



## 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	Wheatcroft Primary
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Sep 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mrs D Miller
Pupil premium lead	Mrs P Waller
Governor lead	Mrs R Adler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48075
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5042
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	TBC

# Part A: Pupil premium strategy plan

## Statement of intent

At Wheatcroft School, our aim is to use pupil premium funding to ensure all pupils, including our disadvantaged and vulnerable pupils, receive the highest quality of education and a wide range of enriched life experiences to enable them to access a broad and balanced curriculum and to meet their potential.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or qualify for, free school meals. We will allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has identified as being disadvantaged or vulnerable.

Although our strategy is focused on meeting the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school, wider approaches, such as high-quality teaching.

Our aims are to:

Remove barriers to learning created by poverty, family circumstance and background;

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school;

Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;

Provide pupils with strategies to support their social and emotional wellbeing and to develop resilience;

Provide access to a wide range of enrichment experiences and activities, and

Support parents with their commitment to their child's learning.

## Challenges

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

Challenge number	Detail of challenge
1	Accessibility to extracurricular and enrichment activities and experiences due to financial pressures and those imposed by Covid-19.
2	Difficulties with early speech and language skills development.
3	Poor emotional resilience and self-regulation impacts on readiness to learn, ability to work collaboratively and manage challenge, so affecting progress.

## 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
Provision of opportunities and experiences for pupils to widen their horizons and impact positively on their life experiences (not restricted by finances).	Pupils have a wide range of life experiences and accessibility to extra-curricular activities that enrich their learning and develop their self-esteem, resilience and love for learning (including learning outside the classroom).
Progress for Pupil premium pupils, at the end of each Key Stage, is at least in line or better than other pupils within our school.	Pupil premium pupils make at least good progress from their starting points
Pupils will be emotionally settled and ready to learn.	Self-regulation, resilience and perseverance strategies will be available for pupils to support their emotional well-being.
Pupils will have access to quality reading materials at school and at home.	Pupils will be reading quality material and will be able to discuss their reading preferences.

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: Pupils will have access to quality <b>reading</b> materials at school and at home</p> <p>Activity: Whole school progressive reading scheme available EYFS to Y6. Pupils to be given more focused intervention programme bespoke to their needs where appropriate. Listening posts to be established in all classes to engage pupils in stories and aid language development. Letterbox club resources will be sourced for pupils who need additional books at home.</p>	<p>Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes.</p> <p>Exposure to quality reading material and role models support language development that will be reflected in quality of writing.</p>	<p>Observations and discussions with teachers.</p> <p>Pupil progress meetings.</p> <p>Monitoring of pupil assessment and information.</p> <p>Class and subject action plans.</p>

<p>Aim: KS1 pupils make good or better progress in <b>phonics</b></p> <p>Activity: Identify pupils requiring additional support for phonics &amp; provide 1:1/ small group support. Identify additional resource requirements.</p> <p>Ensure reading material is relevant to phonic phase.</p> <p>Ensure smooth transition and consistency between EYFS &amp; KS1.</p>	<p>Development of children's early reading and writing skills has a big impact on their learning as they develop through life. Due to reduced social interaction during covid-19 restrictions and lockdowns there may have been an interruption to phonics learning for some pupils.</p>	<p>Monitor phonics sessions and progress of pupils.</p> <p>Highlight those pupils at risk of not achieving age expectations and support in discussion with teacher, parent &amp; SENCo.</p> <p>Teacher assessments and pupil progress meetings</p> <p>Class action plans</p>
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## Targeted academic support

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: For children with <b>speech and language</b> difficulties to be supported to communicate more effectively.</p> <p>Activity: Wellcom assessment and interventions to be used within the foundation stage.</p> <p>Makaton to be used to support where necessary.</p> <p>Visual timetables for all pupils with individual visuals or now/next boards where necessary.</p> <p>Referral to SALT if necessary &amp; recommendations adhered to.</p> <p>School Eklan &amp; S/L specialist to work 1:1 or in small groups.</p> <p>Support given to KS1 staff if necessary to support pupils through transition. (Further training for Makaton and WellComm where necessary.)</p>	<p>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. Due to an interruption in the SALT service during Covid-19 restrictions there will be more pupils who require support, in-school support is vital for these pupils. Staff are aware that language development may have been affected by reduced social contact in early development due to Covid-19 restrictions.</p>	<p>All EYFS staff to use the Wellcom assessment to identify early needs.</p> <p>Action plans to be implemented for these children (1:1, groups or class sessions).</p> <p>Teacher assessments &amp; pupil progress meetings</p>
<p>Aim: For PPG pupils to attend school more regularly to ensure <b>attendance</b> rates are in line with other pupils.</p> <p>Activity: Engage with parents who have concerns with attendance.</p> <p>Develop strategies to support individual families.</p>	<p>Good attendance helps to improve attainment and ensure progress in learning.</p>	<p>Monitor attendance of PPG pupils.</p> <p>Identify families who need additional support with attendance.</p> <p>Pupil profile notes where necessary.</p>

Work alongside attendance team and other link professionals where necessary.		
<p>Aim: Develop pupils' <b>emotional regulation</b> and learning behaviours.</p> <p>Activity: Identify key barriers to learning Identified pupils to receive additional support (e.g. Lego/ art therapy or protective behaviours support) Counselling support to be offered if appropriate. Time given to release specialist staff to undertake sessions with pupils. Calming pods created in EYFS &amp; KS1</p>	<p>If children are able to self-regulate their emotions, this supports them to be more ready to learn throughout the school day thus ensuring good progress. Covid-19 restrictions may have had a negative impact on pupils' mental health and wellbeing so staff need to be aware of signs mental health and wellbeing issues.</p>	<p>Regular meetings with mental health lead Monitoring of pupils requiring additional support. Parents contacted regarding support needs Pupil progress meetings</p>
<p>Aim: Provide support to purchase <b>school uniform or resources</b> needed for school.</p> <p>Activity: Awareness of family situations that could lead to economic deprivation. Have conversations with parents if needed.</p>	<p>Disadvantaged pupils will have uniform and equipment the same as everyone else allowing them the feeling of belonging rather than isolation that could lead to disengagement of learning.</p>	<p>Staff awareness Pupil progress notes</p>

## Wider strategies

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aim: All Year 6 pupils will be emotionally, physically and mentally ready to undertake <b>KS2 assessment</b> week.</p> <p>Activity: Provide breakfast during the KS2 SATs week to ensure they have been fed and have arrived in good time. 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 pupils &amp; parents. Monitoring strategies that pupils find helpful Pupil progress meetings.</p>
<p>Aim: To improve parents understanding of how their increased <b>commitment</b> to supporting their children's education can have an impact on their progress</p>	<p>Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress.</p>	<p>Parent comments in reports. Pupil progress meetings. SLT meetings to discuss patterns and families.</p>

<p>Activity: Meeting time given to discuss with parents their child's needs and how they can support them.</p> <p>Parent workshops at key transition times (Starting school &amp; moving to Y7)</p> <p>Phase specific information available at parent consultations/ on website/ when appropriate.</p> <p>Parent survey carried out to ascertain additional support where necessary.</p>	<p>Children who regularly complete home learning have better school outcomes.</p>	
<p>Aim: Enhance access to <b>clubs, sporting events, music tuition, day/residential trips etc.</b></p> <p>Activity: Ensure instrumental resources and opportunities are available to all children so that more children can be part of a musical experience (e.g. whole class set of instruments, taking part in music festival)</p> <p>Awareness of families who may need support to fund trips, clubs etc.</p>	<p>Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills and experiences.</p>	<p>Monitoring of clubs attended to ensure meeting pupils' needs</p> <p>PPG pupils who do not participate in clubs to be identified.</p> <p>Discussions with parents of pupils not signing up to trips.</p> <p>Resources purchased for pupils</p>

**Total budgeted cost: £ 53,000**

## 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 2020 to 2021 academic year.

Aim	Outcome	Lessons Learned & next steps
<p>UKS2 Pupils make good or better progress in <b>English</b> with a particular focus on writing</p>	<p>Good progress across a range of writing genres. Pupils used google classroom (GC) to maintain links with teachers during lockdown. Use of individual reviews using strategies from closing the gap – e.g. work on vocabulary and structures of writing. Staff held regular spelling, grammar &amp; reading sessions, which helped support pupils interest and maintain progress. Those that needed additional phonics support also had interventions. There is strong evidence that pupils continue to use strategies taught during these sessions in their writing when back in school.</p>	<p>Online links were strong and remote learning maintained links between pupils &amp; teachers. English HLA worked with NQTs to support writing in Y1 &amp; Y3 – was useful as an additional support where other CPD was unavailable. Following lockdown, the areas that will need addressing are presentation and handwriting as pupils have used computers to produce writing more than handwritten pieces of work. In addition, individual reading using a progressive scheme will be needed to support pupils who have not maintained their reading levels during lockdown.</p>
<p>KS1 pupils make good or better progress in <b>phonics</b></p>	<p>Good use of new reading materials to ensure individual books linked with phonics teaching. Phonics &amp; reading interventions continued in school &amp; remotely during lockdown using GC, as did guided reading sessions for all pupils. Good phonic understanding will support language development.</p>	<p>Online links were strong and remote learning maintained links between pupils &amp; teachers. Use of phonetically relevant reading books reinforces phonics learning – potential to ensure this is throughout the school. Work between KS1 &amp; EYFS to ensure consistency in reading materials &amp; strategies has helped KS1 pupils be better prepared – e.g. guided reading sessions introduced in Summer of reception. EYFS pupils were given a phonics pack as part of their remote learning – this was to maintain phonic</p>

		learning & support parents with their child's development of language.
<b>Misconceptions</b> to be addressed in the same day which includes overlearning & pre-teaching to reinforce the learning	Teachers and TAs provided support within school and using GC to address misconceptions in learning and provide support for pupils and parents with questions relating to online learning. Pupils and parents felt supported & were able to access learning.	Interventions continued through use of GC – pupils were able to access support in small groups or individually. When misconception about the learning or the task were addressed, then there was less interruption to the learning and progress was maintained.
Support and develop children's <b>early speech and language skills.</b>	All EYFS staff are trained to deliver WellComm screening and interventions. This way the identified areas of need could be raised throughout teaching and discussions. Pupils made accelerated progress in language development. Makaton was used by adults with several pupils and taught pupils to use the signs to communicate with each other – improving peer communication.	The areas identified from WellComm screening that needed addressing with several pupils were then incorporated in teaching & continuous provision. This reduced the need for specific individual interventions and benefited all pupils. Makaton was a useful tool for communication for a couple of SEN pupils in EYFS. Staff shared useful and common signs. More training for a deeper understanding will be investigated. Consistent visual timetables have also helped pupils and staff know what is planned in every classroom.
Develop PPG pupil's ability to self-regulate and be ready to learn	Nursery created a sensory area for pupils with SEN needs. This helped the pupils calm themselves Wellbeing has become part of our school ethos – during lockdown this became an incredibly important way to maintain engagement for learning and for supporting families. Activities such as mindfulness, yoga and wellbeing week help raise the profile of ways to self-regulate and maintain good mental health. Workshops to support parents at times of transition worked well – starting school and moving onto year 7. Both sessions were well attended and parents gave good feedback.	Following success of nursery sensory area, both KS1 & Reception have investigated setting these up for their areas. Highlighting ways to maintain good mental health and wellbeing has helped our pupils to be ready and able to learn. We used several different platforms throughout lockdown such as daily check-in sessions, online PSHE lessons & assemblies, a regular slot on the weekly newsletter and tasks & activities set through teaching. The transition workshops were both online due to lockdown. The starting school workshop was as popular as ever but the moving onto y7 was much better attended. We will look

		into providing this online in future years if we feel we will achieve good coverage.
Provide a range of inspirational/ successful members of society/ <b>role models</b> to speak in assemblies.	<p>Despite the national lockdown, we arranged a couple of speakers (local MP &amp; engineer). However, we did look into different ways we could organise this: firstly, we set a challenge for pupils to contact celebrities to gain a personalised Wheatcroft message. This was very successfully with many messages shared through the school community. Secondly we had different members of the community read to the pupils as part of story time and then as a masked reader.</p> <p>The pupils and staff were certainly inspired and motivated by the celebrities, especially the authors and TV presenters.</p> <p>Hearing different people read was also inspiring and allowed pupils of all ages to enjoy books from a range of genres.</p>	<p>Using people from inside and outside the school community has helped inspire pupils, enrich vocabulary and bring joy. This provided an exciting topic of conversation and a distraction to other issues and helped introduce a common goal for the whole school.</p> <p>Use of local interest boxes from the Hertford Museum will be investigated as a way of using history to help inspire pupils.</p>
For PPG pupils to attend school more regularly to ensure <b>attendance</b> rates are in line with other pupils	<p>Due to lockdown, these figures are difficult to judge. However, pupil engagement was monitored throughout lockdowns to ensure they had access to learning and support. Pupils who were not engaging with online sessions or uploading work were contacted regularly and paper learning packs delivered. This way we could ensure pupils were engaging as much as possible. Welfare visits were undertaken when we had particular concerns or families face-to-face support.</p>	<p>Remote, online learning was difficult to access for some pupils. Providing different platforms such as paper packs, phone calls, in-person visits and encouraging pupils into school worked well to ensure we monitored pupils throughout. ¼ of PPG pupils were in school during Jan-Mar 2021 lockdown.</p> <p>We have trained an additional deputy DSP to ensure we have enough capacity to support pupils &amp; their families in times of need.</p>
For children with <b>speech and language</b> difficulties to be supported to	<p>Makaton was used by adults with several pupils and taught to pupils to use the signs to communicate with each other – improving peer communication.</p>	<p>Makaton was a useful tool for communication for a couple of SEN pupils in EYFS. Staff shared useful and common signs. More training for a deeper understanding will be investigated.</p>

communicate more effectively.	EAL pupils had regular interventions when in school or remotely. This has helped support their English language acquisition.	Consistent visual timetables has also helped pupils and staff know what is planned in every classroom. Listening posts to be investigated further – to support independent language acquisition.
For PPG children to be engaged in their learning and <b>emotionally settled</b>	We now have 2 teachers & 6 support staff trained to run Protective Behaviour sessions. We also have a teacher trained to use Lego therapy. Several pupils benefitted from protective behaviour sessions and felt more settled once they begun to use strategies taught. We have also provided a couple of pupils with art therapy sessions from another professional. These sessions have supported the pupils to self-regulate and allowed the peer group some respite. Parents felt reassured that school was supporting their child.	We have anecdotal evidence that PB has helped support pupils and families but need to develop a way of evidencing this. With more staff now trained in these techniques, we will also need a way to organise the ever-increasing number of pupils we are able to support. Although we are yet to run a Lego therapy session, we have sourced Lego kits and have used them to help support pupils who need time to settle themselves at times of heightened anxiety or stress. We will continue to offer Protective behaviours, Lego therapy and therapy/ counselling sessions from an outside provider where necessary as we and the parents recognise the contributions to wellbeing and the strategies they provide to reduce and manage intense emotions.
Use of <b>experienced teacher</b> to support the teaching & learning of PPG	PPG pupils were assessed and their needs addressed through class teaching, small group or individual support. Throughout lockdown and when schools were more open to all, we maintained intervention sessions where appropriate (either face-to-face or via online sessions)	We believe that pupils should be taught by members of staff with appropriate skills. Our phase teams have a range of staff experience and expertise, which ensures those pupils with the most needs are taught by those with the correct skills. Teaching is through individual, small group and class sessions where appropriate. We are constantly reviewing our CPD to ensure this.
To improve <b>parents understanding</b> of how their increased commitment to supporting their	Workshops to support parents at times of transition worked well – starting school and moving onto year 7. Both sessions were well attended and parents gave good feedback.	The transition workshops were both online due to lockdown. The starting school workshop was as popular as ever but the moving onto y7 was much better attended. We will look into providing this online in future

children's education can have an impact on their progress	During lockdown, we provided parents with access to teachers to discuss their child's learning through regular phone calls, daily check-in sessions for parent support, a range of resources provided online and parent-teacher consultation phone calls and reports. Parents sent many messages of thanks for the support they received.	years if we feel we will achieve good coverage. PPG survey to be distributed to parents in Spring 2021. Following the success of the online sessions and availability of resources for parents, we will continue to ensure resources & materials are available either through GC or the school website. We provide these resources as hard copies during parent-teacher consultations when they occur at school.
Enhance access to <b>clubs, sporting event and music tuition</b>	No clubs or events were available due to social distancing restrictions, however, staff ensured music and sport continued as part of the curriculum and additional activities/ challenges on the school newsletter and as part of the online live sessions. Music lessons continued remotely, where possible. Easter 2021 – HCC provide wellbeing packs that included a sports element. These were offered to all PPG pupils.	We will continue to encourage engagement in a range of extra-curricular activities & opportunities.
All PPG to attend class <b>day trips</b> linked to curriculum and enrichment experiences	No day trips were available due to covid-19 restrictions. Staff supported pupils through other enrichment activities or tasks where possible, such as virtual tours. Museum boxes were used to provide an alternative to a day visit. These helped pupils engage with local history.	Staff need to be very aware of all opportunities to provide enrichment experiences for pupils. These can be in real life or virtual.
PPG pupils to attend <b>workshops</b> to support/ extend their understanding in maths and English	No workshops were available due to Covid-19 restrictions. Staff provided additional maths and English challenges to ensure motivation and interest, where possible. Back on track for English & Maths teaching has helped identify any areas of development and support needed for all pupils.	Using the Back on Track materials has helped support teaching of maths and English across the school. Reception has now adopted the essential maths scheme to ensure consistency of approach between EYFS and KS1.

<p>All Year 6 pupils will be emotionally, physically and mentally ready to undertake <b>KS2 SATs</b> during the testing week.</p>	<p>SATS cancelled in 2020. Staff still undertook assessments where possible. Pupils' wellbeing was still a priority and was addressed through activities such as mindfulness and yoga. This was a whole school focus during lockdown and while members of the school community were being taught remotely. Y6 pupils took part in a picnic (socially distanced) to mark the end of their primary school.</p>	<p>Continue to monitor pupils through all elements of school life, but especially at times of high anxiety such as assessment times.</p>
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## Externally provided programmes

Programme	Provider
Transition to secondary school How to flourish in school	Natural Flair
Art Therapy	Safe space
Play Therapy	Time to play