

Pupil premium strategy statement Wheatcroft 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Debbie Miller
Pupil premium lead	Paula Koniotes
Governor / Trustee lead	Abby Kelvin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	52,280
Recovery premium funding allocation this academic year	30,941
Pupil premium (and recovery premium) funding carried forward from previous years	12,941
Total budget for this academic year	96,162

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

We also recognise that not all pupils who are socially disadvantaged are registered, or qualify for, free school meals. There may be complex family issues that prevent some of our children from flourishing. We will allocate the funding to support any pupil, or groups of pupils, the school has identified as being disadvantaged or vulnerable

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that reading, writing and mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Discussions with parents indicate that some do not feel well informed about their children's learning and how they can best support at home.
5	Our attendance data over the last year indicates that the proportion of disadvantaged pupils with attendance at or below 90% is increasing (currently 36%). This is higher than their disadvantaged peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	An increased proportion of pupils achieve the early learning goals in CLL and Literacy so that increasing numbers of children achieve a GLD by the end of the EYFS.
Improved phonics attainment for disadvantaged pupils	Phonics Screening Check outcomes in 2025-2027 show an increasing proportion of disadvantaged pupils meet the expected standard. Disadvantaged pupils will speak positively about their wider reading experiences and this will support them access learning across the curriculum.
Improved reading, writing and mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 reading, writing and maths outcomes will show that an increasing proportion of disadvantaged pupils meet the expected standard. Internal data will indicate that reading, writing and maths attainment for each year group will show that an increasing proportion of disadvantaged pupils meet the expected standard.

School has systems in place to support parental engagement and help parents understand their child's learning.	Discussions with parents indicate they feel well informed about their children's learning and how they can best support at home.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils reducing when compared to the July 2024 starting point.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with EYFS consultant to ensure that all children, including disadvantaged, keep up from the beginning.	<p>Research from the EEF demonstrates that gaps between more affluent children and their peers emerge before the age of 5, so efforts to diminish the difference in EYFS are vital. Efforts to improve the quality of provision, including the training of staff, have a high impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p> <p>We recognise that disadvantaged children require support from the beginning of their school career, especially in regards to language development and closing the vocabulary gap. Working with a consultant will allow us to accelerate progress in this area.</p>	1

<p>Sustain DFE validated systematic synthetic phonics programme including training for new teachers, to ensure improved levels of phonics achievement for all children.</p> <p>Particular focus on a clear transition plan for a full launch of a new scheme in September 2025.</p> <p>Clear transition plan with the focus of reading across the whole school. Working alongside Teaching and Learning Advisory team.</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read words. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy recommending all schools use a systematic approach to teaching it.</p> <p>Use of a phonics tracking system will enable consistency and a shared understanding of assessment information. It also enables us to benchmark the progress and attainment of our disadvantaged pupils against local authority and national average.</p> <p>Analysis of internal data currently shows that disadvantaged children are less likely to demonstrate secure phonics knowledge.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Introduce new writing scheme from N to Yr 6 to further improve the quality first teaching and provide a consistent approach to the teaching of writing.</p> <p>To use drawing club to enrich the children's language skills, develop fine motor skills and an excitement for stories.</p>	<p>High quality first teaching is the most effective way of targeting the needs of all pupils.</p> <p>We recognise that language and oracy is a key need within the school and will use the HFL Essential writing scheme as a vehicle to promote language development. Analysis of internal data shows that improving writing attainment is a key priority for disadvantaged children.</p>	3
<p>Continue to embed White Rose maths across the school. Provide CPD to new teachers or teachers new to year group.</p> <p>Specific focus on embedding the mastery approach, tracking the key knowledge and ensuring defined end points for each year group is consistent across single and mixed aged classes.</p>	<p>White Rose maths ensures that teaching is carefully planned in small sequential steps. This provides the necessary scaffolding for all children to achieve.</p> <p>Research from the EEF demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The school is already in the process of implementing White Rose maths and additional staff CPD will continue. Analysis of internal data show that maths attainment needs to be raised for the disadvantaged children.</p>	3

<p>Support for staff including early career, new-to-school and teaching assistants. CPD ongoing.</p> <p>INSET and staff meetings. Training linked to curriculum, well-being, school development and statutory expectations.</p>	<p>Effective teaching within each class & support to improve professional development of staff is key for successful pupil progress and wellbeing of the community.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	All
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offered structured phonics interventions across the school.	<p>Phonics programmes have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Pre teaching and same day interventions for maths and writing	<p>Providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas can be effective in raising attainment.</p>	3

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

Budgeted cost: **£21,162**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Convey clear messages about how absence affects attainment, wellbeing and wider outcomes.</p> <p>Work with an attendance officer to improve the attendance of disadvantaged children</p>	<p>Attendance for disadvantaged children remains below the indicative national attendance figure.</p> <p>Regular attendance meetings to take place with Attendance lead and Attendance Officer where appropriate. Families identified through early intervention.</p> <p>The importance of attendance to be promoted through newsletters and communication with parents.</p>	5
<p>Promote and assist parental commitment to supporting their children's education. (e.g. information meetings, Parent workshops at key transition times, information available at parent consultations/ on website.)</p>	<p>Parental engagement has a positive effect on progress, especially effective with parents of young children. Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress. Children who regularly complete home learning have better school outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p>	3
<p>Provide support to purchase school uniform or resources needed for school.</p>	<p>Disadvantaged pupils will have uniform and equipment the same as everyone else allowing them the feeling of belonging rather than isolation that could lead to disengagement of learning</p>	3
<p>Enhance access to clubs, sporting events, music tuition, day/residential trips etc. (Awareness of families who may need support to fund trips, clubs</p>	<p>Disadvantaged pupils will be able to participate in a broader, more enriched curriculum. This will enhance life skills and experiences.</p>	3

etc. & information provision through conversations)		
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £96,192

Part B: Review of the previous academic year 2023 - 2024

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year.

Intended outcome 1- Accessibility to extracurricular and enrichment activities and a wide range of life experiences due to financial pressures.

Priority places were offered to our pupil premium pupils in sports.

Pupil premium children participated in phase trips to Shepreth wildlife park(8/8100%), Southend Sealife centre(9/10 -90%), Hertford castle (11/13 85%) and KS2 residential to Cuffley camp in year 5 (2/4 50%) and Manor adventure in Norfolk in year 6 (4/5 80%). Funding was additionally used to support payment for all class trips and residential. All PPG children had outside experiences even if they did not attend the residential.

Swimming for all children in years 3,4,5,6 - 80% of the disadvantaged pupils passed their swimming at year 6

PPG children from YR1-YR6 had additional sporting opportunities with the 'everyone in' festivals. These gave the children a chance to represent their school in a range of fun and engaging activities.

Sports week – included parent early morning workshops, class based PE sessions and BMX day with the YR5&6 children (9/10 90%)

Knex Challenge – gave children in year 5 an introduction to the world of engineering and technology. They also worked in teams to solve problems which also helped develop their language and communication skills.

Champion assemblies – these helped expose children to job roles, activities and events they may not be aware of.

Panto was brought in for all children in EYFS and KS1 giving the children opportunity to experience a live performance

Intended outcome 2 - Difficulties with early speech and language skills development.

In EYFS the children are assessed using Welcomm, this assessment took place in the Autumn term. 2/7 (29%) of PPG pupils passed the Welcomm screening. Small focussed intervention supports then took place focussing on the key concepts of language identified from the assessment. These were also incorporated into whole class teaching sessions so that all children could benefit.

By the end of Reception, 2/7 (29%) of pupils achieved GLD. 3/7 (43%) of pupils achieved ARE for S&L. 0 children achieved phase 4 in phonics.

Intended outcome 3 - Poor emotional resilience and self-regulation impacts on readiness to learn, ability to work collaboratively and manage challenge, so affecting progress.

Therapy and counselling has been provided where necessary; sessions have included safe spaces, protective behaviour sessions and art therapy.

To enable all Year 6 pupils to be emotionally, physically and mentally ready to undertake KS2 assessment week. SATs breakfast was provided for all Year 6 pupils to ensure pupils had had something to eat. Pupils arrived on time and ready for the tests. Pupil voice about the experience was very positive. 100% of PPG pupils attended.

The school continues to use the jigsaw scheme for the teaching of PSHE, this ensures a consistent approach to the teaching of personal and social skills across the school for all children.

Intended outcome 4 - Parental engagement in the learning process and school community

Staff available to talk to parents face to face or on the phone.

Parent workshops throughout the school year to support with transitions, phonics, reading, times tables, SATS and residential.

Additional parent workshops available for transition to secondary school and starting school provided by Natural Flair.

Phase specific information given out to all parents at parent consultation evenings.

Weekly newsletters including pupil voice sent to all families.

If any PPG parents didn't attend the workshops, details around support at home was shared with them electronically or sent home with their children.

Externally provided programmes

Programme	Provider
Transition to secondary school Helping my child start school (Reception)	Natural Flair
Mini Police	Herts Police
Art Therapy	Safe space
Jigsaw	Jigsaw PSHE ltd