

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	321
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 2025
Date on which it will be reviewed	March 2026
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
---	--	-----

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 2024 - 2025

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 academic year.

Intended outcome 1- Improved oral language skills and vocabulary amongst disadvantaged pupils

All children upon entering EYFS take part in a Welcomm screening, this widely used speech and language toolkit allows the school to track the language development of all children in the Early years and allows for early intervention and support. At the end of this academic year all of the disadvantaged children that attended the school Nursery are on track with their speech and language development.

All of the disadvantaged children in Reception achieved the ELG in Communication and language. Oral language has been a focus throughout EYFS this year. The phase have actively displayed vocabulary around the classrooms and ensured that new vocabulary was clearly explained within lessons. The staff in EYFS have worked with outside Speech and language therapists to support the children with their language development and skills.

The school has adopted a new writing scheme (HFL essential writing) this has a focus on language acquisition and development. Lessons encourage the children to develop a love for a range of genres and encourages the language skills associated with these.

Intended outcome 2 – Improved phonics attainment for disadvantaged pupils

Year 1 4/9 children passed the phonics screening, 2 children were disapplied, 3 children did not achieve the required mark.

Year 2 retakes - 4/6 children have now passed the phonics screening, 1 child was disapplied, 1 child did not receive the required mark.

Phonics intervention groups have happened throughout the academic year, including targeted 1-1 support. Phonics tracker has been used to track the children's attainment and gaps in their understanding this has informed intervention groups and support.

A new phonics scheme implemented as a whole school approach from September 2025. All staff have received training in Little Wandle, staff development will continue into the next academic year. New reading books have been purchased linked to the phonics reading scheme also

implemented in September 2025. (Big cat reading) This scheme ensures that books are phonetically matched and are decodable for all children.

Little Wandle foundations to phonics was taught in Nursery this academic year to ensure that the children have the best starting point for Reception learning in September.

Intended outcome 3- Improved reading, writing and mathematics attainment for disadvantaged pupils at the end of KS2

Children were monitored throughout the year, and interventions were carefully put in place to support the children to make progress in all areas of the curriculum. Interventions happened throughout the school day including before and after school, these were planned and lead by experienced members of staff to ensure that children narrowed the gaps in their attainment.

End of year SATs data - 2/5 children were working at age related expectations (ARE) in all areas of learning in Year 6.

Intended outcome 4 – School has systems in place to support parental engagement and help parents to understand their children’s learning

A new school website has been launched, this ensures that all key information is available for the parents online. Weekly newsletters are sent to all parents with up coming dates.

All future dates have been published a term in advance to ensure that parents have the opportunity to attend all school events and productions.

All staff are available to talk to parents face to face or over the phone. Parental emails are responded to promptly by appropriate staff.

Parent workshops have run throughout the school year to support with academic achievements such as phonics, multiplication checks, reading and KS2 SATs.

Parent information meetings to support with residentials to Cuffley camp and Manor adventure in Norfolk, these were followed up with telephone calls to families if they required any more support or had queries.

Parent workshops for the new Reception intake for 2025 were run by an outside agency Natural Flair. This workshop offered settling in advice and gave parents new to the school a chance to network and meet other parents.

Phase specific information was given out at parent evenings and regular updates given via google classrooms and tapestry.

All children have presented class assemblies to their families sharing their work for that term and all achievements.

If any parents didn't attend parents' evenings or workshops, details were sent home electronically or with the children. Future dates were planned with families giving them opportunities to speak to class teachers.

Intended outcome 5 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

We have continued to improve the attendance of our disadvantaged children. Although there is still a gap between our disadvantaged and non-disadvantaged children, this gap is closing. Targeted support has been in place for these families throughout the year including links to external agencies. Monitoring letters, telephone calls and meetings have happened as appropriate. The average attendance for the disadvantaged children was 91.2%

PPG children engagement throughout the school year

Parents have been well informed of school trips, outings and clubs throughout the year. Support in funding and application for trips and extracurricular activities has been put in place for the disadvantaged children; this has seen a rise in the number of children engaging in extracurricular activities throughout the school year. This support will continue to ensure the engagement and opportunities for these children remain.

School trips

EYFS Shepreth Wildlife Park 4/4 children attended

KS1 Science Museum 14/15 children attended

LKS2 10/10 children attended

Year 5 Cuffley Camp 5/7 children attended (71%)

Year 6 Manor Adventure Norfolk- 5/5 children attended (100%)

Swimming ability UKS2 Year 5 &6 7/13 have completed their swim 25m (54%)

The number of children attending school clubs has risen 28/36 children have attended a club throughout the school year. Children will continue to be targeted to attend clubs in the new academic year.

Externally provided programmes

Programme	Provider
Transition to secondary school	Natural Flair

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