

Pupil Premium Strategy Statement 2024 2025

Whaley Thorns Primary School - Review



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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 136 |
| Proportion (%) of pupil premium eligible pupils | 59% (pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/ 2023 2023/ 2024 2024/ 2025 |
| Date this statement was published | July 2025 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Charlotte Butcher, Executive Principal. Joanna Crook, Principal of School Nicola Rees, TEAM Education Attendance and Safeguarding Manager with Trust responsibility for Pupil Premium |
| Pupil Premium Lead | Charlotte Butcher, Executive Principal |
| Governor / Trustee Lead | Ross Wormall, Lead for Disadvantaged Pupils |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £116,920 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium (and recovery premium) funding carried forward from previous years | 0 |
| Total budget for this academic year | £116,920 |

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Part B: Review of the Previous Academic Year 2024 2025

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using EYFS and key stage 2 performance data, phonics check results and our own internal assessments.

In October 2025, the school underwent a full graded Ofsted inspection resulting in good judgements in Behaviour, EYFS, Leadership and Management and Personal Development. Although Leaders' ambitious intent for pedagogy and teaching and learning was praised in the report, the Quality of Education judgement Required Improvement due to inconsistent implementation. In July 2025 the school underwent the Inclusion Quality Mark inspection and achieved the prestigious Flagship award for its high aspirations for all children.

This 2024 2025 pupil premium strategy review marks the end of a three-year strategy, which was created in 2022 2023 following a robust critical analysis when new Leadership took up post in school. Due to contextual demographics, many of these targets remain relevant as we progress into the first year of a brand-new three-year strategy (2025 – 2028) and are reflected as such in our School Improvement Plan for 2025 2026.

Since 2022, the school's SEND percentage has increased to well above national. In addition, nine pupils in school now have EHCPs for complex medical, cognition and communication difficulties.

In 2024 2025, school responded to a growing need to support pupils exhibiting extreme behaviour through Adverse Childhood Experiences in response to trauma. The Butterfly House was set up in September 2024 to support pupils' social and emotional wellbeing. The school's most skilled teaching assistants have been deployed to deliver a nurture based sensory curriculum, supported by T.E.A.M Education and Derbyshire Inclusion Support Advisory Service. This includes Forest Learning and other therapy-based provisions. The impact in this has been a significant reduction in trauma related behaviours which can be evidenced by internal data.

Data from tests and assessments evidence that the gap between disadvantaged pupils and non-disadvantaged pupils in 2023 2024 had closed from 2022/2023 and narrowed again from 2021/2022, demonstrating the progressive impact of the three-year strategy over the time period to-date. Due to factors of school staffing absence and supply inconsistency in 2024 2025, especially in Years 2, 3, 4 and 5, coupled with increased social factors for an increased number of families, this year's impact has not been quite as positive as hoped in all year groups. Overall, gaps between pupil premium children

and all pupils vary across subjects according to year groups. In some areas and within certain year groups, Pupil Premium children are outperforming all pupils.

We recognise that there is still significant work to do. Pupils continue to enter school in the EYFS significantly below age related expectations but receive a 'good' foundation to their school lives (Ofsted, EYFS, Good, October 2024). The impact of the pandemic still remains a factor for children further up the school. However, internal progress data for a third year demonstrates that by the end of Key Stage Two, progress is good, even though attainment outcomes are not as high in 2024 2025 as in 2023 2024.

Leaders know from 2022 2023 and 2023 2024 that acceleration under a consistently applied, universally understood, whole school model results in the closing of gaps and are clear as to how this year's inconsistency, despite best efforts, has been a factor in not all children attaining their set prediction. School will continue to address contextual issues in response to its community demographic.

| 2024 2025 | Combined Exp + | | Reading Exp + | | Writing Exp + | | Maths Exp + | |
|-----------|----------------|-----|---------------|-----|---------------|-----|-------------|-----|
| | All | PP | All | PP | All | PP | All | PP |
| Year 1 | 29% | 20% | 43% | 40% | 29% | 20% | 36% | 30% |
| Year 2 | 27% | 30% | 53% | 40% | 20% | 30% | 53% | 40% |
| Year 3 | 25% | 13% | 25% | 13% | 31% | 13% | 44% | 13% |
| Year 4 | 29% | 22% | 29% | 22% | 29% | 22% | 29% | 22% |
| Year 5 | 15% | 8% | 45% | 42% | 25% | 8% | 40% | 33% |

In this year's cohort of Year 6 pupils, four pupils were working significantly below the age of the test and two pupils were accessing SEMH provision for the majority of the school year in the Butterfly House.

| Year 6 2021/ 2022 18 pupils 2022/ 2023 17 pupils 2023/ 2024 26 pupils 2024/ 2025 22 pupils | Reading, Writing and Maths Combined | | | | |
|--|-------------------------------------|-------------|-------------|-------------|---------------|
| | School 2022 | School 2023 | School 2024 | School 2025 | National 2025 |
| Expected Standard | 11% | 53% | 65% | 45% | 62% |
| Greater Depth | 0% | 6% | 4% | 0% | 13% |

| | Reading | | | | | Writing | | | | | Maths | | | | |
|-----|-------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|--------------|---------------|
| | School 2022 | School 2023 | School 2024 | School 2025 | National 2025 | School 2022 | School 2023 | School 2024 | School 2025 | National 2025 | School 2022 | School 2023 | School 2024 | School 2025 | National 2025 |
| EXP | 22% | 65% | 85% | 54% (12) | 75% | 44% | 76% | 81% | 50% (11) | 72% | 33% | 65% | 73% | 59% (13%) | 74% |
| GD | 6% | 18% | 23% | 5% (1) | 28% | 0% | 29% | 23% | 27% (6) | 13% | 0% | 6% | 8% | 9% (2) | 23% |

Reading, communication and writing outcomes for disadvantaged pupils at the end of EYFS increased significantly from 2021 2022 resulting in an increased GLD for all pupils of 9% (53% 2022 2023) and a closing of the gap for disadvantaged pupils (38% 2022 2023). In 2023 2024, due to pupil migrancy, GLD decreased to 50% with 44% of disadvantaged children achieving a GLD. In 2024 2025, GLD increased to 57% with 33% of disadvantaged children achieving a GLD. Although the GLD has increased, the gap between PP and Non PP children has widened. We still recognise that there is more to do but are confident in our now more settled staffing structure, robustness of our strategy, the consistent delivery of Little Wandle, the TEAM Communication and Interaction Pledge, high quality teaching and learning and AfL within our language rich EYFS as we progress into the new year. Ongoing staff training continues to address any misconceptions and support staff confidence.

At the end of Year 1, phonics results increased considerably in 2022 2023 from 2021 2022 with 69% pupils overall and 57% disadvantaged pupils achieving the standard. In the academic year 2023 2024, 63% pupils met the standard in the Year 1 phonics check. Of this, 11% were disadvantaged. With regards to the Year 2 cohort, 74% had passed the Year 1 phonics check standard. Of these, 67% were disadvantaged pupils. There was a dip in phonics outcome in 2024 2025, again due to pupil migrancy and SEND. 43% of pupils passed the screen in Year 1 and 73% of Year 2s passed by the end of the key stage. An ongoing commitment to Little Wandle and robust intervention will continue as this strategy refreshes for its next three-year period year with all new staff trained and staffing capacity for regular intervention now back in place. Greater consideration will also be given to pupils working below expectations with school ultimately making decisions about what is best for the children.

Lexia was consistently used to good effect to support identified disadvantaged pupils across Key Stage 1 and 2. High quality teaching and learning, staff CPLD and the devising of a whole school pedagogy supported all pupils, including disadvantaged pupils, to make progress. Little Wandle catch up intervention is prioritised for all pupils in Key Stage 2 who require further acceleration and there is a strong intent that over time, with fidelity to the scheme, regular unwavering intervention and high standards, the need to catch children up in Key Stage 2 will decrease. Little Wandle phonics books have been purchased to align with phonics teaching. Staffing consistency will ensure that intervention will take place which has been an issue in 2024 2025 due to ongoing staff absence.

Rigorous, termly personalised packages of support and coaching have resulted in two ECTs making good progress in 2024 2025. In the past three years, six ECTs have been well supported. CPLD at all tiers both in house, within TEAM and externally remains high profile.

The library space has been relocated, and books have been purchased over time to support the reading for pleasure agenda. A library rationale has been created alongside pupil Reading Ambassadors. The brand-new library space has been injected with £2000 books thanks to a grant applied for by school to the Book Mark charity.

Parents continue to respond positively to the sustainable food bank and pre loved clothes bank set up and run by school in in 2022 2023 as part of our Cost-of-Living Strategy. This is an ongoing project that has continued into 2024 2025, working with other partners, such as the Blast project, to ensure that regular food deliveries are distributed to parents and local families. The school obtained the ParentKind Standard Award in May 2025 for its ongoing work to support families and the wider community.

The Pupil Premium Three-Year Strategy has also supported families by subsidising their child's attendance on the following residentials – Boggle Hole (x2), Bendrigg, London and Mount Cook. Staycations also took place at Mount Cook, The Deep and Gullivers Valley. Uptake has been consistently high, and families have been appreciative of school's contribution to facilitate attendance through the use of the Pupil Premium.

The school have worked hard since 2022 to raise the profile of attendance making this 'everyone's responsibility'. Procedures were consistently applied by all staff with pupils with good attendance being recognised accordingly. Attendance Ambassadors were appointed to be whole school pupil advocates of positive attendance. The impact of school's relentless combined effort resulted in attendance increasing from 91% in 2021 2022 to 93.6% in 2022 2023 (just 0.2% short of the national average). In 2023 2024, whole school attendance remained at a similar percentage at 93.8%, set against the National of 92.8%. Yearend data for the attendance of disadvantaged pupils fell just short at 92.9% in 2022 2023 compared to 2021 2021 of 91.5% Persistent absenteeism also decreased from 30% of pupils in 2021 2022 to 17% pupils in 2022 2023 (17.2%). In 2023 2024, persistent absence declined to 15% in line with the national picture (also 15%). 26.6%. In 2024 2025, attendance dipped to 91.7% year to date. Persistent absence and holidays were contributing factors as well as other inconsistencies outlined in this report. Attendance panel meetings and fining are in place. Attendance will continue to feature heavily in next year's School Improvement Plan.

The school's consensus surrounding its approach towards pupil Social, Emotional and Wellbeing was revised in 2024 via its Behaviour Statement update, as a result of its response to the amount of children experiencing trauma and adverse childhood experiences.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of

help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).