# Pupil premium strategy statement- Wheelock Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) and DfE’s [pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 390 |
| Proportion (%) of pupil premium eligible pupils | 12.8% |
| 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)** | 2025-2026 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Sally Whitehead |
| Pupil premium lead | Siobhan Watts |
| Governor / Trustee lead | Annie Proudlove |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68,175 |
| 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* | £68,175 |

# 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 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, visits and clubs. * Provide support for the wellbeing of children in receipt 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 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, comprehension, Maths and Writing compared to their peers. |
| 2 | Our well-being surveys and discussions with pupils have identified social and emotional issues for many pupils. |
| 3 | Pupil attendance and punctuality. Our data shows that disadvantaged children have lower attendance than other pupils. |
| 4 | The increase of Pupil Premium children who also have additional SEND needs (23/50- 46%) |

## 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 |
| Improved reading attainment amongst disadvantaged children. | KS2 reading outcomes in 2025/2026 show that more than 60% of disadvantaged children meet the expected standard. |
| Improved maths and writing attainment for disadvantaged children at the end of KS2. | KS2 maths and writing outcomes in 2025/2026 show that more than 60% of disadvantaged pupils meet the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025/2026 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations. * A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustain high attendance by 2025/2026 demonstrated by:   * The overall unauthorised absence rate for all pupils reduced and the attendance gap between disadvantaged pupils and their non-disadvantaged counterparts being reduced. * The percentage of all pupils who are persistently absent being reduced significantly and the figure among disadvantaged pupils being reduced between that of their peers. |
| For children with PP to successfully access the curriculum by gaining the support they need particularly those with SEND. | * Children are able to access lessons for longer periods of time without leaving due to sustained and improved support. * Adaptive strategies are implemented and consistent across all classes to ensure children with SEND needs are supported. * Children are identified early using the monitoring pathway and receive extra support where needed. |

## 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: £ 25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Professional development to support implementation of approaches-Read, Write Inc training provided for new staff to support early reading. | 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 3 years. Last year we achieved 97% pass rate.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1 |
| Supporting the recruitment and retention of teaching staff by providing cover time to undertake professional development- this year we have a number of staff undertaking their NPQH, NPQSL, NPQEY and a Masters. | Having a strong offer for staff development allows staff to have improved teaching and learning skills, develop leadership skills, improve assessment and monitoring and thus improve pupil attainment.  [Emerging findings from the NPQ evaluation: Interim report 2](https://assets.publishing.service.gov.uk/media/66e17cc5caa02d92e72c8d54/NPQ_evaluation_interim_report_2.pdf) | 1 |
| 1:1 and small group tuition to support children in all three core subjects.  Teaching assistant deployment and interventions are tracked to support high-quality provision within the classroom and outside of the classroom. | Evidence based interventions for writing have been implemented across the school using the RWI Get Writing Scheme. Trained TAs have time to deliver these high-quality interventions to support progress in writing.  [Selecting interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions) | 1,4 |
| After school boosters- children are invited to after school boosters to focus on the three core areas of the curriculum. | Children in Year 6, with a focus on PP children who are falling below the expected standard and invited to booster sessions after school to bridge the gaps in their learning so that they are fully prepared for the next step in their education.  [Extending school time | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) | 1,4 |
| 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  In-school Inset day planned for new staff to equip them with the knowledge they need to support children with their mental health.  [UK Trauma Council](https://uktraumacouncil.org/)  [Visyon | Empowering Young People](https://www.visyon.org.uk/) | 1,2 |
| Purchase of standardised diagnostic assessments.  NFERs from Years 1-6  Training for staff to ensure that assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  [EEF Blog: New case studies - Making effective use of diagnostic… | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment) | 1 |

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

Budgeted cost: £ *23,175*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Purchase of programme to improve language skills for all pupils including those who are disadvantaged and have relatively weak spoken language skills- Wellcomm and S&L support. | 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. Oral language interventions can have a positive impact on Pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  [WellComm - GL Assessment](https://www.gl-assessment.co.uk/assessments/products/wellcomm/) | 1,2,3,4 |
| 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.  [Accelerated Reader - second trial | EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial) | 1,2,3 |
| Additional phonics sessions targeted disadvantaged pupils who require further phonics support. This will be delivered in collaboration with out RWI program and the English Hub. | 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:  [Phonics | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1 |
| Literacy Interventions that support children with the key skills they need to progress in writing. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  [Selecting interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions)  [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2 |
| Maths targeted interventions- Mastering Number, Number sense, use of Power Maths and White Rose Maths to support and challenge. | Math strategies across the school, that have a strong evidence base for improving mathematical knowledge and understanding, implemented to support and bridge the gap with children across the school including those who are disadvantaged.  [Improving Mathematics in Key Stages 2 and 3 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  [Ark Mathematics Mastery | EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery)  [Early numeracy approaches | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches) | 1,2 |

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

Budgeted cost: £ 20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DFE’s guidance on working together to improve attendance.  [Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  This will involve staff training and time to develop staff in implementing new procedures. | The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2,3 |
| SEMH interventions (Treetops) Time to release staff to support children with their wellbeing and offer targeted interventions.  Staff training for ELSA, MELSA.  Swans counselling offered to children who need extra support with their wellbeing. | Bespoke interventions for children: · Acorns · Treetops SEMH provision · ELSA · Preparing for Adulthood  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 2,3 |
| 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 | 2,3 |
| 1. Breakfast club offer | A paid breakfast club is offered everyday for children.  In addition to this, as a school, we offer a breakfast club to have a softer start into school. TAs are released to do this to support good attendance.  [Magic Breakfast - trial | EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) | 2,3 |
| 1. Attendance action plans for children (specific focus on PP and disadvantaged children) falling below the expected percentage for attendance. | A collaborative approach which allows a clear focus on attendance and partnership with home and school. | 3 |
| 1. Extra sessions for PP children to support their attendance and wellbeing. 2. Woodland sessions and swimming sessions. | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [Physical activity | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | 2,3 |

**Total budgeted cost: £** *68,175*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.  To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.  There was a rise in all percentage for disadvantaged children from the previous academic year in KS1 (2023/2024)  There was a 4% rise in Maths for PP children from the previous academic year (2023/2024) |

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| **KS1 data (all year groups) 2024 – 2025** | **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** | 45% (5/11) | 73% (76/103) | 71% (81/114) |
| **% achieving expected or higher in reading** | 45% (5/11) | 76% (79/103) | 73% (84/114) |
| **% achieving expected or higher in writing** | 45% (5/11) | 74% (77/103) | 71% (82/114) |
| **% achieving expected or higher in maths** | 72% (8/11) | 87% (90/103) | 85% (98/114) |
| **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** | 28% (9/32) | 59% (111/188) | 54% (120/220) |
| **% achieving expected or higher in reading** | 40% (13/32) | 72% (137/188) | 68% (150/220) |
| **% achieving expected or higher in writing** | 31% (10/32) | 63% (119/188) | 58% (129/220) |
| **% achieving expected or higher in maths** | 59% (19/32) | 80% (151/188) | 77% (170/220) |

## Externally provided programmes

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

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

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| Wellbeing interventions have been provided to support the emotional and SEND needs of service children. Soft starts (breakfast club) have bee developed to ensure a smooth transition into school. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Teachers and parents have expressed their positive views about the wellbeing of their children, enabling them to thrive and focus on their learning in school. |

# 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |