

Pupil premium strategy statement- Wheelers Lane Primary School

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
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	32.5% (201 children as of 27.10.23)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026 Year 2 of 3.
Date this statement was published	
Date on which it will be reviewed	Jan 24 July 24
Statement authorised by	Sara Pecheur (Head Teacher)
Pupil premium lead	Lee Wright (Assistant Head Teacher)
Governor / Trustee lead	Becky Wall (Lead Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,000
Recovery premium funding allocation this academic year	£26,680
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0

<p>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</p>	
<p>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</p>	<p>£316,680</p>

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. 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, 84% of PP children were assessed as below expected standards in Reading and 74%</i>

	<i>in Writing. 64.5% 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>On entry, 84% of PP children were assessed as below expected standards in Reading and 74% in 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. 89.43% (PP) vs 94.70% (non-PP) up to 30.6.23 the end of the Summer term. 37% (71 children) PP children had less than 90% attendance (based on data up to 30.6.23) from Reception to Year 6. 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: 38 with complex significant needs, 36 additional needs, 57 universal plus. 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 rise in the cost of living has led to limited experiences outside school and for a small number of families homelessness.</i>
6	<i>A range of parental skills to support their child's education (eg parent workshops on behaviour strategies, phonics and reading and maths)</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 2023-July 2024)</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: £67,450 incl cost of staff CPD, TLRs and reading support (TA support, MF)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<i>CPD on quality first teaching and teaching standards.</i> <i>School expected practice and our Teaching + Learning Toolkit.</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
<i>CPD on assessments and moderation.</i>	Menu of approaches from EEF	1 2
<i>Monitoring and feedback by PP leads</i> <i>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
<i>Reading -Little Wandle model targeting R-Year 4</i> <i>(see reading implementation plan below)</i> https://docs.google.com/presentation/d/1Vt2F1WQaeGvAeSnFKi_j9ayKKsGKIHHoj4u5uMp-gF8/edit?usp=sharing <i>Little Wandle SEND training.</i>	Validated scheme of Little Wandle recommends the 3x weekly read EEF - a wide range of strategies and approaches can be successful but for many pupils, they need to be taught explicitly and consistently.	1 2

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

Budgeted cost: £121,000 +£26,680 RP (JC, partly MF and TA intervention across school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<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
<i>Speechlink baseline to be completed for all children in Reception. Small group sessions for identified children in R and Year 1.</i>	EEF shows very high impact for low cost in Communication and Language approaches. Language development is sensitive to amount of adult intervention. + 6 months	1 2
<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>	EEF shows that teaching assistant interventions show a moderate impact for moderate cost.	1 2 4
<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>	Menu of approaches. EEF shows a 4 month progress.	1 2

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 and small group mentoring led daily by learning mentor or Pastoral lead for those children identified from the vulnerable children's list.</i></p> <p>JC and RK</p>	<p>EEF shows that On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>3 4</p>
<p><i>A designated area in school which offers a safe space for our more vulnerable children that is led by the Interventions Manager and Learning Mentor. This involves a daily breakfast club, regular check-ins, mentoring moments.</i></p>		
<p><i>Play therapy to support children with complex and significant needs</i></p>	<p>Recommended by the virtual school for those children who have had an Adverse Childhood Experience at some point during their childhood.</p>	<p>3 4</p>
<p><i>Forest classroom experiences to increase the children's experiences of being outdoors and learning through nature.</i></p>	<p>https://www.forestresearch.gov.uk shows benefits in the following key areas: confidence, social skills, motivation, communication, physical skills.</p> <p>There is positive feedback from children, parents and staff.</p>	<p>3,4,5</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>5</p>

<i>Raising aspirations through university visits.</i>	EIF states that all pupils, particularly disadvantaged children, are being prepared for their next stage of education, at each stage of their learning.	4 5
<i>Increased opportunities to read at home and improved parental links, through Book and a Bite and the Wheelers Wallets scheme.</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>	A nutritious healthy breakfast at the start of the school day supports pupils to focus and increases their ability to concentrate and access learning. Headteachers who took part in the National School Breakfast Programme over the last 3 years have reported the incredible impact eating breakfast at the start of the school day, can have on children's readiness to learn, behaviour, punctuality and wellbeing. EEF shows 2 months additional progress.	3
<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).	6,1,2
<i>Support for parents on managing behaviour at home</i>	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) (EEF Teaching and Learning toolkit)	3,6
<i>Support for parents on managing mental health, physical health and managing child development.</i> <i>Nurse-Birmingham Health Plus</i>	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) (EEF Teaching and Learning toolkit)	3, 4, 6

<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>
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Total budgeted cost: £290,000

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																				
<p><i>All children to make expected or better progress from their starting points in reading, writing and maths (Sept 22-July 2023)</i></p>	<p>EYFS - 44.4% PP children achieved their GLD</p> <p>Y1 - phonics screening check results 74% of PP children achieved a pass (non-PP 79 %).</p> <p>Y2 phonics screening check results - 43% achieved a pass (non PP 44%)</p> <p>All members of staff in EYFS and KS1 have been trained to deliver the new scheme of work - Little Wandle - as part of their CPD. Because of this, teaching in Phonics is now more consistent and staff are becoming more skilled and knowledgeable in how to deliver high quality daily phonics lessons. This will continue to have a positive impact going forward.</p> <p style="text-align: center;"><u>Reading</u></p> <table border="1" data-bbox="518 1240 1323 1715"> <thead> <tr> <th></th> <th>Expected progress or better</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>87% (20 children)</td> </tr> <tr> <td>Year 2</td> <td>60% (15 children)</td> </tr> <tr> <td>Year 3</td> <td>96% (30 children)</td> </tr> <tr> <td>Year 4</td> <td>96% (30 children)</td> </tr> <tr> <td>Year 5</td> <td>93% (27 children)</td> </tr> <tr> <td>Year 6</td> <td>82% (32 children)</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Writing</u></p> <table border="1" data-bbox="518 1850 1323 2033"> <thead> <tr> <th></th> <th>Expected progress or better</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>86% (18 children)</td> </tr> <tr> <td>Year 2</td> <td>76% (19 children)</td> </tr> </tbody> </table>		Expected progress or better	Year 1	87% (20 children)	Year 2	60% (15 children)	Year 3	96% (30 children)	Year 4	96% (30 children)	Year 5	93% (27 children)	Year 6	82% (32 children)		Expected progress or better	Year 1	86% (18 children)	Year 2	76% (19 children)
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Year 3	90% (28 children)
Year 4	90% (28 children)
Year 5	96% (28 children)
Year 6	97% (38 children)

Maths

	Expected progress or better
Year 1	77% (17 children)
Year 2	68% (17 children)
Year 3	94% (29 children)
Year 4	100% (31 children)
Year 5	93% (27 children)
Year 6	90% (35 children)

All of the above data is based on end of year assessments, end of Key Stage assessments and teacher judgement.

Reception Interventions

Implementation of the Write Dance programme has been introduced in order to support targeted children with fine motor skills. This has enabled more children to achieve EXS in this area of the curriculum (moving from 36% achieving EXS at the baseline to 67% achieving EXS in July 2023).

An extra TA from Spring term has enabled permanent staff to be able to support target children, which has impacted positively on their attainment, particularly reading and writing.

Reading implementation

A more structured, consistent approach in teaching reading was achieved from EYFS-Y4. Those children who needed more targeted support and further opportunities to independently read and to have reading practice was provided. Teaching staff had a better understanding of where each child was and the gaps (decoding and/or comprehension) that were present for each child.

Y6 interventions

Maths

The children in this group have all made good or very good accelerated progress. This is measured by the amount of questions correctly answered on SATs assessments and the amount of

questions attempted with a plausible effort.

The main themes of the Maths teaching are two fold: firstly, to build the children's self-belief and attitude in maths (challenge their Maths phobia) and secondly, to build their arithmetic and real life Maths skills. This has been successful with every child improving their arithmetic scores (some significantly). One individual was able to transfer to a higher group. Building their working memory was a key strategy underpinning both of these themes.

For some of the most challenging students, attending most days and applying themselves through the majority of the lessons was a significant improvement on previous year's education. This indicates a positive change in attitude. Others became far more independent and willing to attempt less familiar and more challenging Maths questions rather than freezing or refusing to attempt.

Barriers still remain though with the amount of the curriculum that can be covered with this intense but targeted approach with some of the children having less exposure to some areas of Maths.

Reading

Children in this group were readers who were vulnerable in achieving the expected standard in reading as judged by the SATs undertaken in May 2023.

The children in this group are mostly predicted to achieve the expected standard as they have achieved this on practice tests taken early in the year. Those that have yet to do so are achieving a standardised score of 98+ and are therefore very close compared to the tests taken at the beginning of Year Six.

The teaching has focused very much on discussion that is then modelled and rehearsed into written responses that answer the questions asked and provide the evidence required to gain the marks on offer. Modelling and providing WAGOLLS of three different strands of VIPERS has been key to this as well as a big focus on understanding the vocabulary in the text. Lots of post-tutoring and summaries given before moving forward with the text.

In terms of attitude to reading, the children have been encouraged to share their reading preferences and habits. This has been modelled and shared with reading for pleasure still taking a significant part of lessons even with time pressures of the curriculum and SATS schedule.

Moving forward, a greater tie in with reading at home and the library would be my recommendations - a greater urgency to check in with them.

Writing

The children in this group have mostly made the expected standard with some making considerable progress in order to do so. Those that have not have made significant strides towards it and have

	<p>closed the gap compared to their arrival in Year Six.</p> <p>The children have responded well to the systematic planning in place and focus on skills and their application. Tailored modelling of the thought processes behind writing I feel have had a large impact as they have addressed the specific and individualistic needs of the children within the group. Specific aspects of modelling have been included deliberately to address individual barriers and this has had an impact.</p> <p>Spelling is (and remains) the most important barrier to these children and consequently, was a continuous focus throughout the year. Spelling patterns from Year Two onwards were revised and practised in a rolling program that had some impact on their spelling. This meant a reduced amount of errors in their initial pieces before editing and some improvements in their spelling tests. Importantly too, the children were attempting far more ambitious vocabulary as spelling became less burdensome and threatening. Spelling improvement has improved language selection and ambition. However, this barrier is still significant and the children can still make significant improvements.</p> <p>The children's attitude has been first class. It has dispelled the assumption that children and children with some difficulties with writing automatically dislike it. They have written plenty and they have rarely needed to be encouraged to write more.</p>																																								
<p><i>The gap between children in receipt of PPG and those not nationally will reduce from Autumn 2022 to Summer 2025.</i></p> <p>2023 data</p>	<p style="text-align: center;"><u>End of KS2 data</u></p> <table border="1" data-bbox="560 1167 1362 1431"> <thead> <tr> <th></th> <th>2019 national data</th> <th>2019 whole school</th> <th>2019 PP data</th> <th>2022 national data</th> <th>2022 whole school</th> <th>2022 PP data</th> <th>2023 national</th> <th>2023 whole school</th> <th>2023 PP data</th> </tr> </thead> <tbody> <tr> <td><i>Reading</i></td> <td>73%</td> <td>71%</td> <td>55%</td> <td>74%</td> <td>80%</td> <td>68%</td> <td>73%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td><i>Writing</i></td> <td>78%</td> <td>72%</td> <td>52%</td> <td>69%</td> <td>65%</td> <td>53%</td> <td>71%</td> <td>77%</td> <td>72%</td> </tr> <tr> <td><i>Maths</i></td> <td>79%</td> <td>82%</td> <td>64%</td> <td>71%</td> <td>77%</td> <td>65%</td> <td>73%</td> <td>75%</td> <td>64%</td> </tr> </tbody> </table>		2019 national data	2019 whole school	2019 PP data	2022 national data	2022 whole school	2022 PP data	2023 national	2023 whole school	2023 PP data	<i>Reading</i>	73%	71%	55%	74%	80%	68%	73%	75%	62%	<i>Writing</i>	78%	72%	52%	69%	65%	53%	71%	77%	72%	<i>Maths</i>	79%	82%	64%	71%	77%	65%	73%	75%	64%
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<p><i>Improved self-esteem and wellbeing leading to improved behaviour, positive attitudes and raised aspirations</i></p>	<p>Regular monitoring of classroom and outdoor behaviour by DHT and phase leaders shows improved behaviour, where concerns were raised, plans were put in place and support/sanctions given. Children at risk were given additional support and have remained in mainstream education. Children who have shown anxiety/mental health concerns have been supported by SLT, learning mentor and outside agencies such as play therapy and forest classroom intervention groups. Serious concerns were discussed with the behaviour panel-advice was followed up and support put in place.</p> <p>Good relationships are established between the children and between staff and children, this is observed by SLT.</p> <p>Pupil voice shows that children are happier at school with access to mentoring, outdoor learning and therapy. The measures and support put in place help the children to feel safe and happy at school, and they know they have someone to talk to and enjoy working in small groups.</p>																																								
<p><i>Improved attendance</i></p>	<p><u>Attendance up to 30.6.23</u></p>																																								

<i>for disadvantaged children</i>	PP- 89.43% Non-PP - 94.70% Number of KS1 children below 90% attendance: 26 Number of KS2 children below 90% attendance: 45
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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 38 Year 6 pupils completed their Bronze award in the Autumn and celebrated with parents in the Spring term. 31 children started and completed the programme in Year 5.	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.