# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Wheelock Primary School |
| Number of pupils in school | 369 |
| Proportion (%) of pupil premium eligible pupils | 15.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Sally Whitehead |
| Pupil premium lead | Siobhan Watts |
| Governor / Trustee lead | Paul Phipps |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £78,360 |
| 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 | £78,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Wheelock Primary School, we strive for all of our children to achieve their full potential academically, socially and emotionally. We want all children to develop the necessary skills and confidence to be successful in their time at Wheelock and in their future lives.  We aim for all of our children, including those with Pupil Premium allocation, to develop the knowledge, skills, aspirations and academic ability to ensure they reach their potential.  Children at Wheelock are taught to believe in themselves.  Children at Wheelock understand that they belong to an inclusive community where they are treated fairly.  Children at Wheelock also understand that being kind is central to everything that we do.  We aim to:   * Ensure all children in receipt of pupil premium funding have sufficient support to successfully access the curriculum. * Reduce any in0school attainment gaps in reading, writing and maths between children in receipt of pupil premium funding and other children. * Offer a wide range of interventions and support programmes which will allow all pupils to gain specific support for their areas of development. * Support high levels of attendance and punctuality for children in receipt of pupil premium funding. * Improve opportunities for children in receipt of pupil premium funding to take part in all wider learning including trips and visits. * Provide support for the wellbeing of children in recipe t of pupil premium funding. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupil mental health and wellbeing |
| 2 | Pupil attendance and punctuality |
| 3 | Pupil progress and achievement in writing, reading and maths |
| 4 | The increase in complexity of individual needs |

## 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.

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| Intended outcome | Success criteria |
| For the mental health and wellbeing of particular children to show improvement | * PP children more confident and willing to share their thoughts and emotions. * Improvement in resilience and self-esteem * Increased awareness of positive relationships * Increased positive experiences in school * Good attendance at Mental Health and wellbeing support interventions (Treetops/ELSA) |
| Attendance and punctuality to maintain above 95% throughout the year | * Pupils are in school to receive teaching, interventions and make progress academically. * Pupils socialise with their peers and develop friendships and skills to navigate everyday life. * Parents support the school in securing ambition * Attendance is strong and gaps are reduced in learning. |
| For PP children to successfully access the curriculum and develop greater fluency is reading, writing and maths. | * Pupils receive targets in reading, writing and maths. * Pupils make progress across the three core subjects * Pupils are growing in confidence in the three core areas of the curriculum. |
| For PP children to successfully access the curriculum by gaining the support they need. | * Children spend more time in their lessons. * Children are given scaffolded support to ensure that they access their learning. * Children receive adaptive teaching strategies to ensure that they make progress and achieve. * Children are identified and receive extra support where needed (Treetops/ELSA/Woodlands) |

## 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: £ 20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for new staff on the RWI phonics scheme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantages pupils.  RWI has been implemented at Wheelock for the past 2 years. Last year we received at 95% pass rate.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 3 |
| Recruitment of 1:1 support teachers-relevant CPD as a new recruit | Replacement of supply cover for children who require 1:1 support and who are in receipt of an EHCP. This will provide more individualised support for these children to ensure that they can access the curriculum.  The recruitment of the 1:1 TAs allows children to have more individualised input and adaptive teaching. This allows the children to make progress.  An increase in 1:1 TAs allows us to develop teams around the children who are reluctant to learn. | 4 |
| CPD around 5 a day and Walkthrus (EEF) | EEF’s research evidence suggests there is a set of 5 core practices that can support all pupils, including those with SEND. This approach allows the educator to embed a set of teaching habits that feel manageable in reality.  [EEF blog: ‘Five-a-day’ to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes) | 3,4 |
| New referral pathway for First Concerns training for staff. | Referral pathway for First Concerns linked to the new SEN Policy. Trust approved to ensure that there is consistency and the system is robust. | 3,4 |
| CPD for new members of staff on the mental health and wellbeing pathway at Wheelock (Treetops) | Progressively planned 6-week units to support children with their mental health and wellbeing.  Approved by OFSTED  [UK Trauma Council](https://uktraumacouncil.org/)  [Visyon | Empowering Young People](https://www.visyon.org.uk/) | 1 |
| My Happy Mind CPD for all staff | NHS funded programme to support children’s mental health and wellbeing. Combines the latest research to help develop life long habits.  [Home - myHappymind](https://myhappymind.org/) | 1 |
| Purchase of spelling scheme and resources. Relevant CPD for teacher/teaching assistants delivering the programme. | EEF Literacy guidance recommends:  Explicitly taught spellings and provide pupils with extensive opportunities to practice them.  [Read Write Inc. Spelling - Ruth Miskin Literacy](https://www.ruthmiskin.com/programmes/spelling/) | 3,4 |

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

Budgeted cost: £ 32,360

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Welcomm Speech & 2. language screening and 3. intervention tool | Delayed language skills lead to under-performance later in life. WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey. | 4 |
| 1. Accelerated reader 2. programme (continued 3. provision from previous 4. year as proved 5. successful) | Programme is widely used with EEF recommendation. Assessment data gives ZPD scores that can be used to track progress. Investment was in a previous year but children are now accessing a wider range of text which need to be purchased. Further investment in staff CPD and supporting children with their reading and comprehension development. | 3,4 |
| 1. Social and emotional 2. learning interventions | Bespoke interventions for children: • Acorns • Treetops SEMH provision • ELSA • Preparing for Adulthood 1,2,5 | 1 |
| 1. Get Write intervention – Ruth Miskin resources | Supports children with language barriers in KS1 to develop basic sentence structure. | 3 |
| 1. Mastering Number 2. maths programme | Taught alongside maths lessons in KS1 and as an intervention in KS2 to develop children’s early number skills and develop number fluency. | 3,4 |
| 1. Increase technology 2. available for individual 3. independent 4. interventions and 5. scaffolding 6. opportunities | Technology is one of the recommended strategies listed in the EEF 5 a day. |  |
| 1. Get Writing tailored support for children not achieving the expected standard in writing. | Taught in place of Read to Write lessons to target children with significant gaps in writing.  Build basic skills for writing. | 3,4 |
| 1. Fine motor interventions across the school | Target children who have difficult with their fine motor development.  Runs as extra sessions to their handwriting and spelling lessons. | 1,3,4 |

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

Budgeted cost: £26,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SEMH interventions | Bespoke interventions for children: · Acorns · Treetops SEMH provision · ELSA · Preparing for Adulthood | 1 |
| 1. Increase staff presence 2. and interactions during 3. less structured times. 4. Staff training in wellbeing, 5. emotion coaching and 6. healthy active sessions. | PE coach available at lunch times to ensure children have access to an increased amount of healthy active sessions. Mental Health Champions available to share activities with children on the field. Training for Midday Assistants to run games and sports during these unstructured times | 1 |
| 1. Daily attendance checks 2. and breakfast check ins | Pupil attainment is higher when pupils have higher attendance. | 2 |
| 1. Access to school uniform | To allow all children to look the same as their peers and feel part of their school community. | 1,2,3,4 |
| 1. Trauma Informed practice 2. for behaviour. 3. Whole school relationship 4. policy | A collaborative whole school approach where relationships are at the centre. This approach will create a more positive ethos around school where relationships are at the heart of everything we do. This will build confidence, resilience and mutual respect. | 1 |
| Woodland sessions for PP children | Extra sessions are available for children in receipt of PP to allow them access to more outdoor learning. | 1 |

**Total budgeted cost: £ 78,360**

# Part B: Review of outcomes in the previous academic year

**Outcomes for disadvantaged pupils**

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| --- | --- | --- | --- |
| **KS1 data (all year groups) 2023 – 2024** | **Attainment: Wheelock children eligible for PPG** | **Attainment: Wheelock children not eligible for PPG** | **Attainment: All children** |
| **% achieving expected or higher in reading, writing and maths** | 30% (4/13) | 63% (59/93) | 59% (63/106) |
| **% achieving expected or higher in reading** | 38% (5/13) | 75% (70/93) | 70% (75/106) |
| **% achieving expected or higher in writing** | 30% (4/13) | 63% (59/93) | 59% (63/106) |
| **% achieving expected or higher in maths** | 30% (4/11) | 79% (74/93 | 73% (78/106) |

|  |  |  |  |
| --- | --- | --- | --- |
| **KS2 data (all year groups) 2023 – 2024** | **Attainment: Wheelock children eligible for PPG** | **Attainment: Wheelock children not eligible for PPG** | **Attainment: All children** |
| **% achieving expected or higher in reading, writing and maths** | 44% (15/34) | 61% (96/156) | 58% (111/190) |
| **% achieving expected or higher in reading** | 52% (18/34) | 82% (129/156) | 79% (151/190) |
| **% achieving expected or higher in writing** | 47% (16/34) | 62% (97/156) | 59% (113/190) |
| **% achieving expected or higher in maths** | 55% (19/34) | 81% (127/156) | 76% (146/190) |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |