

Pupil premium strategy statement

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	Wheatfields Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/2024
Date this statement was published	17.12.2021
Date on which it will be reviewed	01.12.2022
Statement authorised by	Theresa Thornton Headteacher
Pupil premium lead	Emma Verney-Davies Deputy Headteacher
Governor / Trustee lead	Lisa Ling Chair of Governors & PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,450
Total budget for this academic year	£131,445

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 to ensure no visible social divide, so that children feel proud that they belong to their school community;
- When COVID allows, re-building relationships with parents and carers by running more interactive school-based events such as classroom 'Curiosity Cafes' in core subjects, and stay and read sessions.

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 between disadvantaged children and non-disadvantaged peers was between 17-23% in Reading and Writing at the end of 2021. In Maths, the gap was 27%, bringing an overall Reading, Writing and Maths combined gap of just over 25%.
2	EYFS Baseline and early analysis of behaviour logs in KS1 show poor Personal, Social and Emotional Development (PSED) and behaviour in children (75% below or working towards expectations). This has been particularly noticeable since the return to whole school re-opening in these year groups where key schooling milestones have been missed (EYFS-Reception, Reception-Y1 and Y1-Y2). Children lack experiences in regulating their behaviours to learn effectively with their peers in a classroom environment and collaborate with one another during less structured playtimes.
3	Attendance: over the past 3 years, between 25-30% of disadvantaged children have attendance below 90%. Missing sessions or being late into school can affect learning and result in gaps, which culminate in a loss of basic Literacy and Numeracy skills. Children who are late into school struggle to settle quickly and be in the right place mentally to cope with their learning.

4	Through parental engagement questionnaires, Parentview, and analysis of attendance at previous school events we have found that engaging some disadvantaged families at Wheatfields can be a continual challenge. Often parents tell us they work longer hours or multiple jobs and not able to speak with us during school time. For other families their experiences of school were not positive, or their own literacy and numeracy understanding is limited so they struggle to see the value in education for their child. It must also be recognised that many parents have developed 'home learning fatigue', where they have been home schooling their children through lockdown or during isolation periods, often alone if they are a single parent household, and now feel the focus needs to be in school.
5	Meta-cognition & Self-Regulation: Through Phase Leader analysis of children in class, it is recognised that children show a keenness to learn and wonderful resilience, which has been built through school closures and home learning, sometimes in difficult situations. However, for some the confidence built in previous years in ' <i>knowing what they know</i> ', and independence developed in ' <i>knowing how they learn</i> ' has been lost, or cannot be drawn upon to use in school.
6	Through analysis of both groups of learners and individual children, we have identified that 100% of the families with Social Care involvement are disadvantaged. There is also a strong correlation between children with safeguarding concerns and disadvantaged status. A smaller proportion of the children eligible for PP funding are also on the SEND register (13%) however we believe that, as children are in school more consistently post-COVID, more will be identified.

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	Attainment gap between disadvantaged and non-disadvantaged reduced

knowledge are filled so that learning can move on.	Children improve their assessment scores by a greater % than in previous year Diagnostic assessment shows gaps in knowledge have been addressed.
Improved attendance – particularly in mornings where children are late into school.	Majority of PP children will have attendance of +90% For those who have repeat instances of lateness, this will improve.
Children are better able to learn due to improved behaviour and 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
Parents are engaged in their children's learning in school and understand how to support them at home.	Continued support for home learning strategies Celebration of home learning each week in school and involve parents in this Barriers to home learning identified and strategies put into place Re-instated parent sessions in school to support parents in understanding expectations and how they can help
Children understand how they learn and are able to draw on tools and strategies to support them in developing independence in their learning	Staff CPD focus on Metacognition and Self-Regulation Staff supported in modelling strategies to children to demonstrate this in their learning Children are more able to work independently and talk about how and what they are learning

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: £ 46,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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 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.	1 – 4
Forest Schools Staffing	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL (social, emotional learning) can lead to learning gains of +4 months over the course of a year . 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.	2-3 & 5-6
LSA recruitment	The EEF Guide Making Best use of Teaching Assistants states that: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional	1

	months' progress." Numbers of pupils eligible for support through PP Funding vary between year groups. In Year 3 there is a higher ratio of disadvantaged children per class due to lower numbers – nearly 50% of the children are PP eligible. Through analysis of the baseline assessments, we can see that there are children who have gaps that, if they were addressed, would stand a greater chance of achieving age related expectations. Therefore we expect that LSAs in this year group would be trained in specific and targeted interventions to support learning in the classroom. (see below)	
Training for LSAs in Interventions	EEF toolkit on teaching assistant interventions reflects that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (See EEF Toolkit on interventions)	1
Intervention staffing time		
Leadership Analysis Time	Leadership time needs to be set aside in order to monitor the spend of Pupil Premium Funding effectively and deploy funds to the areas that have the greatest impact.	1-6

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

Budgeted cost: £42,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster sessions and engagement with the National Tutoring Programme to provide a mixture of small group tuition and school-led	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	1

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.	cater to children's specific needs. EEF Toolkit	
The School will purchase reading resources (Phonics EYFS/KS1 & 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>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 DfE 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 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 Durham University in 2015, 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>	1&4
Times Table Rockstars	The impact of home learning can be positive (+3months in primary school - EEF on homework) In the most effective examples, homework	1&4

	<p>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>	
<p>Purchase and delivery of targeted interventions, specifically around Reading comprehension, number & calculations, and spellings</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.</p>	1
<p>Parental Engagement Incentives</p>	<p>Parental Engagement can have a positive impact of up to 4+months additional progress. It is recognised that children from disadvantaged backgrounds may not be able to access a space at home for home learning, and so opportunities in school to share strategies that show real life examples of how families can do this in the home can have a positive impact</p>	4 & 6

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

Budgeted cost: £ 42,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Workers	According to research, children from disadvantaged backgrounds have weaker SEL skills than their better off peers. As stated above, good SEL can lead to learning gains in the classroom. Our inclusion workers support children 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.	1-6
Spirals of Inquiry – Research project	See evidence for CPD above – three members of school staff, including one senior leader, to take part in a yearlong project focused on disadvantaged pupils. The project follows a cycle including pupil interviews, strategies, implementation and review with the aim of improving outcomes for disadvantaged pupils over the next 3 years.	1-6
Primary Sports Stars & internal lunchtime provision to support positive behaviours at less structured times	According to DfE figures , 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	1, 2 & 5 & 6

	decreased and they were able to focus on learning (2018-2020)	
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.	1-6
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 & 6
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 Magic Breakfast , it also has an impact on behaviour and	1-3 & 6

	<p>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.</p>	
Young Carers top up fund	<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." Young Carers at Wheatfields make use of the local opportunities offered to 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.</p>	1-6

Total budgeted cost: £ 131,424

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 2020 to 2021 academic year.

Review of internal performance data last year indicates that attainment for disadvantaged pupils was lower than in previous years in comparison to their non-disadvantaged peers. This was due to disrupted schooling and so strategies to address these gaps were not implemented fully.

Whilst some targeted intervention took place, these strategies were continually halted by school closures as in other areas of the country, and so the majority of disadvantaged children who began accessing these services were unable to complete the required programme during the academic year. We made the decision to continue some of these programmes into 2021-22 to allow the course to be completed, and support narrowing the gap for these children, whilst they entered into the next academic year. We were able to complete some small group tuition using the catch-up funding, which proved successful whilst it took place.

As mentioned in the strategy for 2021-22, children's mental health has been severely impacted by COVID-19, especially so for disadvantaged pupils. We made use of Blue Smile to support some of these pupils through their outreach work, supporting families and young people remotely during the pandemic. We also used the service to support staff who needed it at this time. Work will continue this year to improve children's personal, social and emotional health in order to support them to learn.

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