

Pupil premium strategy statement – Wheatfields Primary School 2025-2026

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

Detail	Data
School name	Wheatfields Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Emma Verney-Davies Headteacher
Pupil premium lead	Gemma Edwards Deputy Headteacher
Governor lead	Elle Higgins and Jacquie Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Oct 2025 census = 30 PP Pupils @ £1,515pp)	£45,450
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant was introduced with the aim of addressing the gap between the achievements of children. Historically at Wheatfields and across the UK, many children who come from families with a lower income can go on to achieve less well than their peers.

At Wheatfields, the ultimate aim of PP Funding is that it raises the attainment of pupils eligible for the grant, and diminishes the difference between these pupils and others at the school. We use standardised assessments, diagnostic tools, AfL techniques and learning over time to identify gaps in core learning and put effective, evidence-based strategies in place to address these, setting aspirational targets for all. These strategies are then closely monitored to ensure they are having the desired impact, and that progress is rapid and sustained.

High-quality-first teaching has the greatest impact on closing the disadvantage attainment gap. This will naturally also benefit the non-disadvantaged pupils, whose attainment will be improved alongside progress for their disadvantaged peers. Therefore, CPD for all focused on recognising the barriers, then targeting and supporting disadvantaged pupils with key strategies is key.

Crucially we also recognise that children cannot learn if they lack feelings of security, have poor mental health, or have not had their basic needs met. At Wheatfields, we place a strong emphasis on ensuring these needs are addressed to enable children to achieve through the work we do in school using PP funding.

The Key Principles of our strategy plan are:

- Making no assumptions of a child's academic ability based on their family's financial circumstances and disadvantaged status;
- Use of diagnostic assessment tools to closely monitor all disadvantaged and vulnerable learners' starting points and measure their progress;
- Holding staff to account for the attainment of disadvantaged pupils;
- Finding out from the children (alongside the adults in and out of school) how they learn best, and facilitating provision that will support this;
- Robust monitoring of strategies and provision in school to ensure best value for money in terms of supporting children to make rapid and sustained progress.

We do this by:

- Improving attendance;
- Making sure we know and understand 'the whole child' including any challenges they may face outside of school;

- CPD for staff to ensure children are accessing high quality educational provision;
- Teachers providing engaging lessons rooted in contextual experiences so that children are excited to learn and see a purpose in their learning;
- Small group tuition and booster groups supporting pupils to close the gaps;
- Evidence based interventions that support pupils in making progress from their starting points;
- Support for children's social, emotional and mental health wellbeing through access to our SEMH Lead in school, Arts Based Play Therapist and Young Carers support group;
- Access to extended provision such as sports clubs and trips so that pupils want to be in school and actively engage more in their learning;
- Continuing to build links between home and school by running parent engagement sessions such as Stay & Read, Stay & Connect, core subject information evenings and class assemblies.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap at the end of KS2 between disadvantaged children and non-disadvantaged peers has narrowed in the last 3 years. However, this gap is not yet narrow enough.
2	<p>Observations and early assessments in the Early Years (Preschool and Reception) and into KS1 show that children are struggling with their early speech, language, & communication skills. This is impacting on their ability to discuss their needs with adults and interact with their peers appropriately, so the oracy of conversation which should move into reading and finally written skills is being lost.</p> <p>In addition, last year saw a large increase in the school's number of EAL pupils, in particular those new to the UK. The school's EAL percentage is now at 37% which is further impacting on children's language and communication skills.</p>
3	Pupils' stamina and resilience: Through analysis of written work from EYFS through to the end of KS2 SATs papers, it is evident that children are finding it difficult to write at length or focus on tasks for a longer period of time. This means that written work is not always at the

	standard expected and for some children, they are not completing the SATs papers within the allotted time.
4	SEMH - Self-Regulation, anxiety and self-esteem: Observations of unstructured times have shown that children find it challenging to understand the impact of their choices. Additionally, some children are not supported in getting to school in the mornings and this impacts on how late they arrive to school and/or their overall attendance. Missed learning then impacts on their gaps in knowledge in the classroom, friendships and their overall self-esteem. More children are requiring support for anxiety and/or poor mental health. This can lead to periods of time out of the classroom or pupils struggling to engage with the learning when in class because they are not emotionally secure.

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
Children are able to make rapid and sustained progress in all subjects, particularly in core areas of learning, from their starting points. Gaps in knowledge are filled so that learning can move on.	Attainment gap between disadvantaged and non-disadvantaged reduced. Children improve their personal assessment scores by a greater % than in previous year Diagnostic assessment shows gaps in knowledge have been addressed.
Pupils' speech, language and communication is effectively supported so that they are able to express themselves and develop the vital skills of oracy which support early reading and writing.	Pupils who require additional Language and Communication support are screened early and receive specific targeted intervention. EAL pupils are supported to learn the language which will allow them to integrate with peers.
Children show increasing levels of stamina and resilience in their learning	Teachers report that children are better able to focus on a task for a sustained period of time, to see a task through from start to finish.

	<p>Leading to writing being extended and higher expectations are placed on children to perform to and above the standard of Age Related Expectations.</p> <p>Children are given more opportunities to write to build the stamina required.</p>
<p>Children are more engaged with learning due to improved self-regulation, less anxiety, improved self-esteem and feel emotionally secure. Teaching time is not taken up managing SEMH as effective support is in place. Assessments in core areas reflect this.</p> <p>Children's attendance, particularly those in PA, is closely monitored and support is in place for these families to address this.</p>	<p>Behaviour logs for children during less structured activities decrease.</p> <p>Children's attendance, including lates and those in PA, improves.</p> <p>Pupils report better self-esteem, lower anxiety and improved mental health through support from SEMH Lead.</p>
<p>Parents are engaged in their children's learning in school and understand how to support them at home.</p>	<p>Continued support for home learning through learning platforms available to children to access at home so they can embed their learning.</p>

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focused on: Core and foundation subject curriculum design	Research indicated that high quality teaching can narrow the attainment gap between disadvantaged pupils and their peers (EEF on Effective Professional Development), and therefore focus	1&3

and implementation, Leadership of staff in monitoring effective teaching strategies, particularly focused on AfL techniques.	needs to be paid to high quality development opportunities. These opportunities will be focused on the challenge areas we have identified above, therefore support all areas of need for disadvantaged pupils, and naturally impact their non-disadvantaged peers.	
--	---	--

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

Budgeted cost: £19,109.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition: Small targeted group tuition for pupils in English and Maths.	Small group tuition has an average impact of four months' additional progress over the course of a year. This tuition is most effective when it cater to children's specific needs. EEF Toolkit	1&3
The School will continue to invest in an accredited Synthetic Phonics Programme (ELS) to deliver quality early reading provision in EYFS and KS1, including diagnostics and catch-up interventions into KS2.	According to the EEF, the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	1
Times Table Rockstars	The impact of home learning can be positive (on average +5 months - EEF on homework) In the most effective examples, homework was an integral part of learning, rather than an	1

	<p>add-on. It provides pupils with an opportunity to reinforce learning from the classroom and embed knowledge. It also supports parents with how to support their child's learning at home.</p>	
<p>LSA hours in classes to support evidence-based interventions and to complete diagnostic assessments</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes (+4months) based on EEF evidence</p> <p>Interventions planned are based on previous success at Wheatfields (between +6months and +2yrs progress across the strategies) and support the use of diagnostic tools to provide data that can be easily analysed on a regular basis to track entry and exit data.</p>	<p>1&3</p>
<p>Purchase and delivery of oracy interventions such as ECaT or Language Ladders</p>	<p>According to the EEF, on average, oral language approaches have a high impact on pupil outcomes of 6 months'+ additional progress. Combined with looking at developmental age and stage points for children, these can also have an impact on reading and writing.</p> <p>Additionally this would support our EAL learners who are just grasping the language.</p>	<p>2</p>

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

Budgeted cost: £32,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH lead	According to research, children from disadvantaged backgrounds have weaker Social Emotional Learning (SEL) skills than their better off peers. As stated above, good SEL can lead to learning gains in the classroom. Our SEMH lead supports children and their families in all SEMH areas, so that they can access their education fully with the specific support they require. We also support parents and act as family liaison, increasing the engagement of the school community.	1,2&4
Subsidised Trips & Clubs	EEF considers "all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education." A briefing paper published in February 2015 by NatCen on using out of school activities to close the education gap, detailed that after school club attendance was linked to positive academic and social outcomes for disadvantaged children in particular, especially in KS2 where predicted average points progress increased. Supporting parents with paying for these opportunities allows pupils to broaden their horizons and access new situations and experiences that otherwise may be limited.	1,2&4
Hardship fund	At Wheatfields we recognise that some of our families are right on	4

	<p>the limit of being eligible for PP funding. These families may require a one-off purchase e.g. a coat or shoes for their child, or occasional wrap-around provision if they are a single working parent.</p>	
<p>Young Carers resources</p>	<p>A paper published by the Prince's Trust states that "by using a small proportion of the Pupil Premium to support young carers, schools can mitigate some of the inequalities and barriers that young carers face, raise pupil attainment and improve the life chances for this significant and vulnerable group."</p> <p>Our SEMH Lead runs a fortnightly Young Carers group after school to offer enriching opportunities and a chance for social interactions with peers from a similar situation to them.</p> <p>Access to SEMH support for the whole family (not just the young carer), provides links between school and home to support children's academic and pastoral life in school.</p>	<p>1-4</p>
<p>Blue Smile: Arts based therapy and mental health support</p>	<p>1:1 weekly therapy session for up to 4 pupils who have been identified in school as requiring specific intensive support.</p> <p>Historically at Wheatfields the impact has been seen through greater classroom engagement and improved SEMH for pupils.</p>	<p>1-4</p>

Total budgeted cost: £53,939.55

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 2024 to 2025 academic year.

Purchase of additional Reading and new Phonics Scheme Resources

- Continued use of synthetic phonics programme (ELS) leading to Y1 phonics screening results in line with national at 80%.
- Diagnostic assessments in line with ELS have identified children at risk of falling behind or gaps in early reading knowledge which have then been targeted.
- Parent feedback is positive and children are continuing their learning at home with books matched to their GPC knowledge.
- The school has now 'graduated' from the ELS training programme and continues to show consistently good outcomes for early reading skills.

Small Group Tuition and Interventions

- Attainment Gap in Y6 SATs results has narrowed over the past 3 years. Investment in tuition and high quality CPD has supported this increase. SAT results 2024/25 saw an increase in reading outcomes by +6%, maths by +5%, combined by +11% and SPAG by +3%.

Online Learning Platforms

- TT Rockstars has enabled pupils to embed their MTC knowledge. We want to raise the profile of this in 2025/26 to further raise outcomes in the Y4 MTC.
- Accelerated Reader continues to be successful and all children from Year 3-6 are engaged in the programme. Those children who are reading to progress in Y2 also join the programme. Children now routinely take their AR books home, supporting the parental engagement of pupils. Parents reported that this was well received and children were able to increase their engagement with current books, and therefore their word counts increased.

Wellbeing & Mental Health Support

- SEMH Lead continues to have a significant impact on attendance with weekly analysis and follow up with families. PP ending the academic year on 95.7% attendance compared to non-PP on 95.9%.

- The school continues to use a robust system for tracking, monitoring and intervening with attendance. The positive outcomes have been noted by the school's LA advisor and highlighted on the school's IDSR.

Access to subsidised Trips / Residentials, Breakfast Club and After School

Provision

- PP attendance on trips was 100% and those choosing to access the residential were able to with support of PP funding.
- There was a wide range of clubs accessed across 2024/25 however uptake remains on the lower side so this needs to be monitored next year.

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
Arts Based Play Therapy	Blue Smile
Lunchtime & Club provision	Primary Sports Stars