# Pupil premium strategy statement – Wheelock Primary School

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 the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 348 |
| Proportion (%) of pupil premium eligible pupils | 14.4% |
| 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)** | 2023 - 2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sally Whitehead |
| Pupil premium lead | Holly Haughton |
| Governor / Trustee lead | Paul Phipps |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68 700 |
| Recovery premium funding allocation this academic year | £6525 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £75 225 |

# 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 and to develop the necessary skills and confidence to be successful in their lives.  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.  Children at Wheelock are taught to believe in themselves. Children at Wheelock belong to an inclusive community where all are treated fairly. Being kind is central to everything that we do at Wheelock.  *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.

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| Challenge number | Detail of challenge |
| 1 | Pupil mental health and wellbeing |
| 2 | Pupil retention of information, knowledge and strategies |
| 3 | Pupil’s early language development |
| 4 | Pupil progress and achievement in writing |
| 5 | Pupil attendance and 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.

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| Intended outcome | Success criteria |
| *For the mental health and wellbeing of particular PP children to show improvement* | * PP children show knowledge of how they can look after their own mental health and wellbeing * An improvement in self-esteem and resilience. * Children are showing increased awareness of positive relationships * 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. |
| For PP children to successfully access the curriculum by gaining the support they need. | * Children show confidence in all curriculum subjects including foundation subjects. * Scaffolded support in place to support children in accessing their learning. * Children have access to technology needed to progress in their learning. |
| For PP children to develop greater writing fluency. Pupils close the attainment gap between themselves and their peers and many achieve expected standard in writing. | * Pupils receive target writing units, developing writing skills and components. * Pupils write with greater fluency and use appropriate sentence structure and punctuation. * Pupil’s letter formation is correct and they achieve fluency in handwriting. * Pupils are growing in confidence so can write for a range of purposes. |
| Attendance and punctuality improves above 90% for this group of children | * 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. |
| To offer wider opportunities and increase uptake for PP children in school trips, visits, residentials, music and sport. | * PP children attend a range of school activities * PP children have increased attendance on school trips and residentials * PP children are given wider opportunities to have experiences such as theatre trips etc. |

## 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 |
| Trauma informed diploma for Safeguarding and Learning Mentor.  Trauma informed CPD for senior leaders (x3 members of staff).  CPD through TISUK for new recruits. | “Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death.” (ACE Study)  [Trauma Informed Schools UK](https://www.traumainformedschools.co.uk/) | 1 |
| ELSA training for 3 x teaching assistants to increase provision. | Over recent years there has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. Successive Governments in the UK have recognised that schools need to be concerned with the all-round development of children.  [ELSA Network](https://www.elsanetwork.org/elsa-network) | 1, 3 & 4 |
| Purchase of a DfE validated Systematic Synthetic Phonics  programme to secure stronger phonics teaching for all pupils. Relevant CPD for teachers/ teaching assistants delivering the programme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  [EEF Toolkit: Teaching & Learning, Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3 & 4 |
| Purchase of spelling scheme to follow on from Phonics scheme. Relevant CPD for teacher/teaching assistants delivering the programme. | EEF Literacy Guidance recommends:  Explicitly teach spellings and provide pupils with extensive opportunities to practice them.  [EEF Recommendations: Literacy in KS2](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1703226181) | 2, 3 & 4 |
| Recruitment of 1:1 support teachers – relevant CPD as a new recruit. | Replacement of supply cover for children who require 1:1 and who are in receipt of an EHCP will a provide a more consistent approach to these children and allow us to develop teams around these key children. | 1 |
| CPD for teachers around the ‘Five A day’ approach through the MAT. | The EEF’s research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND.The ​‘Five-a-day’ approach allows educators to embed a set of teaching habits that feel manageable in reality.  [EEF Five a Day](https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support) | 2, 3, 4 |

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

Budgeted cost: £30, 225

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Welcomm Speech & language screening and 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. | 3 & 4 |
| NTP Tutors to complete target intervention programmes including writing development. | Pupils develop composition, grammar and writing skills to attain expected standard and an increase in greater depth achievement. | 2, 3 & 4 |
| Accelerated reader programme (continued provision from previous year as proved 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. | 2, 3, & 4 |
| Social and emotional learning interventions | Bespoke interventions for children:  • Acorns  • Treetops SEMH provision  • ELSA  • Preparing for Adulthood 1,2,5 | 1, 5 |
| Get Write intervention – Ruth Miskin resources | Supports children with language barriers in KS1 to develop basic sentence structure. | 2, 3 & 4 |
| Mastering Number 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. | 2 |
| Increase technology available for individual independent interventions and scaffolding opportunities | Technology is one of the recommended strategies listed in the EEF 5 a day. | 2, 3 & 4 |

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

Budgeted cost: £25,000

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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 |
| *Increase staff presence and interactions during less structured times.*  *Staff training in wellbeing, emotion coaching and 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 |
| *Daily attendance checks and breakfast check ins* | Pupil attainment is higher when pupils have higher attendance. | 1, 5 |
| *Access to school uniform* | To allow all children to look the same as their peers and feel part of their school community. | 1, 5 |
| *Trauma Informed practice for behaviour.*  *Whole school relationship 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, 5 |

**Total budgeted cost: £75,225**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  |  |  |  | | --- | --- | --- | --- | | **KS1 data (all year groups) 2022 – 2023** | **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.** | 7% 1/14 | 60% 48/80 | 52% 49/94 | | **% achieving expected or higher in reading** | 29% 4/14 | 64% 51/80 | 59% 55/94 | | **% achieving expected or higher in writing** | 29% 4/14 | 67% 53/80 | 61% 57/94 | | **% achieving expected or higher in maths** | 14% 2/14 | 71% 57/80 | 62% 59/94 |  |  |  |  |  | | --- | --- | --- | --- | | **KS2 data (all year groups)**  **2022 – 2023** | **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.** | 36% 10/28 | 66% 102/154 | 62% 112/182 | | **% achieving expected or higher in reading** | 68% 19/28 | 85% 141/154 | 83% 150/182 | | **% achieving expected or higher in writing** | 39% 11/28 | 67% 104/154 | 63% 115/182 | | **% achieving expected or higher in maths** | 68% 19/28 | 86% 132/154 | 83% 151/182 |   Based on data, further academic focus needs to given to pupils who are in receipt of pupil premium to ensure that they are performing in line with their peers. The mental health and wellbeing of these pupils is regularly monitored and based on frequent check ins it is evident that these pupils are happy in school and feel supported. Increased attention will be given to specific interventions and tutoring opportunities for those pupils who are not making adequate progress. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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