

# Pupil premium strategy statement 2024-2027

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	299
Proportion (%) of pupil premium eligible pupils	17% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was first published	20.12.2024
1 <sup>st</sup> Year Review	01.12.2025
2 <sup>nd</sup> Year Review Due	01.12.2026
Final Year Review Due	01.12.2027
Statement authorised by	Emma Verney-Davies Headteacher
Pupil premium lead	Emma Verney-Davies
Governor / Trustee lead	Nicky Tabb Vice-Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025 – based on 57 at Jan 2024 census)	£84,360
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£749.02
<b>Total budget for this academic year</b>	<b>£85,109.02</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant (PPG) 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 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 throughout a child's learning journey.

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 recognizing the barriers, then targeting and supporting disadvantaged pupils with key strategies is key.

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;
- 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 and emotional wellbeing by use of Inclusion workers. Arts Based Play Therapist, SEMH trained staff, Forest Schools and Young Carers support groups;
- Access to extended provision such as breakfast club, sports clubs and trips so that pupils want to be in school and actively engage more in their learning;
- Provision of uniform following the school's policy to ensure no visible social divide, so that children feel proud that they belong to their school community;
- Continuing to build links between home and school by running parent engagement sessions such as Stay & Read, Stay & Connect, working parties, 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. It is now between 11-15% in Reading and Writing. In Maths, the gap is just 7%. Overall, in combined Reading, Writing and Maths the gap is 18% (previously 25%). However, this gap is not yet narrow enough, so strategies should still be adopted to meet this need.
2	Observations and early assessments in the Early Years (Preschool and Reception) and into KS1 show that children are struggling with speech, language, & communication skills, which is believed to be a direct impact of COVID. 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. We are also seeing the impact in Challenge 4.
3	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 task 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	Self-Regulation: Observations of unstructured times have shown that children find it challenging to understand the impact of their choices. This has a negative impact on children's self-esteem and can affect accessing learning in the classroom, in addition teaching time is used to

## 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.
Parents are engaged in their children's learning in school and understand how to support them at home.	Continued support for home learning strategies and monitoring shows Support for parents is in place to understand the research behind and impact of sustained concentration activities at home
Children show increasing levels of stamina and resilience in their learning	Children are better able to focus on a task for a sustained period of time, to see a task through from start to finish. In addition, writing is extended and higher expectations are placed on children to perform to and above the standard of Age Related Expectations.
Children are better able to learn due to improved self-regulation and management of self. Less focus on this during teaching time. Assessments in core areas reflect this.	PSED scores improve in baseline assessments Behaviour logs for children during less structured activities decrease.

## 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: £ 38,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff focused on: Core and foundation subject curriculum design and implementation, Leadership of staff in monitoring effective teaching strategies; Supporting pupils with metacognition and self-regulation; Training to support retention of Early Careers teachers</p>	<p>Research indicated that high quality teaching can narrow the attainment gap between disadvantaged pupils and their peers (<a href="#">EEF on Effective Professional Development</a>), and therefore focus needs to be paid to high quality development opportunities.</p> <p>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.</p>	1&3
<p>Forest Schools Staffing</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that <a href="#">effective SEL (social, emotional learning) can lead to learning gains of +4 months over the course of a year</a>. Previous measures of Forest School impact have demonstrated improved attendance by the children on these days and an impact on behaviour, meaning children were more likely to remain in class during teaching time.</p>	2,3&4
<p>Training for LSAs in Interventions</p>	<p>EEF toolkit on teaching assistant interventions reflects that investing in</p>	1,2&3

Intervention staffing time	professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (See <a href="#">EEF Toolkit on interventions</a> )	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster sessions and engagement with the National Tutoring Programme to provide a mixture of small group tuition and school-led tutoring for pupils in English and Maths whose attainment has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>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. <a href="#">EEF Toolkit</a></p> <p>At Wheatfields in 2024, 88% of the Y6 who had maths tuition achieved ARE</p>	1,2&3
<p>The School will continue to invest in reading resources (Phonics EYFS/KS1 &amp; AR in KS2) to complement the teaching of systematic phonics in EYFS/KS1 and support delivery of Accelerated Reader in KS2, particularly to support children, particularly those who are disadvantaged, in continued learning outside of the home.</p>	<p>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.</p> <p>The <a href="#">DfE</a> Reading Framework 2021 requires pupils to have books which support teaching of sounds in school. "A systematic phonics programme includes sufficient 'decodable' books or texts, so</p>	1,2&3

	<p>that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts.”</p> <p>In a trial completed by <a href="#">Durham University in 2015</a>, AR improved children’s reading ages by 3+months, and 5+months for disadvantaged pupils. Books which follow the same structured approach to reading based on ZPD will enable this learning to continue and consolidate at home.</p>	
Times Table Rockstars	<p>The impact of home learning can be positive (+3months in primary school - <a href="#">EEF on homework</a>) In the most effective examples, homework was an integral part of learning, rather than an add-on. At Wheatfields, TT Rockstars has been found to engage 76% of disadvantaged pupils, supported through whole school celebration of achievement at weekly assemblies, and therefore support parents in being able to help children at home.</p>	1,2&3
Purchase and delivery of targeted interventions, specifically around Reading comprehension, number & calculations, and spellings	<p>Teaching assistants can provide a large positive impact on learner outcomes (+4months) based on <a href="#">EEF evidence</a></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</p>	1,2&3

	be easily analysed on a regular basis.	
Purchase and delivery of oracy interventions such as ECaT or Language Ladders	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.	3
Drawing Club (Reception)	Investment in the EYFS to support with learning from earliest stages of development, Drawing Club opens up the world of immersive storytelling and encourages children to use their imaginations to tell their own stories and verbalise , before transferring into written form. This should support with better sp&l development and support with reading outcomes.	1&3

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

Budgeted cost: £ 48,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SEMH support	According to research, children from disadvantaged backgrounds have weaker SEL	2,3&4

	<p>skills than their better off peers. As stated above, good SEL can lead to learning gains in the classroom. Our SEMH lead can support children and their families in different areas so that they can access their education and target all challenge areas named above. They also support parents and act as family liaison, increasing the engagement of the school community.</p>	
<p>Primary Sports Stars &amp; internal lunchtime provision to support positive behaviours at less structured times</p>	<p>According to <a href="#">DfE figures</a>, pupils from disadvantaged backgrounds are more likely to have permanent or fixed term exclusions than their better off peers. At Wheatfields, we found that issues with behaviour and self-regulation at less structured times of day were spilling over into teaching time, and impacting on children's ability to learn. By introducing structured play at lunchtimes, teachers report incidents of behaviour decreased and they were able to focus on learning.</p>	<p>3&amp;4</p>
<p>Subsidised Trips &amp; Clubs</p>	<p>EEF considers "all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education." A <a href="#">briefing paper</a> 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</p>	<p>1-4</p>

	experiences that otherwise may be limited.	
School Uniform	Whilst there is limited evidence to support the impact that uniform can have on academic attainment in schools, there is a general understanding that it can increase social equity amongst pupils, and have a positive effect on behaviour. This therefore can improve a child's chances of learning in the classroom. At Wheatfields we provide uniform in order that children can feel proud and represent the school's high expectations and community, as well as engaging parents in the school's vision	1&4
Access to Breakfast & After School Clubs, Milk & snacks	Having breakfast can improve English Reading, Writing and maths results by the equivalent of 2+ months progress (KS1) according to a trial run by the charity <a href="#">Magic Breakfast</a> , it also has an impact on behaviour and readiness to learn. At Wheatfields, attendance of pupils who accessed breakfast club has also improved and resulted in less lateness. By providing a healthy snack and milk for children mid-morning, we are able to keep children going and better able to concentrate in their learning.	1-4
Young Carers top up fund	A <a href="#">paper</a> 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." Young Carers at Wheatfields make use of the local opportunities offered to	1-4

	them to provide support for whole families to experience days out that they may not be afforded otherwise. 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.	
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**Total budgeted cost: £ 80,001**

## 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 2023 to 2024 academic year.

#### **Purchase of additional Reading and new Phonics Scheme Resources**

- New Phonics Scheme was introduced in September 2023, including training for all staff and interventions across whole school for those who need it. Y1 had 82% pass, and Y2 retakers were at 70%.
- Ofsted recognised that the school prioritised the teaching of Early Reading across the school and this has supported solid teaching with fidelity to the scheme.
- Parent feedback is positive and children are continuing their learning at home with books matched to their GPC knowledge.
- The school secured support from the Knowledge Hub to ensure the training and delivery of the Phonics scheme was in line with expectations and yielded solid results.

#### **Small Group Tuition and Interventions**

- Attainment Gap in Y6 SATs results has narrowed over the past 3 years during the previous PP strategy, from a combined Reading, Writing, Maths gap of 25% to just 7% last year (2024). Most notably the gap has narrowed in Maths, from 27% last year to 7% in 2024. Investment in tuition and high quality CPD has supported this increase, with 88% of the Y6 children who had small group Maths Tuition achieving ARE in 2024;

#### **Online Learning Platforms**

- Moving to a weekly scoring system rather than cumulative over the year for TT Rockstars has given our children more incentive to take part in the scheme, with over 85% of PP pupils accessing the system from Y2 to Y6.
- Accelerated Reader continues to be successful and all children from Year 3-6 are engaged in the programme, with over 60% of the Y2 cohort also accessing this in the early stages, and the majority of Y2 children using this by the Summer term. From Jan 2024, the decision was made to allow children to take home Accelerated Reader books rather than keeping them in school, 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 has had an impact on attendance, with gap narrowing for PP pupils, and overall attendance of PP children generally in line with all others.
- The school has refined and systematised its attendance strategies in line with the DfE 2024 guidance and, where Persistent Absence has occurred, effective strategies are in place to address this, and rapid improvements have been made.

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

#### **Provision**

- 2023-24 saw our highest spend on Breakfast Club since the PPG was allocated.
- Good attendance has been maintained for these pupils who access this service, with an average attendance of 94%. The budget for 2024-25 has been amended to reflect this additional need.
- Over 50% of PPG eligible pupils accessed after school clubs. More focus will be placed in 2024-25 on encouraging those children who are yet to access an after school provision.
- Almost all families took advantage of support for payment with trips and residentials this year. 100% of PPG eligible pupils attended the school's day trips.

## **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*

<b>Programme</b>	<b>Provider</b>
Arts Based Play Therapy	Blue Smile
Lunchtime & Club provision	Primary Sports Stars