

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	Wheeler's Lane Primary School
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1 currently 8.10.21
Date this statement was published	
Date on which it will be reviewed	Jan 22 June 22
Statement authorised by	
Pupil premium lead	Julie Richmond
Governor / Trustee lead	Becky Wall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,980
Recovery premium funding allocation this academic year	£26,000 approx.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,766
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	£284,746

Part A: Pupil premium strategy plan

Statement of intent

Our intention at WLPS is that all pupils, irrespective of their background or the challenges they face, make good, or accelerated progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Our aim is for every child to leave Wheelers Lane equipped with the necessary skills and knowledge in order to access further education and employment.

We identify the challenges to achievement amongst our disadvantaged pupils (as outlined below) and have used evidence-based research in our decision making. Through the implementation of the strategies, our intention is for all children to leave WLPS with:

- Good mental health
- Regular attendance
- High aspirations for the present and for their future
- Positive relationships
- A range of experiences both in the school environment and the wider community
- Confidence in both spoken and written English language and in mathematical skills and knowledge

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.

Our strategy reflects the tiered approach, as recommended by the EEF, where quality-first teaching, targeted academic support and wider strategies are all implemented to support our children who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<i>Limited use and understanding of language in the core curriculum and the application of skills in these areas.</i>

2	<i>An increase in the number of children working below age related expectations on entry to school</i>
3	<i>Emotional/mental health needs and lack of social skills leading to lack of engagement and poor behaviour and/or poor attendance</i>
4	<i>Low self-esteem and self-worth leading to low aspirations</i>
5	<i>Limited experiences outside of school and parental engagement in school life</i>

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
<i>All children to make expected or better progress from their starting points in reading, writing and maths (21-22)</i>	Internal and external data End of key stage assessments Phonics screening test End of year data Monitoring in school: pupil voice, readers, books.
<i>The gap between children in receipt of PPG and those not nationally will reduce on the previous year (21/22-22/23)</i>	School data National data
<i>Improved self-esteem and wellbeing leading to improved behaviour, positive attitudes and raised aspirations</i>	Monitoring and reporting in school by SLT, mentors, outside agencies, pupil voice and parent meetings. Behaviour records. Observations.
<i>Improved attendance for disadvantaged children</i>	Reported data on school attendance.

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD on feedback and PP first in core curriculum areas</i>	EEF shows feedback has a high impact of +6 months for low cost	1 2
<i>Monitoring and feedback by PP leads Monitoring includes pupil voice, work in books, learning walks, data analysis.</i>	School PM targets and SIP/SEF show the role of the PP focus and the importance of monitoring.	1 2

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

Budgeted cost: £216,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group intervention for writing and maths with a teacher in R, Year 1, Year 2, Year 5 and Year 6 to close the attainment gap between disadvantaged and non-disadvantaged.</i>	EEF shows moderate impact of small group tuition of + 4 months EEF shows feedback has a high impact of +6 months	1 2
<i>Daily phonics lessons in R, Year 1, Year 2 for all children. Catch up phonics for identified children.</i>	EEF shows high impact for low cost Internal phonics screening test results indicate the priority areas to focus on.	1 2

<p><i>Speechlink</i> Additional adult in Year 1 part time from Recovery Premium</p>	<p>EEF shows very high impact for low cost in Communication and Language approaches. Language development is sensitive to amount of adult intervention. + 6 months</p>	<p>1 2</p>
<p><i>Reading intervention groups to develop fluency, phonics and comprehension, 1:5- Target 39 children across year 3 and 4 (using the Recovery Premium)</i></p> <p><i>School led tutoring 1:2, outside of school hours</i></p> <p><i>Maths focus</i></p> <p><i>School staff (from the protected tutoring budget of £20,453)</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2</p>

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

Budgeted cost: £63,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 mentoring</i> <i>Small group mentoring</i> <i>Play therapy</i> <i>All of the above is to support those children who need support with their mental health and wellbeing.</i></p>	<p>EEF shows moderate impact of mentoring and behaviour interventions</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (EEF)</p>	<p>3 4</p>
<p><i>Forest class room experiences to increase the children's experiences of being outdoors and learning through nature.</i></p>	<p>Positive feedback from children, parents and staff.</p>	<p>3,4,5</p>
<p><i>Junior Award Scheme</i></p>	<p>JASS has been developed by the Duke of Edinburgh Award Scheme and is recommended by Birmingham's Outdoor Education Service.</p>	<p>3,4,5</p>

	Ofsted recognise the importance of providing for learners' broader development: resilience, confidence, independence	
<i>Learning through educational visits and visitors.</i>	EEF shows outdoor adventures have a moderate impact. Feedback from children, parents and staff show a positive response to trips and events.	5
<i>Increased opportunities to read at home and improved parental links.</i>	EEF shows high impact for low cost Previous reading workshops with parents resulted in positive feedback concerning the home-school links. This also allows us the opportunity to share the reading books that we select for the children each term.	5
<i>Pupils provided with uniform including PE kit</i>	Positive feedback from children and parents to ensure that children are provided with appropriate school wear.	3,4
<i>Pupils provided with breakfast and fruit</i>	Research has shown that children who skip breakfast perform less well academically, socially and emotionally. Positive feedback from children, parents and staff.	3

Total budgeted cost: £293,983 (predicted based on the increase in children in receipt of PP from April 2022)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Attendance PP 91.38%

Non-PP 95.76%

Bubble closures and the National lockdown had an impact on all areas of learning. Disadvantaged children were supported through these times with laptops to ensure access to live lessons and recordings, paper work, resources, phone calls, reading books, food parcels and home visits. On return to school, children worked in intervention groups when restrictions allowed. Extra-curricular activities and wider experiences were limited due to the restrictions in place.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required through our Learning Mentors.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Please also see the PP strategy 2020-2021 report on the school's website.

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
Bronze Award in Junior Award Scheme for Schools	Learning Journeys Consulting

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.