

Wheatcroft Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wheatcroft CP School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	61/209 (29%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	
Date on which it will be reviewed	Termly over three years
Statement authorised by	Gavin Dyer
Pupil premium lead	Gavin Dyer
Governor / Trustee lead	Chris Baxter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£9,135
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	£96,435

Part A: Pupil premium strategy plan

Statement of intent

Wheatcroft CP School has prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2023-24.

Aims: To improve outcomes for all disadvantaged pupils so that:

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils so that:

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and wellbeing support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.
- To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

Wheatcroft Community Primary School Intent

At Wheatcroft Community Primary School, the achievement and wellbeing of every child is important. We recognise that some children face greater difficulties or disadvantage than others, and that sometimes this can be caused or exacerbated by circumstances in which families face significant financial constraints. We also recognise that periods of economic difficulty experienced by families may be short or long term and may have considerable or minimal impact on a child's educational achievement and wellbeing. The targeted and strategic use of the school's Pupil Premium Grant (PPG) allocation is important in helping us to provide effective tracking, monitoring and support for children whose families are known to be facing, or have faced, periods of financial difficulty.

The school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievement.

Vision Statement:

At Wheatcroft Community Primary School we strive to:

- Provide opportunities for all of our students to engage in their learning and to acquire the skills and knowledge they need for future success.
- Use the Pupil Premium funding imaginatively and effectively to ensure that economic disadvantage for some students is not a barrier to success.
- We will work with parents/carers throughout the year to make sure that all eligible students have been identified.
- Create and maintain a high profile of disadvantaged pupils amongst staff as a key accountability group.
- Work with teachers, Teaching Assistants, parents/carers and the School Governing Body to ensure that all eligible students make expected or better than expected progress through high quality teaching.
- We will track the progress of disadvantaged pupils regularly, identify any barriers to learning and adjust provision where required.
- Seek best practice and research regarding the Pupil Premium spend to ensure the best student outcomes.
- Improve the range and quality of the overall learning experience for disadvantaged pupils, including enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data for 2022/23 shows that attendance among disadvantaged pupils is 2% lower than non-disadvantaged pupils. 35% of our disadvantaged children were persistent absentees in 2022/23. For 2022/23 KS1 had the highest rates of PA with 55% PP/PA in Year 1 and 42% PP/PA in Year 2.
2	Due to COVID some pupils are still entering the EY and KS1 with poor language and communication skills. In 2023, 40% of children entering EYFS were on the concerns list for SCLN and 10% were receiving SALT. 5% of pupils across the school have SCLN.
3	Assessment at the end KS1 and KS2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers. <u>KS1 SATs results 2023 for disadvantaged children</u> RWM- 36% Reading- 57% Writing- 43% Maths- 57%

	<u>KS2 SATs results 2023 for disadvantaged children.</u> RWM- 40% Reading- 70% Writing- 50% Maths- 50%
4	There are identified social, emotional and mental health issues for a number of disadvantaged children. Some of our pupils have lower resilience, and struggle to develop a positive mind-set to persevere with their work. Due to their home lives and associated trauma, some of our disadvantaged pupils suffer high anxiety, poor mental health and wellbeing.

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
Improvement in attendance for our disadvantaged children.	Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed and for the % of disadvantaged pupils who are persistent absentees to have decreased and is at least in line with the national figure.
Improvement of speech, language and communication, particularly for our disadvantaged children.	Pupils' spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations, in line with expected attainment and progress for their chronological age.
Improvement in attainment at the end of KS1 and KS2: Responsive Quality First Teaching has led to accelerated progress and improved outcomes at the end of KS1 and KS2; demonstrating that the gap between disadvantaged children and non-disadvantaged children has narrowed.	The in-school gaps between disadvantaged and non-disadvantaged pupils have narrowed in reading, writing and maths. The gap between disadvantaged pupils and their peers nationally in reading, writing and maths has narrowed.
Improvement in social emotional health and wellbeing skills for pupils in school, particularly for our disadvantaged children	THRIVE assessments demonstrate positive changes in pro-social behaviour and emotional literacy. The voice of the child, monitoring of teaching and learning and feedback from reviews demonstrate that children are engaging positively in school life and the opportunities offered to them, particularly for your disadvantaged children. All pupils are given the opportunity to be physically and mentally well and flourish.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers and TAs. All staff are trained on identified 'WalkThrus'.</p>	<p>'WalkThrus - collects, curates and clarifies the most effective teaching techniques, bringing the world of research to every teachers' fingertips with precise descriptions and dynamic visuals.'</p> <p>CPD Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF</p>	<p>2, 3</p>
<p>CPD for teachers and TAs focused on embedding the 'Five-a-day' principle.</p>	<p>Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction. EEF</p>	<p>2, 3</p>
<p>Engaging with the Yorkshire Endeavour Hub- 'Improving the Reading Culture' project. Developing the love of reading for pleasure</p>	<p>Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen. They also have more positive attitudes towards reading than their peers. Building an Outstanding Reading</p>	<p>2, 3, 4</p>

	<p>School www.oxfordprimary.co.uk Significant improvement Findings of the Education Endowment Foundation Research Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University</p>	
<p>CPD for Teachers and TA’s – Number Sense Programme and interventions. Developing mathematical reasoning skills.</p>	<p>Develop practitioners’ understanding of how children learn mathematics “Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics”.</p> <p>Evidence from What Works Clearinghouse tells us that through providing regular opportunities for pupils to examine multiple different strategies for solving problems, they can become more confident, efficient, and flexible in selecting appropriate approaches. This shifts the focus away from ‘the answer’, and towards a deeper understanding of the different approaches available to us when tackling an unfamiliar problem. EEF</p>	3
<p>THRIVE Whole school, SLT and x1 licensed practitioner qualifications.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. EEF</p>	1, 2, 3, 4

	<p>Based on established neuroscience, attachment theory and child development research.</p> <p>A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs in class to support with same day support and closing specific gaps. Maximising the impact of TA's through strategic deployment.	<p>DFE Maths Hub DFE English Hub</p> <p>The MITA programme was developed in response to the Deployment and Impact of Support Staff (DISS) study, which found that pupils receiving the most support from teaching assistants (TAs) made less progress than similar pupils receiving less TA support. The effects were most pronounced for the groups of pupils TAs support most often: lower-attaining pupils and those with special educational needs and disabilities (SEND). The study found that it was the decisions made by school leaders and teachers about how TAs were deployed and prepared that had the most influence over the impact of TA support. EEF</p>	2, 4
Seaside SALT-continued commitment for three years	<p>This intervention programme will ensure that a higher proportion of pupils are secure with their receptive language, expressive language and accurate formation of speech sounds enabling greater progress both academically and socially.</p> <p>7% of children aged 5 years have specific speech and language impairment, and a further 1.8% have</p>	2, 3, 4

	<p>SLCN linked to other conditions e.g. learning disability, cerebral palsy or autism (<i>Giving Voice Campaign</i>)</p> <p>2-3 children in every classroom will have SLCN needs (<i>Bercow Report – 10 years on</i>)</p> <p>In some areas of high social deprivation 50% of children start school with significant speech, language and communication needs. With help many of these children will make progress and not have long term difficulties (<i>Bercow, 2019</i>)</p>	
<p>Targeted, structured and enhanced CPD for TAs.</p> <p>Focused and consistently delivered Interventions by teachers and TA's</p>	<p>In 2015, we published the report 'Making Best Use of Teaching Assistants.' Drawing on a strong research base, this report set out to demonstrate that TAs can have a positive impact on pupil achievement – but that this could only happen if they were given the support, setting and tools through which to best make an impact. EEF</p> <p>DFE Maths Hub DFE English Hub EEF research – interventions</p>	2, 3, 4

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE approach- additional pastoral TA and 1:1. Staffing x2 and resourcing of school SNUG to provide de-escalation space and dedicated practice area.</p> <p>THRIVE follow up time in class and strategy meeting time with SLT.</p>	<p>Based on established neuroscience, attachment theory and child development research.</p> <p>The Thrive Approach is based on neurological evidence which address brain development so that all children learn to regulate their emotional responses, develop resilience and manage disappointment and frustration.</p> <p>Thrive is a dynamic developmental approach to working with vulnerable children that provides physical strategies to address their needs</p>	1, 2, 3, 4

	<ul style="list-style-type: none"> • Is an approach based on relationships with caring, consistent adults • Finds the earliest missing experience and fills the gaps in the developmental stages • Recognises that if children do not get experiences positively they will seek them negatively <p>THRIVE</p>	
Dedicated time built in to manage and support attendance	EEF – Parental engagement and attendance	1
Extra-curricular activities and subsidise paid music lessons	EEF - Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations.	1, 2, 3, 4
Subsidised educational visits and visitors/workshops		1, 2, 3, 4
Children's University		1, 2, 3, 4
Metacognition strategies- MyHappyMind	<p>EEF – Metacognition and Self-regulated Learning</p> <p>Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning.</p> <p>Our science-backed programme for schools is grounded in the latest science and research about what it takes to create positive wellbeing.</p> <p>It's taught to every single child and there's a curriculum for every year group from Early Years to Year 6.</p> <p>We're very proudly commissioned by the NHS. This means that the NHS pays for 100% of our programme in some schools — all because myHappyMind has such a big impact on the children and staff and reduces CAMHS referrals significantly.</p> <p>myHappyMind</p>	1, 2, 3, 4

Total budgeted cost: £94,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p>Curriculum Development – CPD and monitoring and assessment time.</p>	<ul style="list-style-type: none"> Staff engaged in a wide range of CPD including SSP training, NPQSL, White Rose Maths, Makaton, Curriculum, English and Maths Hubs – strengthening knowledge, understanding and skills and resulting in higher quality teaching and learning. Monitoring and assessment time facilitated targeted improvements within subjects and focused staff training.
<p>NPQs</p>	<ul style="list-style-type: none"> NPQSL undertaken. Teaching and leadership strengthened by pedagogy and shared practices within NPQ partnership. ADHT leading on THRIVE and behaviour across school. Increased leadership capacity has translated to positive behaviour for learning. Increased awareness of effective leadership strategies, is evident in maths monitoring activities and staff training leading to focused school development and outcomes for pupils in maths.
<p>Reading – Little Wandle Phonics (SSP)</p>	<ul style="list-style-type: none"> Increase of +26% on 2022 data for phonics screening check and 83% of children passing the resit in Year 2. Consistency of phonics teaching across EYFS and KS1 highlighted by Yorkshire Endeavour Hub. Early reading offer for KS1 well-resourced with 23% GDS Year 1.
<p>Speech and Language Support</p>	<ul style="list-style-type: none"> 14% of pupils undertaking Speech and language sessions were ARE and discharged. Funding for 26 pupils to work with Seaside SALT. Overall case load reduced and positive data for individual progress towards targets.
<p>THRIVE Whole school, SLT and x2 licensed practitioner qualifications.</p>	<ul style="list-style-type: none"> HT, DHT and 1x additional licensed practitioner accessed training. School development planning informed. 88% of pupils participating made progress through strands from starting points. Increase in

	positive learning behaviours and a decrease in incidents of negative behaviour on 2022.
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