



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2026 to 2027 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
Wheatlands Primary School	
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	14% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026 – 2028
Date this statement was published	1 st September 2026
Date on which it will be reviewed	31 st July 2027
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	£44,950
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,950

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	An increasing number of pupils have a range of behavioural, social and emotional needs which hinders their learning and academic progress.
2	Gaps in all areas of learning exist with our PP children for a wide variety of reasons. Gaps in speaking, reading, writing and maths are evident in different perspectives across all year groups.
3	Approximately 25% of PP children are on track to achieve age related expectations and need to be challenged to maintain good or better progress on these starting points.

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 good progress across all abilities.	• Progress across the school is closely monitored by SLT and PP lead. • Effective, targeted, and well-organised interventions are provided to close any gaps in each individual on the PP register. • Ambitious PP target setting to ensure progress rates are maximised. • Evidence of successful and research-based interventions demonstrate a clear impact on individual's progress. • Effective utilisation of data to target intervention precisely and with notable impact.

	• Excellent deployment of support staff and teaching staff to target individual needs.
2. Children with SEMH and behavioural needs make good or better rates of progress and this impacts on attainment for these pupils.	• Counselling support to those pupils who have emotional, behaviour and social difficulties shows a positive impact on the progress made by individuals. • Pupils will be resilient learners who persevere when they find things challenging. • Pupils will be able to concentrate on their learning and this will be reflected in the progress they make. • Evidence of successful, well-organised and targeted interventions. • Referrals to other agencies result in positive support being provided. • 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 (12 PP children are currently on SEN register). • Children, staff and parent surveys reflect effective lunchtime provision. • Fewer behaviour incidents reported for identified pupils. Progress is accelerated as a result. • Lunchtime club helps those children who require further support and strategies with social, emotional and behavioural needs.

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: £22,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	‘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. 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	1, 2, 3
Developing high quality writing curriculum which supports teaching, assessment and feedback, that responds to the needs of pupils.	‘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. Providing feedback is well-evidenced and has a high impact on learning outcomes. EEF Toolkit - Feedback	

Embedding Talk Through Stories Programme across EYFS and KS1 including CPD for new staff.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. – EEF Toolkit – Oral Language Interventions	
Recruitment of an additional Teacher to facilitate small class teaching within Year 6 enabling smaller group tuition.	The average impact for reducing class size is around 2 months additional progress over the course of an academic year. This has the most impact when it allows for increased quality interactions, feedback and small group work with the teacher – EEF Toolkit – Reducing Class Sizes	
CPD for teaching staff with a focus on Teaching and Learning Principles and Effective Instruction.	The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. - EEF	

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and TA support to provide smaller group teaching and 1:1 support within targeted year groups with high numbers of disadvantaged and	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 TA's are deployed effectively within classes who have to deliver targeted	1, 2, 3

children with additional needs.	interventions in order to maximise their effectiveness. 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	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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).	1, 3

Total budgeted cost: £44,950

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 2024 to 2025 academic year.

Desired Outcome	Outcome
<u>Outcome 1:</u> That the rates of progress for our disadvantaged pupils' are maximised and individual progress data shows enhanced rates of progress across all abilities.	• Key marginal data Y1 to Y6 illustrates that between Autumn and Summer term disadvantaged children have made good or better progress in Reading from their starting points. Some children have made accelerated progress toward ARE. • Key marginal data Y1 to Y6 illustrates that between Autumn and Summer term most disadvantaged children have made good or better progress in Writing from their starting points. Some children have made accelerated progress toward ARE. • Key marginal data Y1 to Y6 illustrates that between Autumn and Summer term most disadvantaged children have made good or better progress in Maths from their starting points. Some children have made accelerated progress toward ARE. • EYFS Profile data has seen a significant increase in the achievement of a GLD by disadvantaged children this year, which would suggest that last years drop was not a trend. • Nursery key marginal data illustrates that speaking is an area to focus upon in the achievement of the upcoming Reception cohort of disadvantaged children. • Pupil Monitoring records for each individual child targets their individual needs and illustrates progress against those targets from starting points each term. • Individual targets push children to build upon their attainment and aim high, for example when children are able they are supported to maintain this progress and develop towards Greater Depth. • KS2 data illustrates that no PP pupils achieved Greater Depth in Reading or Writing but 17% did in maths. School data is still above national averages. • Research led Fresh Start interventions are evident within monitoring records and impact comments illustrate their success. • Staff have reviewed targets termly to ensure they have maximum impact in a timely manner and gaps are plugged.

	Quality teaching first is complemented with excellent deployment of support staff to deliver targeted interventions – evident in monitoring records across school.
<u>Outcome 2:</u> Children with SEMH and behavioural needs make good or better rates of progress and this impacts on attainment for these pupils.	- Approximately 21% of disadvantaged pupils have accessed 1:1 support and counselling for emotional, behaviour and social difficulties and/or lunch time club. - Counsellor has reported that this continues to have a positive impact on individual pupils. - Support is individually targeted to specific needs and the amount of support is tailored to maximise positive outcomes. - Support has improved attendance in those children who were previously falling below expected. - Data suggests that the vast majority of children who have received 1:1 support have made good or better progress in their academic achievement based upon their starting points. - Individual children have demonstrated improved concentration on work, improved resilience and perseverance which has contributed to their progress in academic areas of reading, writing and maths. - SEND children have generally made good or better progress on starting points as a result of collaboration between SEND lead and class teachers to ensure timely referrals are made. - Pupil Voice discussions were predominantly positive in terms of the support they received in school and how happy they felt within school. - Lunchtime clubs have been accessed by those children who need emotional and behavioural support and this has reduced the number of behavioural incidents occurring with focused disadvantaged children.

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	