Whittington Green School

Dream Reach Achieve

Pupil Premium Statement 2025-2026

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	686
Proportion (%) of pupil premium eligible pupils	321 – 46.79%
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)**	Sep 2024 – Sep 2027
Date this statement was published	Nov 25
Date on which it will be reviewed	Nov 26
Statement authorised by	Tracey Burnside
Pupil premium lead	Tracey Burnside
Governor / Trustee lead	Gail Widerman/Adele Hodkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321,750
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£321,750

Part A: Pupil premium strategy plan

Statement of intent

Improving outcomes for disadvantaged students, through strategic use of Pupil Premium funding, is at the heart of our school improvement work. Our intention is that all students, regardless of their background or challenges they face, make improved and sustained progress.

At Whittington Green School, we have developed a three-year strategy which encompasses all aspects of school life and ensures that teachers and the pastoral team work together to address the key challenges faced by our students. All staff have high expectations of what students can achieve and work tirelessly with families and other agencies to raise the attainment and broaden the experiences of our students.

All teachers will have access to high quality professional development to ensure all students will be able to access high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and will, in turn, benefit non-disadvantaged students and is crucial when working with students with lower starting points in literacy and numeracy.

All students will have the opportunity to study a broad and balanced curriculum, which is enriched with wider opportunities and experiences, enhancing their social, moral and cultural development. This also aims to raise the self-discipline, aspirations and self-belief of all our learners.

Challenges

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

Challenge	Detail of the challenge
1 - Reading, literacy and Communication skills	A significant proportion of students joining WGS have KS2 reading scores well below the national average. Student's wider literacy skills, including the use of vocabulary and comprehension, reading ages and verbal communication skills are below age-related expectations and act as barriers to participation in all areas of the curriculum. Upon entry in 2025, our year 7 disadvantaged students have an average reading age of 11:02 compared to their non-disadvantaged peers of 12:02
2 - Numeracy	Many students' wider numeracy skills, including skills related to numbers and problem solving, are significantly below age related expectations and act as barriers to participation in all areas of the curriculum. Upon entry in 2025 55%, of our year 7 disadvantaged students were not secondary ready compared to their non-disadvantaged peers of 17%

3 - Aspirations and cultural capital	Low aspirations result in students not achieving their full academic potential. Many PP students do not have the depth of cultural experiences that the non PP students have, leading to barriers to the curriculum and future post 16 pathways. The lack of enrichment opportunities during the pandemic has widened the gap between pupil premium students and non pupil premium students.
4 - SEMH trauma	A significant number of PP students joining WGS have identified (and sometimes unidentified) social, emotional, and mental health areas of need that have resulted in unresolved trauma which act as a barrier to learning. This is partly driven by concerns about catching up lost learning as well as future exams
5 - Metacognition	Many of our disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks and struggle to change or improve their original answers.
6 - Attendance	Attendance data shows that the attendance of our pupil premium students has declined and the gap between pupil premium and non pupil premium had widened. There is also a higher percentage of persistent absenteeism for our pupil premium students.

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	Targets and Success Criteria
Improve Progress 8/Attainment 8 for disadvantaged students	Our target is to achieve Progress 8/Attainment 8 values above the national values for disadvantaged students
Increase % Grade 5+ in English and Maths for disadvantaged students	Our target is to increase the 9 to 5 pass rate, for our PP students, in English and Maths to match (or be better than) the current overall pass rate for England
Improve the reading ages among disadvantaged KS3 students	Students upon entering KS3 to make progress with their reading age to closer match their chronological reading age All students to be within 2 years of their chronological age Students with the lowest reading ages within each year of KS3 to access intense reading interventions.
Embedding of oracy across the curriculum and providing opportunities for students to become proficient orators.	A whole-school approach to embedding oracy and ensuring students become proficient orators has been implemented.
Improve numeracy skills across the curriculum	Create a clear cross curricular focus and identify what are good and effective disciplinary literacy skills for Mathematics e.g decoding, comprehension and interpreting. Consistent approach to the teaching of Maths cross-curricular

	Numeracy developed and delivered through tutor time to reinforce core Maths skills
Improved metacognitive and self-regulatory skills	Students are more able to monitor and regulate their own learning, both in class and at home. This will be implemented via staff training during the SSAT EFA (embedding formative assessment) programme and the delivery of Growth Mindset sessions by an academic mentor.
Behaviours for learning of PP students improves to allow better progress in lessons	Continue to instill positive proactive behaviour for learning attitudes in students and parents/carers through consistent and sustained application of the Learner Engagement Programme. Arbor used consistently by staff to record both positives and negatives. Success criteria – fewer students safehoused, behaviour incidents and suspensions recorded for PP students this academic year.
Improve attendance of PP students	Through a relentless focus on attendance at all levels (classroom teachers, form tutors, the pastoral team, senior leaders, parents and the attendance team) continue to improve the attendance figures and reduce the percentage of persistent absenteeism. Success criteria – overall attendance of PP students is in line with non-PP students
To improve how students feel about themselves, others and the world around them through pastoral support and interventions.	SEMH issues identified in students EHCPs and behaviours displayed by students are reduced. SEMH needs of our pupils has improved, as evidenced through; • data • verbal feedback • issues recorded on CPOMS • feedback from parents/carers
Increase the aspirations of our PP students	Through a carefully planned careers programme, including HEPP, Brilliant Club and access to Sheffield, our PP students are aware of post 16 choices and destinations data shows a year on year increase in Higher Education destinations.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £222,452

Activity	Evidence that supports this approach	Challenges addressed
Recruitment of Teachers in English and Maths to reduce class sizes and be able to have targeted groups Reading fluency programme - every 8 weeks a different cohort of 6 Y8 students will take part in a set progamme which focusses on improving reading fluency through pausing at grammatical breaks, appropriate pace and intenation. Book Buzz (Y7/8) – all students get a book of their choice for a set list to promote reading for pleasure.	From the EEF it shows that reducing class size has a positive impact of +2 month and that small group tuition, that enables the teaching to focus exclusively on a small number of learners, has a positive impact of +4 months. Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Reading comprehension strategies that focus on the learners' understanding of written text have a positive impact of +6 months Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)	1, 3 and 5
Development and delivery of our in-house Tailored provision by both teaching staff and HLTAs Development and delivery of an Outdoor Education programme by specialist HLTAs	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact and small group tuition, that enables the teaching to focus exclusively on a small number of learners, has a positive impact of +4 months – EEF	1, 2 and 5
Purchase of standardized tests (GL tests) to be able to identify learning gaps and allow effective interventions can be put in place. Completion of CAT4s to ensure our target setting is challenging for all	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1 and 2
Continue to use 'White Rose' Maths to improve our Maths curriculum and to embed Mastery teaching.	A trial of the Mathematics Mastery Secondary School programme involved 7,712 pupils in 40 schools. The independent evaluation found that pupils in schools adopting Mathematics Mastery made, on average, one months' progress compared to other pupils in comparison schools. Mastery learning approaches have consistently positive impacts – EEF	2 and 5

Development and delivery of the ASDAN curriculum to enable us to provide a challenging but achievable curriculum for all	EEF - High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3, 4,5
CPD Continuation of the SSAT EFA program for all teaching staff. This will also continue to help embed aspects originally delivered by Ambition Institute. All teachers to be given 1 hour per fortnight and each TLC 2 hours per fortnight to allow time for the program to take place. Planned directed time to enable after school CDP sessions to take place. A supportive training package for Early Careers Teachers. Instructional coaching for identified staff who require extra support to embed positive behaviour/pedagogical strategies. Develop metacognitive and self-regulation skills in all pupils	The EEF states that: Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. Teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	5
Academic intervention sessions for English, Maths and Science, for Year 11 students, delivered by 6 teaching staff 3 tutor times week to allow an additional 90 minutes of teaching time each week. Year 11 intervention time built into the curriculum (1 hours per fortnight) for all option subjects	EEF – Intervention sessions with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Programs that extend normal teaching time have a positive impact on learning.	1, 2, 3 and 5
Marking and feedback - introduction of live marking where PP students are a priority to been seen/spoken to at least every other lesson	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Studies of verbal feedback show slightly higher impacts overall (+7 months).	
Progress of students - Targeted interventions by all staff, for students (particularly the higher ability) not making required progress. Staff training sharing of good practice regarding teaching styles and strategies that engage boys and allow them to therefore make better progress	The Sec Ed states that the best way to engage any student is to actually know them. Know your Pupil Premium learners: Find out how your Pupil Premium learners prefer to learn and plan accordingly; taking in their hobbies and interests, their social context and academic background.	1, 2, 3 and 5

	https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/	
Barriers to learning these address	Barriers to accessing a wide spectrum of Further Education due to GCSE outcomes being historically significantly below national. Lack of aspirations and personal targets Low levels of literacy and numeracy at the end of KS2 which profoundly hinder access to secondary school curriculum and potentially cause disengagement Apathy towards learning. Inefficacy in being 'exam ready' Low levels of literacy and numeracy Inability to self-regulate Not being able to get home after intervention/enrichment activities	

Targeted academic support for current academic year

Budgeted cost: £55,212

Activity	Evidence that supports this approach	Challenges addressed
Continuation with 5 Progress Leaders and 2 Learning mentors	EEF - Pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. The Learning mentors regularly meets PP students and ensure the academic aspect is highlighted.	3
Year 7 and 8 Catch up intervention program delivered each morning before school as well as after school sessions Nurture groups in English and Maths, for all year groups, to facilitate learning in smaller groups	Using strategies and methods, such as small group activities, used to narrow the gap between the identified target group and individuals to ensure all learners attain well and make the expected levels of progress is central to work with Pupil Premium learners. https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/ Short sessions of around 30 minutes or so, several times a week are most effective – EEF The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year – EEF	1,2 and 4
HLTAs provide a blend of academic tutoring and mentoring for students whose education has been most impacted by the pandemic, including high attaining PP students, to groups of 4 or less students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3 and 4

Delivery of the IDL program		
High ability PP students targeted through G&T coordinator and activities and experiences put in place – such as The Scholars program with The Brilliant Club, HEPP and Access to Sheffield.	Only 1 in 50 of the least advantaged students enter the most competitive universities, compared to 1 in 4 of the most advantaged. Disadvantaged students are therefore 18x more likely to miss out on life-changing higher education. The Scholars Program recruits, trains and places PhD tutors in schools to deliver programs of university-style tutorials, which are supplemented by two university trips.	3
Additional bus to take students home to ensure PP students can stay behind for targeted tuition and mentoring		3 and 6
Barriers to learning these address	Barriers to accessing a wide spectrum of Further Education due to GCSE outcomes being historically significantly below national Lack of aspirations and personal targets Low levels of literacy and numeracy at the end of KS2 which profoundly hinder access to secondary school curriculum and potentially cause disengagement Insufficient out of school learning opportunities due to economic and educational factors	

Wider strategies for current academic year

Budgeted cost: £60,941

Activity	Evidence that supports this approach	Challenges addressed
SEMH Trauma: Appointment of an additional staff to deliver Tailored Provision and Outdoor Education Additional Pastoral workers allows increased parental contact and engagement. SEMH sessions delivered during PM tutor time to targeted specific groups Qualified ELSA Lego club Drawing and talking sessions Counseling sessions Mental health and wellbeing curriculum deliver to every year group Autastic club/neurodiversity champion	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or Maths scores. Interventions which focus on improving social interaction tend to be most successful (+6 months). Parental engagement has a positive impact on average of 4 months' additional progress EIF's report on adolescent mental health found good evidence that interventions which support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	4

Attendance: Embedding principles of good practice set out in the DfE's improving school attendance advice. Staff training to develop and implement new procedures Appointment of a new Attendance Officer	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Cultural capital: Deliver an extensive Philosophy, Morals and Ethics programme through timetabled lessons to broaden students' horizons and increase their cultural capital and student's experiences. Curriculum enhancement week ensures that PP have the opportunity to visit different places and have experiences they would otherwise not get. Delivery of an enhanced PSHE/RSE curriculum delivered through a structured tutor time program, to address gaps in knowledge regarding finance, citizenship, careers, study skills and metacognition Create and maintain a diverse offer of extra-curricular activities to improve engagement and provide additional opportunities for personal development of students beyond the 25-hour curriculum in addition to the Homework Club and targeted interventions. Enrichment activities – a wide selection of after school activities (such as DofE, sports, arts, Music, STEM, Warhammer etc) for students to experience. After school bus provide to maximise student uptake Music sessions delivered to small groups to allow students the opportunity to play an instrument they wouldn't normally have access to. A wide range of residential trips to help broaden students' horizons.	Edinburgh research archive: https://era.ed.ac.uk/handle/1842/36154 Parental cultural capital has a larger positive relationship to student attainment. Cultural capital present in the neighbourhood are found to provide an additional advantage for individuals who have higher economic and cultural capital at home, suggesting a relative deprivation effect at work (Galster, 2010). This suggest that practices directed at providing additional support within and outside schools to deprived children to compensate for the lack of resources at home, are likely to have important effects on attainment and in turn on other life course outcomes. .	3, 4 and 6
Aspirations and careers Review and improve a careers program, which supports students at both KS3 and KS4 to gain an in-depth understanding of future options and the world of work. Continue the 1-2-1 careers advice for KS4 students to ensure they are best prepared	EEF - Pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers. Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from	3

to access Further Education provision	poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf 'You can't be what you can't see,' says Matt Lent, CEO of the charity Future First. Research shows that nearly half of pupils from the poorest backgrounds (on free school meals) don't know anyone in a job they would like to do. This affects young people's perception of their own ability, their expectations of future success and the extent to which they value their schoolwork, he explains. The result is that only one in eight children from a low-income background is likely to become a high earner as an adult. https://edu.rsc.org/ideas/how-to-help-disadvantaged-students-learn/3010053.article	
In school laptops available for students with poor handwriting or poor fine motor skills Purchasing additional resources such as library books and revision guides Enhanced reading activities. All students now read for 10/15 minutes 4 times a week during tutor time. Whole class sets of reading books have been purchased and students read 3 books during each school year – meaning 15 books in total.		
Barriers to learning these address	Inadequate social skills Limited aspirations and personal targets Low self- esteem Varied levels of parental engagement Insufficient out of school learning opportunities due to economic and educational factors Historical attendance of PP students is below national average	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The overall progress of our disadvantaged students compared to previous years is difficult to assess as there is no KS2 data available due to the pandemic.

The GL test data that we have on both years indicates that the 24/25 cohort were significantly weaker than the previous year when comparing this similar data, however the Attainment 8 of the Pupil Premium students increased from 33.59 to 34.24 showing greater progress than the previous year. The gap between PP and non PP was reduced from -13.99 to -10.25.

The percentage of students achieving 9-5 in English and Maths increased from 13.6% in 23/24 to 19.4% in 24/25.

	National	Derbyshire	Whittington Green
Whole school attendance	90.1	89.7	92.3
PP attendance	84.7	84.4	89.9
Non PP attendance	92.6	92.5	94.8
PP PA	38.7	41.5	22.5
Non PP PA	14.5	15.6	9.3

Our Pupil Premium attendance is significantly higher than the national attendance for PP and in line with the national whole school attendance and our PP PA was significantly less than national average indicating that our strategies around supporting students to attend school are working and students enjoy coming to school

A total of 42 students received a suspension in 24/25 which is 6.4% of the school population, compared to 8.9% national average, however a greater proportion of these are PP students than compared to the whole population.

	PP	*Non PP*
Students	*33*	*9*
No. of suspensions	*76*	*14*