | | 63% | 71% | |
| % of children achieving greater depth | 0% | 7% | | 13% | 12.8% | | 0% | 7% | |
| Mathematics | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| % of children achieving the expected standard | 60% | 66% (-8) | | 73% | 74% | | 45% | 50% | |
| % of children achieving greater depth | 3% | 23% | | 24% | 12.8% | | 0% | 7% | |
| Combined | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| % of children achieving the expected standard in reading, writing and maths | 50% | 57% (-5) | | 61% | 62% | | 45% | 43% | |
| % of children achieving the greater depth in reading, writing and maths | 0% | 3% | | 8% | 8.3% | | 0% | 0% | |
| Grammar, Punctuation & Spelling | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 |
| % of children achieving the expected standard in GaPS | 53% | 80% (+7) | | 72% | 72.6% | | 27% | 79% | |
| % of children achieving the greater depth in GaPS | 7% | 33% (+4) | | 32% | 29.5% | | 0% | 14% | |

**This data excludes the children in our Enhanced Resource Provision*

In summary this table shows an increase in attainment at the proportion of disadvantaged children achieving the EXS in all areas and in line with the previous year for RWM combined. There was a significant and notable increase in both Reading and SPAG data for our disadvantaged learners and this marries with our focus last academic year both within this strategy and our School Improvement planning.

The following table shows improvements overtime at the end of KS2.

| Year 6 SATs | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | |
|---------------------------|---------|-----|---------|-----|---------|-----|---------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| Reading Attainment | 57% | 26% | 48% | 13% | 60% | 13% | 73% | 27% |
| Writing Attainment | 52% | 0% | 65% | 0% | 70% | 0% | 73% | 7% |
| Maths Attainment | 48% | 0% | 52% | 16% | 60% | 3% | 66% | 23% |
| GaPS | 43% | 22% | 55% | 6% | 53% | 7% | 80% | 33% |

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|--|--|-------------------|-------------|---------------------------------|-------------|-------------|---------------------------|-------------|-------------|--|--|---|-------------------------------|-----------|------------|---------------------------------|------------|-----------|---------------------------|-----------|--|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|-----|-----|--|-----|-----|--|-----|-----|--|--|--|--|--|--|--|--|--|--|--|---|-------------------------------|--|--|---------------------------------|--|--|---------------------------|--|--|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|-----|-----|--|-----|--|--|-----|------|--|
| | <table><tr><td>Attainment</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Combined</td><td>39%</td><td>0%</td><td>42%</td><td>6%</td><td>50%</td><td>0%</td><td>57%</td><td>3%</td><td></td></tr></table> | Attainment | | | | | | | | | | Combined | 39% | 0% | 42% | 6% | 50% | 0% | 57% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | 39% | 0% | 42% | 6% | 50% | 0% | 57% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p><i>*Data excludes children taught in the ERP.</i></p> <p>Overall, reading attainment has continued to improve overtime as a result of going CPD and pedagogy training. Writing data has also continued to improve in line with significant gains in SPAG in 2024-25. Maths data has also improved for all from the previous year.</p> <p><u>Focus on Reading within this plan – Disadvantaged data at the end of KS2</u></p> <p>Our IDSR data, relating to all children (including those in our ERP) shows that in Reading and Writing, our disadvantaged learners are outperforming national disadvantaged learners but in Maths this gap needs to close and this needs to be a focus on 2025-26.</p> <p>Reading + 20% (83% school and 63% National) resulting in positive gap between school disadvantaged and national non-disadvantaged and continuing to exemplify the impact of our focus on reading at Whittle post Ofsted Jan '24.</p> <p>Writing + 8% (67% school and 59% National) resulting in a narrowing compared to national non-disadvantaged and again showing impact of a focus on this curriculum area.</p> <p>For Maths, there is still a gap between school and national for disadvantaged, so this has been more explicitly added into the strategic plan above.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oral language skills | <p>We identified oracy as a significant weakness at the start of this 3 year plan. Children enter Early Years with lower than expected language skills, breadth of vocabulary and standard English.</p> <p>During 2024-45, CPD and development of teacher pedagogy around Oracy has been planned as a school focus. Teachers have received training around developing and promoting oracy within the classroom. This has been partially embedded but is something that needs to be an ongoing focus into 2025-26. Using symbols to support Oracy has been put in place and supports pupils to be active speakers and listeners. Similarly, the use of sentence stems, discussion guidelines and the Frayer model are all examples of core Oracy strategies that we have worked on this year. We are starting to have more consistency in terms of implementation. This year the whole school culture for Oracy has really improved, with a clear vision developed and shared by all. We have also become active members of the Coventry Oracy Hub this academic year. For 2025-26, we will become a Voice 21 school and will join the Elevate part of the programme recognising the impact of our work already.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics screening check | <table><tr><td></td><td colspan="9"></td></tr><tr><td>Year 1 Phonics Check without ERP</td><td colspan="3">All Pupils School Data</td><td colspan="3">All Pupils National Data</td><td colspan="3">Pupil Premium Data</td></tr><tr><td>% of children achieving the Year 1 phonics check</td><td>2024</td><td>2025</td><td>2026</td><td>2024</td><td>2025</td><td>2026</td><td>2024</td><td>2025</td><td>2026</td></tr><tr><td></td><td>73%</td><td>75%</td><td></td><td>80%</td><td>81%</td><td></td><td>50%</td><td>40%</td><td></td></tr><tr><td></td><td colspan="9"></td></tr><tr><td>Year 2 Phonics Check without ERP</td><td colspan="3">All Pupils School Data</td><td colspan="3">All Pupils National Data</td><td colspan="3">Pupil Premium Data</td></tr><tr><td>% of children achieving the Year 2 phonics check</td><td>2024</td><td>2025</td><td>2026</td><td>2024</td><td>2025</td><td>2026</td><td>2024</td><td>2025</td><td>2026</td></tr><tr><td></td><td>80%</td><td>97%</td><td></td><td>89%</td><td></td><td></td><td>55%</td><td>100%</td><td></td></tr></table> <p><i>*Excluding children in our ERP</i></p> <p>75% of children in Year 1 passed the phonic screening test compared to a National of 81%. This was in line with the targets set reflecting the children’s starting points however. 2/5 Disadvantaged children passed the phonic screening by the end of Year 1, however by the end of Year 2, 100% of disadvantaged children have gone on to pass.</p> | | | | | | | | | | | Year 1 Phonics Check without ERP | All Pupils School Data | | | All Pupils National Data | | | Pupil Premium Data | | | % of children achieving the Year 1 phonics check | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | | 73% | 75% | | 80% | 81% | | 50% | 40% | | | | | | | | | | | | Year 2 Phonics Check without ERP | All Pupils School Data | | | All Pupils National Data | | | Pupil Premium Data | | | % of children achieving the Year 2 phonics check | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | | 80% | 97% | | 89% | | | 55% | 100% | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 Phonics Check without ERP | All Pupils School Data | | | All Pupils National Data | | | Pupil Premium Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of children achieving the Year 1 phonics check | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 73% | 75% | | 80% | 81% | | 50% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 2 Phonics Check without ERP | All Pupils School Data | | | All Pupils National Data | | | Pupil Premium Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of children achieving the Year 2 phonics check | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 80% | 97% | | 89% | | | 55% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>This shows the impact of the upskilling of staff that has gone on in recent years, the redeployment/timetabling of TAs to support the teaching of RWI and reading across the school and the impact of working closely with our RWI Consultant.</p> |
| <p>Wellbeing and mental health</p> | <p>The school serves a deprived area, and this brings social and emotional difficulties with families who struggle living in poverty, accessing appropriate employment and training and the school works hard to engage parents and families. There are a number of children across the school who require additional mental health and wellbeing support through the pastoral team. The Pastoral Manager coordinates groups and 1:1s through the Thrive approach and children are supported well.</p> <p>During 2024-25, Onside have continued to work with us targeting Pupil Premium learners with outdoor/sports. Pupil voice has been extremely positive in relation to this. This has continued during Autumn 2025-26 and has evolved to be Outdoor Learning Projects that children can take home to also promote parental engagement.</p> |
| <p>Attendance is regular, consistent and in line/better than national expectations.</p> | <p>Attendance has improved overtime with less children being persistently absent over the course of this 3 year strategy.</p> <p>Data taken from our IDSR and reflecting 2024-25 data shows improvement overtime and in particular since COVID re. attendance.</p> <p>For the FMS6 group, school are doing slightly better than the same group Nationally.</p> |

Attendance

The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline.

All pupils - Attendance

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 193 | 94.1% | 94.9% | Below | Relative improvement | High - SEN |
| 2023/24 | 205 | 92.9% | 94.5% | Below | Relative decline | - |
| 2022/23 | 187 | 92.8% | 94.1% | Below | Relative decline | - |

| | | | | | | |
|---------|-----|-------|-------|------------------|---------------|---|
| 2018/19 | 225 | 95.6% | 96.0% | Close to average | Not available | - |
|---------|-----|-------|-------|------------------|---------------|---|

► [Chart](#)

FSM6 - Attendance

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 54 | 93.2% | 92.6% | Close to average | Relative improvement | High - SEN |
| 2023/24 | 53 | 91.7% | 92.0% | Close to average | Relative improvement | - |
| 2022/23 | 49 | 90.2% | 91.6% | Below | Relative decline | - |

| | | | | | | |
|---------|----|-------|-------|------------------|---------------|---|
| 2018/19 | 66 | 94.6% | 94.4% | Close to average | Not available | - |
|---------|----|-------|-------|------------------|---------------|---|

► [Chart](#)

SEN - Attendance

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 62 | 93.8% | 92.5% | Close to average | Relative improvement | High - SEN |
| 2023/24 | 54 | 92.4% | 92.1% | Close to average | Relative improvement | - |
| 2022/23 | 44 | 90.9% | 91.9% | Close to average | Relative decline | - |

| | | | | | | |
|---------|----|-------|-------|------------------|---------------|---|
| 2018/19 | 34 | 94.6% | 94.4% | Close to average | Not available | - |
|---------|----|-------|-------|------------------|---------------|---|

School work hard to inform parents of when it is appropriate to keep children off school through mediums such as Attendance Newsletter, telephone calls and home visits. We take a very personalised approach as we know our families so well. Initiatives implemented by school resulted in a number of disadvantaged pupils returning to consistent good attendance following intervention from school. Attendance remains a whole school priority for 2025/26 and beyond.

| Evidence Informed interventions for 2025-26 | Provider |
|--|----------|
| Daily Supported Reader | |
| Early Reading skills; phonics for all; 1:1 Phonics | RWInc |
| Fresh Start | RWInc |

| | |
|--|---|
| Mastering number (whole class intervention on fluency) | Maths Hub |
| Primary Mental Health Team | NHS |
| Speech therapy intervention (1:1) | SALT |
| SEND support services | Coventry LEA |
| X Tables Rockstars | TT Rockstars |
| Data analysis / demographic analysis / Assessment / Behaviour / Attendance | Sonar Arbor |
| Coaching and school improvement | Ann Davey Mathew Thomas – Walk Thrus |
| Phonics Coach: Teaching and Learning Development | Read, Write Inc. |

Further Information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

Ensuring that our disadvantaged learners receive feedback first. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Significant CPD will be implemented to further support teaching and learning.

We will offer an enhanced range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and childhood experience. Activities will focus on building life skills such as confidence, resilience, and socialising.

We will investigate the implications of providing technology to our vulnerable families.

Planning, implementation, and evaluation

When planning our Pupil Premium strategy for 2023 to 2026, we identified through thorough monitoring and evaluation, a clear set of objectives to support disadvantaged pupils to move forward, make good progress and catch up to peers. We triangulated evidence from data and pupil progress meetings, flipped monitoring book scrutinies, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of

disadvantaged pupils in schools similar to ours and schools with a wide demographic within our Trust to learn from their approach and strategies and share best practice. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of social disadvantage over time on educational outcomes and how to address challenges to learning as a result of socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and took into account research from the EEF, research from Sonia Blandford and the National College. We used the [EEF's implementation guidance](#) to help us develop our strategy and the tiered approach to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put a robust evaluation framework in place for the duration of our strategy to secure better outcomes for disadvantaged pupils and ensure they have every opportunity given to them to facilitate success, progress and attainment.

The pupil Premium lead will review and tweak the strategy for 2025-26 based on this review published by Dec 31st 2025.