



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
<b>Wheatlands Primary School</b>	
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	14.7% 56 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	31 <sup>st</sup> July 2024
Statement authorised by	Mrs Samantha Pyle – Head Teacher
Pupil premium lead	Mrs Claire McGregor
Governor / Trustee lead	Mr David Wimble

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,565
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,565

# Part A: Pupil Premium strategy plan

## Statement of intent

*At Wheatlands, our intent is to enrich the lives of all of our pupils irrespective of their background or prior attainment. We believe that by holding high expectations and providing a range of experiences, we can raise the achievement of all.  
All pupils can be successful learners.*

## Challenges

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

Challenge number	Detail of challenge
1	Small group of pupils have a range of behavioural, social and emotional needs which hinders their learning and academic progress.
2	Gaps in learning exist with our PP children for a wide variety of reasons.
3	Pupils learning behaviours such as resilience and perseverance and their emotional needs including self-esteem and self-belief have all been affected.

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
1. That the rates of progress for our disadvantaged pupils' are maximised and individual progress data shows enhanced rates of progress.	<ul style="list-style-type: none"><li>• Progress across the school is closely monitored by SLT and PP lead.</li><li>• Effective, targeted, and well-organised interventions are provided to close any gaps in each individual on the PP register.</li><li>• Ambitious PP target setting to ensure progress rates are maximised.</li><li>• Evidence of successful and research-based interventions demonstrate a clear impact on individual's progress.</li><li>• Effective utilisation of data to target intervention precisely and with notable impact.</li></ul>

	<ul style="list-style-type: none"> <li>• Excellent deployment of support staff and teaching staff to target individual needs.</li> </ul>
<p>2. Children with SEMH and behavioural needs make good or better rates of progress and this impacts on attainment for these pupils.</p>	<ul style="list-style-type: none"> <li>• Counselling support to those pupils who have emotional, behaviour and social difficulties shows a positive impact on the progress made by individuals.</li> <li>• Pupils will be resilient learners who persevere when they find things challenging.</li> <li>• Pupils will be able to concentrate on their learning and this will be reflected in the progress they make.</li> <li>• Evidence of successful, well-organised and targeted interventions.</li> <li>• Referrals to other agencies result in positive support being provided.</li> <li>• SEND lead to work with the staff of Pupil Premium children to liaise and make referrals to agencies to ensure positive support is provided to these children (13 PP children are currently on SEN register).</li> <li>• Children, staff and parent surveys reflect effective lunchtime provision.</li> <li>• Fewer behaviour incidents reported for identified pupils. Progress is accelerated as a result.</li> <li>• Lunchtime club helps those children who require further support and strategies with social, emotional and behavioural needs.</li> </ul>

### 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.

## High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc professional development to support the high quality and effective delivery of school phonics programme. Targeted Read write Inc CPD for key leaders to raise and maintain the quality of phonics teaching and interventions.</p>	<p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’ EEF July 2021</p>	<p>1, 2, 3</p>
<p>Retention and development of quality teaching staff and leaders by providing cover time for completion of National Professional Qualifications.</p>	<p>‘High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.’ EEF – Effective professional development guidance report.</p>	

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

Budgeted cost: £54,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional teacher and TA support to provide smaller group teaching and 1:1 support within targeted year groups with high numbers of disadvantaged and children with additional needs.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. EEF June 2021</p> <p>TA's are deployed effectively within classes who have to deliver targeted interventions in order to maximise their effectiveness.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF June 2021</p>	<p>1, 2, 3</p>
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £30,543

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Continue to provide 1-1 counselling support to those PP pupils who have emotional, behaviour and social difficulties through the employment of a full-time councillor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers (EEF report 2022).</p>	<p>1, 3</p>

**Total budgeted cost: £87,565**

## 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.

Desired Outcome	Outcome
<u>Outcome 1:</u>	
<u>Outcome 2:</u>	

### 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
NONE	