

Pupil premium strategy statement- Wheelers Lane Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	32% (191 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026 Year 1 of 3.
Date this statement was published	12.05.23
Date on which it will be reviewed	Jan 23 June 23
Statement authorised by	Sara Pecheur (Headteacher)
Pupil premium lead	Julie Richmond (Deputy Headteacher)
Governor / Trustee lead	Becky Wall (Lead Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 263,678
Recovery premium funding allocation this academic year	£ 27,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2322
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	£266,000

Part A: Pupil premium strategy plan

Statement of intent

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 ('Needed for some, benefits all').

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> <i>28% of the children who are in receipt of the PPG are also on the SEND register and therefore have additional hurdles to overcome. On entry 65% of PP children were assessed as below expected standards in Reading and Writing. 38% of PP children assessed on the Speech Link Programme on entry to Reception were found to have either moderate or severe difficulties with language and communication. Reading Implementation Plan Rec-Y4</i>

2	<i>An increase in the number of children working below age related expectations on entry to school. On entry 65% of PP children were assessed as below expected standards in Reading and Writing.</i>
3	<i>Emotional/mental health needs and lack of social skills leading to lack of engagement and poor behaviour and/or poor attendance. 91.17% (PP) vs 93.93% (non-PP) up to Summer term. 30% (60 children) PP children had less than 90% attendance (based on data up to 21.6.22) from Reception to Year 6. On the whole, this is due to the impact of Covid; however, there remains a small group of children whose attendance causes us concern.</i>
4	<i>Low self-esteem and self-worth leading to low aspirations. There is an increase in the number of children identified as vulnerable: in need of additional support and/or at risk. 21-22, 33 children identified as complex and significant, 29 as additional, 9 as universal. Nearly all of the children identified are in receipt of the PPG.</i>
5	<i>Limited experiences outside of school. Pupil voice and staff knowledge of the children indicates that many of our disadvantaged children have few experiences outside of their home and school environment. The recent impact of the pandemic has also led to fewer opportunities outside of school.</i>
6	<i>A range of parental skills to support their child's education (a small number of parents would like further support around reading and behaviour strategies).</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 (Sept 22-July 2023)</i>	Internal (termly formal assessments Year 1-6 reading comprehension and maths, 6 weekly phonics assessment R-Year 1) 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 from Autumn 2022 to Summer 2025.</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: £44,000 incl cost of staff CPD, TLRs and reading support (JR, MF, KT,ES,NJ,FN)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Action	Impact
<i>CPD on feedback and PP first in core curriculum areas</i> <i>Insets</i>	EEF shows feedback has a high impact of +6 months for low cost	1 2	<p>Staff were reminded about PP first, completing WCF sheets and addressing gaps.</p> <p>Spring 1 - book monitoring - some members of staff needed further support in completing acceptable number of WCF sheets.</p>	<p>PP children's misconceptions and gaps will be addressed immediately and followed up in lessons.</p> <p>PP children are now referenced in Y1 WCF sheets and more verbal feedback in Maths and English books (Spring 1). PP first is more evident.</p>
<i>CPD on quality first teaching and teaching standards.</i> <i>Insets</i>	Menu of approaches from EEF: Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	1 2	<p>All staff have attended T+L workshops delivered on a training day. This covered 9 items from our T+L toolkit.</p> <p>Staff insets focusing on the T+L toolkit and specific examples of how this has been used in year groups/classes.</p> <p>QFT inset in the spring term focusing on WCF, effective questioning and collaborative learning.</p>	<p>Staff are aware of the high expectations and daily practice that is expected at WLPS. All children are getting a universal offer and staff are trialling new strategies in their classrooms.</p> <p>Mention impact-staff feedback or own observations.</p>
<i>CPD on assessments and moderation.</i>	Menu of approaches from EEF	1 2	EYFS, Y2 and Y6 all received half a day moderation time to moderate core subjects across the year group.	Y6- target groups established for borderline GDS and borderline EXS for the rest of the academic year. JC

	Recovery premium:		<p>Writing was the focus for Y2 and Y6.</p>	<p>and class teachers to focus on borderline EXS. OW and class teachers to focus on borderline GDS. Identified those children who have made accelerated progress since KS1 too.</p> <p>Y2 moderation: Focus on spellings and range of punctuation to ensure ch targeted for EXS can achieve.</p> <p>EYFS moderation: <u>Writing and Maths Focus</u></p> <p>Actions for EYFS as a result of moderation:</p> <p>Initial 1:1 letter formation assessment.</p> <p>Review current interventions for Summer term.</p> <p>Continue with Write Dance and target children to work on letter formation. 1:1 sessions.</p> <p>Increase independent writing opportunities both teacher led and in provision.</p> <p>Extension to hours for additional member of staff for summer term - from 3 to 5 days per week.</p>
<p><i>Monitoring and feedback by PP leads</i></p> <p><i>Monitoring includes pupil voice, work in books, learning</i></p>	<p>School PM targets and SIP/SEF show the role of the PP focus and the importance of monitoring.</p>	<p>1 2</p>	<p>Monitoring of books, WCF sheets and some pupil voice have taken place in every year group. PP Leads have fed back to year groups.</p>	<p>Steps forward have been shared and will be monitored again in the Spring term.</p> <p>Year groups that were given points for development in</p>

<p>walks, data analysis.</p>			<p>Inset workshop focusing on WCF sheets and ensuring that they are fit for purpose.</p>	<p>Autumn term have acted upon them so that misconceptions are identified and PP children addressed first (13.1.23). Evidence in PP books shows that more verbal feedback is given. Feedback to staff on expectation that 3 WCF sheets are completed per week. - where completed they are generally very detailed and provide next steps for learning.</p> <p>Write about impact once it is seen in the summer term.</p>
<p>Reading -Little Wandle model targeting R-Year 4 (see reading implementation plan below) https://docs.google.com/presentation/d/1Vt2F1WQaeGvAeSnFKi_j9ayKksGKIHHoj4u5uMp-gF8/edit?usp=sharing</p>	<p>Validated scheme of Little Wandle recommends the 3x weekly read</p> <p>EEF - a wide range of strategies and approaches can be successful but for many pupils, they need to be taught explicitly and consistently.</p>	<p>1 2</p>	<p>Data analysis of Reading has taken place after Autumn test week, Reading group meeting scheduled (13.12.22) to discuss further actions.</p> <p>English lead provided whole staff CPD on our school reading strategy, including whole class reading sessions and expectations.</p>	<p>Positive outcomes from the reading interventions across the term. Adjustments have been made for the Spring term so those children who are in the bottom 20% make the necessary progress including Y2 children to continue with reading groups until Spring half term.</p> <p>Spring term Phonics check shows 43% of PP ch currently EXS 61% on track to pass (data as at Dec 22).</p> <p>All class teachers now following Reading expectations, which will be monitored by PP leads and</p>

				English lead after Spring term assessments.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £121,000 +£7000 RP (JC, partly MF and TA intervention across school)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Action	Impact
<i>Small group intervention for Reading, Writing and Maths with a teacher in 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	JC's Maths set- 10/12 children are in receipt of PP. Reading and writing intervention group in Y6 has altered based on assessment data and teacher knowledge.	Verbal feedback offered to these children on a more regular basis due to the size of the group. 5/12 children achieved EXS in Reading in March. 5/10 achieved EXS in writing.
<i>Daily phonics lessons in R, Year 1 and 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	Phonics sessions have taken place throughout Autumn term in R, 1 and 2, 3 x pw. Running reading records have been carried out at the end of Autumn 2 to assess progress.	Groups have altered where necessary to reflect progress. End of autumn term Phonics check shows 43% of PP ch currently EXS 61% on track to pass (data as at Dec 22).update for end of Spring - Beth (not fully completed by MF (April 2023)
<i>Speechlink baseline to be completed for all children in Reception.</i>	EEF shows very high impact for low cost in Communication and Language	1 2	Baseline has been completed.	Children taking part in Speechlink groups 27.3.23

<p><i>Small group sessions for identified children in R and Year 1.</i></p>	<p>approaches. Language development is sensitive to amount of adult intervention. + 6 months</p>		<p>Speechlink Catch up sessions in place for identified children</p>	<p>R - 83.3% (5/6)making partial progress. 16.7% (1/6) making effective progress Y1: 33% (1/3)making partial progress 67% (2/3) making effective progress. Y2: sessions in progress. Data not available.</p> <p>Summer term data to give full impact of programme .</p>
<p><i>Targeted support for PP with SEND-identified children on the SEND register receive targeted support to meet their area of need. See PP year group trackers for targeted interventions in place.</i></p>			<p>Interventions taking place in year groups where there is a TA and areas of need are being addressed. See trackers for specifics.</p>	<p>Progress?? Intervention changes for spring term? Julie/Julia and Mel</p>
<p><i>Targeted support for a group of PP children across Y1-Y6. This small group tuition focuses on an area of the core curriculum and is delivered by a member of staff.</i></p>	<p>Menu of approaches. EEF shows a 4 month progress.</p> <p>Recovery Premium-£7000</p>	<p>1 2</p>		<p>Data to be updated once end of tuition sessions have taken place. Julie</p>
<p><i>Extra adult in EYFS to support interventions</i></p>	<p>Recovery Premium - £4,500</p>	<p>1 2 3 4</p>	<p>Extra adult from 8.2.23 employed to support across Reception.</p>	<p>Other trained TAs are able to carry out speech and language interventions whilst extra adult supports within the classroom</p>

two days a week				<p>environment. Interventions and teaching from main teacher can be carried out without interruption.</p> <p>EYFS extra adult impact: In terms of the additional adult - it is letting staff focus on the interventions and run them consistently, we are not able to provide speech link and speech sound intervention. It means that child led learning is facilitated.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,550 for services plus £62,000 staffing

Activity	Evidence that supports this approach	Challenge number addressed	Action	Impact
<i>1:1 and small group mentoring led daily by pastoral lead or learning mentor for those children identified from the vulnerable children's list.</i>	EEF shows moderate impact of mentoring and behaviour interventions.	3,4	RK mentors 7 PP children from KS2. All chdn complete a questionnaire which is essentially RAG rated. The ones which are red are the focus for each mentoring session.	<p>Questionnaire at the end of term shows an improvement towards the initial R rating. Number of behaviour and friendship issues have reduced for those who had initial problems.</p> <p>RK-Focus children for anxiety and stress now have a bank of strategies that they can use when faced with difficult situations. Parental feedback for those children who are being</p>

				mentored has been positive. Focus children are reviewed and amount of time spent with them is reviewed termly.
<i>Play therapy to support children with complex and significant needs</i>	Recommended by the virtual school for those children who have had an Adverse Childhood Experience at some point during their childhood.	3 4		Speak to Chris-Julie to monitor impact
<i>Forest classroom experiences to increase the children's experiences of being outdoors and learning through nature.</i>	Positive feedback from children, parents and staff.	3,4,5	Pupil voice with Y2 children suggests that the children enjoy the outdoor experiences, especially the team work activities, working together. One child explained how he continued to research birds at home because he enjoyed it so much.	(KS1+KS2) New PP children have been chosen for Spring term based on class teacher judgement and provision received to date in other areas of the curriculum. KS2 Pupil voice-built more friendships that are outside of my class. Another child: I can take part in things I enjoy. It helps calm me down and I enjoy being in nature. Y6 child: we get to explore nature, play games and it has helped me socially. KS1: It helps me with listening skills, to find out about nature. It helps you to make friends and work together. It helps you to use your energy. We work with different people.

<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>Ofsted recognise the importance of providing for learners' broader development: resilience, confidence, independence</p>	<p>3,4,5</p>	<p>Y6 have finished their final term. Pupil voice showed that children enjoyed developing their leadership skills, spending practical time outside and being creative.</p> <p>Y5 children started the Bronze Award in January.</p>	<p>Feedback has been shared and the awards ceremony will take place during the Spring term.</p> <p>Gather some feedback from children in Y5 at the end of spring term-Julia</p>
<p><i>Learning through educational visits and visitors.</i></p> <p><i>Summer trips linked to areas of the school vision</i></p>	<p>EEF shows outdoor adventures have a moderate impact.</p> <p>Feedback from children, parents and staff show a positive response to trips and events.</p> <p>Recovery premium: £2000</p>	<p>5</p>	<p>Residentials</p> <p>Make contact with further education providers for visits for PP children during Summer term. (Recovery premium)</p> <p>Subsidise summer trips for PP children. (Recovery premium)</p>	<p>Pupil voice and impact from staff at the end of summer term-Julie/Julia/Beth</p>
<p><i>Increased opportunities to read at home and improved parental links, through Book and a Bite and the Wheelers Wallets scheme.</i></p>	<p>EEF shows high impact for low cost</p> <p>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.</p>	<p>5</p>	<p>Autumn term's WW have been shared with the children and taken home.</p> <p>Dates for Book and a Bite have been arranged for Spring 2 to share books with the children and their families over breakfast. KS2, 6.3.23 40/123 children's adults came to the workshop.</p>	<p>Feedback from parents has been very positive. Several children in Y6 have discussed what chapter they are on in their fiction book and opinions on the book so far.</p> <p>Parents that attended the workshop showed an investment in reading with reading with their child and sharing books.</p> <p>In KS1 and Reception, parents were enthusiastic about supporting their children. Some parents were interested in</p>

				further workshops to support. eg. Phonics, Maths and English.
<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	All children are given the opportunity to have access to school uniforms. After school sales from PTA also offers families the opportunity to buy second-hand uniform at a low cost price.	Children take pride in being a pupil at WLPS.
<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	Dec 22. Magic Breakfast will cease providing bagels from end of January 23 due to financial constraints. Research carried out for alternative providers but WLPS does qualify as the percentage of free school meals or IDACI does not meet the requirements of the National Breakfast scheme or Greggs etc.	
<i>Parental workshops which focus on early reading skills</i>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.(EEF Teaching and learning toolkit).	6,1	Mrs Fisher reading and writing workshops. Phonics sounds provided to parents to support with reading at home.	Mel-workshops in the Autumn term-Julie/Beth to chase up based on impact - data to show impact.
<i>Support for parents on managing behaviour at home</i>	Interventions which focus on improving social interaction tend to be more successful (+6months) than those focusing on personal and academic outcome (+4 months) or those aimed at preventing problematic behaviour (+5 months) (EEF Teaching and Learning toolkit)	3,6	3 meetings with a small group of invited parents with a behaviour support worker.	Feedback from parents has been positive. Anything to add from Julie?

<p><i>Support for parents on managing mental health, physical health and managing child development.</i></p> <p><i>Nurse-Birmingham Health Plus</i></p>	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcome (+4 months) or those aimed at preventing problematic behaviour (+5 months) (<i>EEF Teaching and Learning toolkit</i>)</p>	<p>3, 4, 6</p>	<p>Nurse is supporting attendance meetings and those children who are PP/SEND.</p>	<p>Parents and children are getting the support they need whilst being held accountable for their child's wellbeing. This has also improved the number of agencies that school work with so that is more of a multi-agency approach.</p>
<p><i>Attendance-work closely with OW/PJ on our universal offer. PP leads to target children with less than 90%-daily check ins, follow up with parents, reward charts and incentives</i></p>	<p>Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable. (Bristol.gov.uk)</p>	<p>3,2</p>	<p>Regular attendance meetings held with vulnerable families. Home visits have taken place for those who are persistently absent/targeted on the attendance list.</p>	<p>Attendance for PP vs non-PP at the end of Aut 2 (16.12.22) PP-89.44% Non-PP- 94.91%</p> <p>21 children below 90% in EYFS/KS1 47 children below 90% attendance in KS2. This was 60 children in Sum 22.</p> <p>Nursery PP attendance up to 16.12.22: 75% PP (12/16) below 90% attendance 56% (9 out of 16) below 80% attendance.</p> <p>Attendance for PP vs non-PP at the end of Spring 2 PP- 88.40% Non-PP - 94.77% 69 PP children with below 90% attendance.</p>

Total budgeted cost: £266,550

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 2022 to 2023 academic year.

Intended outcome	Actual outcomes
<i>All children to make expected or better progress from their starting points in reading, writing and maths (Sept 22-July 2023)</i>	
<i>The gap between children in receipt of PPG and those not nationally will reduce from Autumn 2022 to Summer 2025.</i>	
<i>Improved self-esteem and wellbeing leading to improved behaviour, positive attitudes and raised aspirations.</i>	
<i>Improved attendance for disadvantaged children.</i>	

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 40 Year 6 pupils completed their Bronze award and celebrated with parents summer term. 31 children have started the programme in Year 5. We are planning to continue with this next year.	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.