

# 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](#).

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 (and recovery premium for the 2021 to 2022 academic year) 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

| Detail  | Data                    |
|---|-------------------------|
| School name   | Wheelock Primary School |
| Number of pupils in school  | 337                     |
| Proportion (%) of pupil premium eligible pupils   | 9.7% (33)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023               |
| Date this statement was published   | November 2022           |
| Date on which it will be reviewed   | September 2023          |
| Statement authorised by   | Sally Whitehead         |
| Pupil premium lead  | Siobhan Watts           |
| Governor / Trustee lead   | Paul Phipps             |
|   |                         |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £45,705 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this | £45,705 |

|   |  |
|---|--|
| funding, state the amount available to your school this academic year |  |
|---|--|

# Part A: Pupil premium strategy plan

## Statement of intent

*At Wheelock Primary School, we are proud to deliver rich and creative learning experiences that enable all the children to fulfil their potential. We are a school led by the values of Community, Creativity, Challenge and Individuality and our vision puts all children at the centre of everything that we do.*

*We strongly believe that all children have the right to reach their potential and develop the necessary skills and values required to succeed in life.*

*We aim for all our children, including our Pupil Premium children, to develop the knowledge, skills, aspirations, and academic ability to ensure they reach their potential in all aspects of their life.*

*We aim to:*

- Ensure all children in receipt of Pupil Premium funding have sufficient support to successfully access the curriculum.*
- Reduce any in-school 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 receipt of pupil premium funding.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>                               |
|-------------------------|--|
| 1                       | Pupil mental health and wellbeing                        |
| 2                       | Pupil retention of information, knowledge and strategies |
| 3                       | Pupil's early language development                       |
| 4                       | Pupil attendance and poor punctuality                    |

## 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  |
|---|---|
| <i>For the mental health and wellbeing of particular PP children to show improvement</i>  | <ul style="list-style-type: none"> <li>PP children show knowledge of how they can look after their own mental health and wellbeing</li> <li>An improvement in self-esteem and resilience.</li> <li>Children are showing increased awareness of positive relationships</li> <li>Children who are attending the provided mental health and wellbeing sessions (Treetops) are showing an increased awareness of how to look after their mental health and talk about it freely.</li> </ul> |
| For PP children to successfully access the curriculum by gaining the support they need.   | <ul style="list-style-type: none"> <li>Children have access to technology needed to progress in their learning.</li> <li>Children show confidence in all curriculum subjects including foundation subjects.</li> <li>Children make progress in their wider curriculum subjects.</li> </ul>  |
| For PP children to show improvement in progress of core mathematical skills, closing the gaps for each year group.  | <ul style="list-style-type: none"> <li>Gaps are closing</li> <li>Progress is at least expected the PP children in mathematics.</li> <li>Children are supported well to make the progress they need.</li> </ul>  |
| For PP children to develop greater writing fluency. Pupils achieve expected standard in writing. A greater number of PP achieve greater depth in writing. | <ul style="list-style-type: none"> <li>Pupils receive target writing units, developing writing skills and components.</li> <li>Pupils write with greater fluency and use appropriate sentence structure and punctuation.</li> <li>Pupil's letter formation is correct and they achieve fluency in handwriting.</li> <li>Pupils are growing in confidence so can write for a range of purposes.</li> </ul>   |
| Attendance and punctuality improves above 90% for this group of children  | <ul style="list-style-type: none"> <li>Pupils are in school to receive teaching, interventions and make progress academically.</li> <li>Pupils socialise with their peers and develop friendships and skills to navigate everyday life.</li> <li>Parents support the school in securing ambition.</li> <li>Attendance is strong and gaps are reduced in learning.</li> </ul>  |
| To offer wider opportunities and increase uptake for PP children in school trips, visits, residential, music and sport.                                   | <ul style="list-style-type: none"> <li>PP children attend a range of school activities</li> <li>PP children have increased attendance on school trips and residential</li> <li>PP children are given wider opportunities to have experiences such as theatre trips etc.</li> </ul>  |



## 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: £ 17,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Mental Health team established within school to manage, support, and deliver SEMH interventions for children having difficulty with their Mental Health and Wellbeing.</i> | Children access the sessions weekly for 6 weeks. Sessions are then impacted and referrals sent, where needed.<br>Children and families are accessing mental health support programmes to enable them to access their learning better and develop strategies to support anxiety.                  | 1,2                           |
| <i>To develop and train the senior mental health lead within the school to provide purposeful mental health and wellbeing across the school.</i>                              | Work with Visyon and Cheshire East to train and roll out a mental health senior leader across the school to ensure that provision in the school is effective and meets the needs of children.<br>SLMH to receive training with The National College to enhance knowledge and build on strategies | 1,2                           |
| <i>To provide My Happy Mind training across EYFS and KS1 to ensure all children are provided with weekly mental health training.</i>  | Teaching children about their own mental health will create a more positive learning environment for all learners to thrive.   | 1,2,5                         |
| <i>CPD- Trauma Informed Practice<br/>Whole staff and cross MAT training.<br/>Principal to complete TIP diploma to gain accreditation.</i>                                     | Staff have the skills and knowledge to teach with a trauma informed approach.<br>School becomes a Trauma informed accredited school.<br>Staff confidence improves and targeted activities and interventions are more focused.  | 1,2,4,5                       |
| <i>Recruitment of 1:1 support teachers.</i>   | Supply cover for children who require 1:1 and who are in receipt of an EHCP. Children are more able to access the curriculum and make progress in line with their peers.   | 2,4,5                         |
| <i>CPD- Autism awareness</i>  | Staff gain the skills and knowledge to support children who are on the autistic pathway.<br>Support for children on this pathway is improved and new strategies are embedded.  | 1                             |
| <i>ELSA Training</i>  | Two members of staff are now fully ELSA trained to deliver interventions to children who require support.<br>This emotional support will enable them to access the curriculum more successfully.   | 1,2                           |

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

Budgeted cost: £20,750

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Social and emotional learning interventions</i>   | Bespoke interventions for children: <ul style="list-style-type: none"> <li>• Acorns</li> <li>• Treetops SEMH provision</li> <li>• ELSA</li> <li>• Preparing for Adulthood</li> </ul>  | 1,2,5                         |
| <i>Accelerated reader programme (continued provision from previous year as proved successful)</i>  | Programme is widely used with EEF recommendation.<br>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.  | 2                             |
| <i>NTP Tutors to complete target intervention programmes including writing development.</i>  | Pupils develop composition, grammar and writing skills to attain expected standard and an increase in greater depth achievement.  | 5                             |
| <i>Literacy Company to support staff in their writing interventions and delivery of writing strategies.</i>  | Teacher are more equipped to deliver writing interventions to children with varying academic abilities.<br>Children development a better fluency in writing.  | 5                             |
| <i>Increase staff presence and interactions during less structured times.<br/>Staff training in wellbeing, emotion coaching and healthy active sessions.</i> | PE coach available at lunch times to ensure children have access to an increased amount of healthy active sessions.<br>Mental Health Champions available to share activities with children on the field.<br>Staff to increase the ratio at play and lunch times. Training for Middy Assistants to run games and sports during these unstructured times. | 1,2,4                         |

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

Budgeted cost: £ 23,500

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

|  |   | <b>addressed</b> |
|--|---|------------------|
| <i>Daily attendance checks and breakfast check ins</i>   | Pupil attainment is higher when pupils have higher attendance.  | 4                |
| <i>Mental Health support sessions (Treetops)</i>   | Pupils are able to gain the support that they need and learn strategies in order to manage their emotions in social situations and learning activities.   | 1                |
| <i>Use of The Hive to support smooth transitions for some children suffering with attachment/separation and/or anxiety issue.</i>      | (£4.50 AM sessions and £9 PM sessions estimate £100)<br>If a child is able to start the day calmly then they go on to have a more successful day in all aspects of their school day both academically and socially.   | 1,2              |
| <i>Increase staff presence and interactions during less structured times. Staff training in wellbeing and healthy active sessions.</i> | Staff can opt to eat lunch with children in the hall, increase staff ratio at play and lunch time breaks. Staff training to support pupils through emotion coaching and training to lead sports and games during unstructured times. This means children can access their learning better and make more progress. | 1,2,4            |
| <i>Access to school uniform</i>  | To allow all children to look the same as their peers and feel part of their school community.  | 1                |
| <i>Trauma Informed practice for behaviour.<br/>Whole school relationship policy</i>  | A collaborative whole school approach where relationships are at the centre.<br>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                |

**Total budgeted cost: £ 61,250**

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

### Pupil premium strategy outcomes

|   |   |   |   |
|---|---|---|---|
| <b>KS1 data (all year groups) 2021-22</b>                     | <b>Attainment:</b><br><b>Wheelock children eligible for PPG</b> | <b>Attainment:</b><br><b>Wheelock children not eligible for PPG</b> | <b>Attainment:</b><br><b>All children</b> |
| % achieving expected or higher in reading, writing and maths. | 22% 2/9   | 58% 50/85   | 54% 51/94                                 |
| % achieving expected or higher in reading                     | 33% 3/9   | 75% 64/85   | 70% 66/94                                 |
| % achieving expected or higher in writing                     | 33% 3/9   | 69% 59/85   | 65% 62/94                                 |
| % achieving expected or higher in maths                       | 22% 2/9   | 80% 68/85   | 74% 70/94                                 |
|   |   |   |   |
| <b>KS2 data (all year groups) 2021-22</b>                     | <b>Attainment:</b><br><b>Wheelock children eligible for PPG</b> | <b>Attainment:</b><br><b>Wheelock children not eligible for PPG</b> | <b>Attainment:</b><br><b>All children</b> |
| % achieving expected or higher in reading, writing and maths. | 30% 6/20  | 56% 92/163  | 53% 98/183                                |
| % achieving expected or higher in reading                     | 65% 13/20   | 83% 136/163   | 79% 146/183                               |
| % achieving expected or higher in writing                     | 45% 9/20  | 60% 99/163  | 58% 107/183                               |
| % achieving expected or higher in maths                       | 75% 15/20   | 80% 132/163   | 77% 141/183                               |

### 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*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

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

| 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? |         |