



Wheatcroft Primary School Pupil premium strategy statement

1. Summary information					
School	Wheatcroft Primary School				
Academic Year	2020-2021	Total PP budget	£51094	Date of most recent PP Review	Autumn2020
Total number of pupils	333	Number of pupils eligible for PP	33	Date for next internal review of this strategy	March 2021
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving age related expectation in reading, writing and maths		24%		70%	
% achieving at least expected progress in reading		87.5%		-0.75%	
% achieving at least expected progress in writing		75%		-1.63%	
% achieving at least expected progress in mathematics		87.5%		-1.23%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>					
A.	24% of the PPG children are also SEN				
B.	33% have had school movement therefore have required transition support				
C.	40% of PPG pupils have lower than 95% attendance and in 1/5 cases lower than 90%				
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>					
D.	PPG children's attendance rates stand at 92% with 23% of our persistent absentees being PPG. Lack of opportunity to participate in extra curriculum & enrichment activities outside of school due to financial pressures. Parental engagement with homework and other activities is inconsistent. Some inconsistencies with parental involvement in school meetings & other activities.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improved attainment in RWM for Pupil premium pupils at the end of each Key Stage.			The gap between the progress and attainment of PPG pupils and other pupils is lessened. PP pupils to make at least 'good' progress from their starting points each year. Pupils' mental health and wellbeing will be addressed and support in place where necessary, so pupils are ready to learn.	
B.	Provide opportunities and experiences for pupils to widen their horizons and impact positively on their life experiences.			Pupils have a range of experiences that enrich their lives and develop positive attitudes to learning. Accessibility not restricted because of finances.	
C.	Increased attendance for PP pupils			Overall attendance (including persistent absentees) for PP pupils is in line with or exceeds national average	
D.	Improvement in parental engagement & involvement in their child's development both in school activities & outside enrichment activities			PPG children will have access to a wider range of enrichment activities. Parents will feel supported in their ability to support children with their education including during transition times.	

5. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
UKS2 Pupils make good or better progress in English with a particular focus on writing	USK2 teachers roll out strategies from work carried out with HLA last year. Targeted support in English lessons PPG pupils will have access to further resources. Pupils to be given more focused intervention programme bespoke to their needs where appropriate	Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes. EEF toolkit Closing the Gaps Project review	Monitoring of teaching & learning by SLT Teachers to have time to share and ac on reflections Staff meetings & phase meetings to monitor the impact on learning and set next steps and targets Teacher assessments & pupil progress meetings SLT meeting notes Class action plans	DHT UKS2 lead English lead	March 2021
KS1 pupils make good or better progress in phonics	Identify pupils requiring additional support for phonics & provide 1:1/ small group support. Identify additional resource requirements. Ensure reading material is relevant to phonic phase. Ensure all staff have received training and are able to deliver scheme effectively.	Development of children's early reading and writing skills has a big impact on their learning as they develop through life	Monitor phonics sessions & progress of pupils. Highlight those pupils at risk of not achieving age expectations & support in discussion with teacher, parent & SENCo. Teacher assessments & pupil progress meetings Class action plans SLT meeting notes	KS1 lead SENCo	March 2021
Misconceptions to be addressed in the same day which includes overlearning & pre-teaching to reinforce the learning	Opportunities within classes to ensure pupils have opportunity to reflect on learning straight away. TAs used to support misconceptions and address these immediately Misconceptions addressed the same day through TA 1:1 or group support	Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils	Intervention program for PPG pupils developed within phase teams TA support and skill set reviewed regularly Marking policy reviewed (especially in light of Covid-19) Class action plans	DHT SLT	March 2021
Support and develop children's early speech and language skills .	Wellcom assessment and interventions to be used within the foundation stage All staff to be trained on the delivery of WellComm Makaton to be used to support where necessary Visual timetables for all pupils with individual visuals where necessary.	Development of children's early speech and language needs has a big impact on their learning as they develop through the school	All staff to use the Wellcom assessment to identify early needs Action plans to be implemented for these children (1:1, groups or class sessions) Parents worked with to support their needs – including providing resources. Teacher assessments & pupil progress meetings	Foundation Stage staff	March 2021

Develop PPG pupil's ability to self-regulate and be ready to learn	Whole school mental health approach to the 5 ways of wellbeing Mental health lead & Deputy appointed Staff training Parental engagement workshops Develop wide range of resources to support whole school approach Individual bespoke sessions for PPG pupils who are unable to self-regulate to ensure ready to learn (including protective behaviours) TA training on supporting pupils Counselling sessions provided by SENCo if required	If children are able to self-regulate their emotions, this supports them be more ready to learn throughout the school day thus ensuring more rapid progress	Regular meetings with mental health lead Subject leader impact reports Monitoring of pupils requiring protective behaviours Parents contacted regarding support needs Records & notes from sessions Pupil progress meetings	Wellbeing lead DHT SenCo	March 2021
Provide a range of inspirational/ successful members of society/ role models to speak in assemblies.	Investigate who the pupils would like to invite to speak. Invite role models, people successful in their careers etc to share their experiences, positive attitudes and routes into employment. Arrange assemblies of 'champions' to speak with the pupils and answer a Q&A session if appropriate.	Listening to a variety of role models will improve aspirations for the future. Pupils will be exposed to ideas, attitudes, types of jobs and experiences they normally be able to access.	Assemblies to be organised by DHT with support from the governors & SLT. Pupil voice Feedback forms Governor meeting notes	Headteacher DHT Govs SLT	March 2021
Total budgeted cost					£20,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For PPG pupils to attend school more regularly to ensure attendance rates are in line with other pupils	Engage with parents who have concerns with attendance. Develop strategies to support the family Work alongside attendance team	Attendance is important to ensure good attendance helps to improve attainment	Monitor attendance of PPG pupils Identify families who need support with attendance Staff support on working to engage parents Pupil profile notes where necessary	Headteacher DHT SLT	March 2021
For children with speech and language difficulties to be supported to communicate more effectively.	Needs identified on class action plans. Referral to SALT if necessary & recommendations adhered to. School Elklan & S/L specialist to work 1:1 or in small groups. Time given to release specialist staff to undertake sessions with pupils	Development of children's early speech and language needs has a big impact on their learning and self-esteem as they develop through the school.	Identification by class teacher in discussion with SEMCO/ SEN TA Teacher assessments & pupil progress meetings Class action plans	SENCo School Elklan & S/L specialist	March 2021

For PPG children to be engaged in their learning and emotionally settled	Protective behaviours training for further staff Develop attitudes to learning Identify key barriers to learning Pupil individual plans developed to monitor children throughout each key stage Identified pupils to receive lego therapy or protective behaviours support Counselling support to be offered if appropriate Time given to release specialist staff to undertake sessions with pupils	It is important for PPG pupils to be emotionally settled to access learning	Individual plans to monitor and identify individual needs Pupil progress meetings to discuss impact Protective behaviours/ lego therapy / counselling work carried out & pupils monitored Discussion with parents Records & notes from sessions	DHT SLT Well being lead SENCo	March 2021
Use of experienced teacher to support the teaching & learning of PPG	Teacher to support on a 1:1 or small group session weekly for PPG pupils	Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils	PPG pupils identified for support across each phase Area of need addressed and planned for Teacher session planned into weekly timetable Teacher assessments & pupil progress meetings Class action plans	SLT	March 2021
Total budgeted cost					£20,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve parents understanding of how their increased commitment to supporting their children's education can have an impact on their progress	Meeting time given to discuss with parents their child's needs and how they can support them Parent workshops at key transition times (Starting school & moving to Y7) Phase specific information available at parent consultations/ on website/ when appropriate Parent survey carried out to ascertain additional support where necessary.	Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress. Children who regularly complete home learning have better school outcomes	Leaders given time to meet with parents to discuss their child's progress and barriers to learning Parents to be supported in how they can support their child at home. Parent comments in reports Pupil progress meetings SLT meetings to discuss patterns/families	Headteacher DHT SLT	March 2021
Enhance access to clubs, sporting event and music tuition	Develop instrumental resources available to all children so that more children can be part of a music club (e.g whole class set of instruments)	Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills & experiences.	Monitoring of clubs attended to ensure meeting pupils' needs PPG pupils who do not participate in clubs to be identified Clubs offered to family Resources purchased for pupils	DHT Music Lead PE lead	March 2020

<p>All PPG to attend class day trips linked to curriculum and enrichment experiences <i>(Covid19 – dependent opportunities for virtual/ in-school experiences will be investigated if appropriate)</i></p>	<p>Funding given to support the attendance of PPG pupils on class trips where appropriate</p>	<p>Learning outside of the classroom develops children’s independence, resilience and a variety of life skills. They also provide opportunities to participate in activities these pupils wouldn’t normally be able to access.</p>	<p>Meeting with parents of PPG pupils to discuss % of money to provide to support the child’s attendance on trip – if necessary Pupil voice</p>	<p>Headteacher</p>	<p>March 2021</p>
<p>PPG pupils to attend workshops to support/ extend their understanding in maths and English <i>(Covid19 – dependent opportunities for virtual/ in-school experiences will be investigated if appropriate)</i></p>	<p>Pupils to be selected and invited to workshops to either support or to extend their understanding. Provision will be made to transport pupils to venue.</p>	<p>Disadvantaged pupils will be able to access the curriculum and develop positive self-esteem.</p>	<p>Monitoring of PPG pupils selected for extra-curricular workshops and activities. Pupil voice Feedback forms</p>	<p>DHT</p>	<p>March 2021</p>
<p>All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 SATs during the testing week.</p>	<p>All pupils will be offered breakfast during the KS2 SATs week to ensure they have been fed and have arrived in good time. They will take part in mindfulness and calming activities to reduce anxiety.</p>	<p>Reducing anxiety will support the pupils to ensure they are able to perform to the best of their abilities.</p>	<p>Discussions with the school kitchen to ensure food is available. Letters to parents informing them of the arrangements. Discussions with pupils to ensure we are meeting their emotional needs. Practising of mindful techniques throughout the year to ensure pupils are familiar with them.</p>	<p>Headteacher UKS2 lead</p>	<p>March 2021</p>
Total budgeted cost					<p>£11,094</p>