



Pupil premium strategy statement

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
School name	Wheatcroft Primary
Number of pupils in school	327 (correct at time of writing)
Proportion (%) of pupil premium eligible pupils	9% (correct at time of writing)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Sep 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Mrs D Miller
Pupil premium lead	Mrs P Waller
Governor lead	Mr L Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44300
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£44300

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 a wide range of life 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.
4	Parental engagement in the learning process and school community.

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 positively impact 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.

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: £ 22,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Supersonic Phonic Friends to secure stronger phonics teaching for all pupils to ensure strong communication.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Raising the profile of reading throughout the school and ensuring pupils have access to a wide range of reading material, including texts linked to phonics programme.	Quality first teaching and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes. Exposure to quality reading material and role models support language development that will be reflected in quality of writing	1, 2, 4
Support for staff including early career and teaching assistants CPD ongoing through performance management and staff meetings	Effective teaching within each class & support to improve professional development of staff is key for successful pupil progress and wellbeing of the community. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	All

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop pupils' emotional regulation and learning behaviours through raising resilience and reflection skills (e.g. play/ art therapy, creative musical groups, counselling, protective behaviours.)</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>Provision of family support worker for families in need of extra support</p>	<p>Identification of families and early support will ensure pupils receive the emotional, financial and social support required to avoid escalation of challenging situations.</p>	4
<p>For PPG pupils to attend school more regularly to ensure attendance rates are in line with other pupils. Work alongside attendance team and other link professionals where necessary.</p>	<p>Good attendance helps to improve attainment and ensure progress in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement in school life through a range of activities and exposure to good role models.</p> <p>(e.g. Pupil champions, team captains, play leaders Mini police project, positive minds project, assembly champions, LOtC curriculum)</p>	<p>Raising aspiration through exposing children to new opportunities and by developing general self-esteem, motivation, or self-efficacy is believed to incentivise attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 3
<p>Improve the quality of social and emotional learning through assemblies and lessons.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
<p>All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 assessment week.</p> <p>(e.g. breakfast, preparation, information available, 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>	.3
<p>Ensure parent understanding of how their increased commitment to supporting their children's education can have an impact on their progress</p> <p>(e.g. Meeting time, Parent workshops at key transition times (Starting school & moving to Y7), Phase specific information available at parent consultations/ on website.)</p>	<p>Parental engagement has a positive effect on progress, especially effective with parents of young children. 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>Provide support to purchase school uniform or resources needed for school.</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>	3

<p>Enhance access to clubs, sporting events, music tuition, day/residential trips etc. (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>1</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 44,300

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 2021 to 2022 academic year.

Aim	Outcome	Lessons Learned & next steps
Pupils will have access to quality reading materials at school and at home	Reading scheme with a greater range of texts now available for whole school. This has improved monitoring of what the children are reading. Other books from the library are still available. Listening posts are established in every classroom. Staff have been trained how to download audio tracks. Pupil accessing in most year groups. Improved access to stories and texts at different times of the day. Letterbox books given to a few pupils. Children enjoy receiving the books and are more able to talk about what they like to read.	Reading scheme to be aligned with new phonics scheme. Further use of listening posts to be embedded across whole school.
KS1 pupils make good or better progress in phonics	67% of PPG in Year 1 achieved expected outcomes in reading and writing (33% making better than expected progress, 100% making at least expected progress). 67% of PPG in Year 1 passed phonics screening. 42% of Year 1 pupils passed phonics screening. New phonics scheme introduced across the school in Spring 2022 with training for all staff. Current reading scheme checked against the scheme to ensure all reading material in line with pupil current phonics level. Pupils in EYFS now follow the same scheme as KS1 (& KS2 where necessary).	Ensure new scheme is embedded in curriculum across the school. Monitor pupils who did not achieve phonic screening pass.
For children with speech and language difficulties to be supported to communicate more effectively.	WellComm assessments where undertaken regularly in EYFS with pupils given interventions in identified areas of need. This supported some pupils to achieve good level of development. Staff training on use of WellComm & follow up ideas carried out. All EYFS staff and 4 members of SLT trained in Makaton & using regularly with pupils. EYFS Nativity and Jubilee performances given using Makaton. Visual timetables available in all classes & identified pupils using Now & Next boards - monitored during learning walks. 9 pupils received a visit or series of sessions from a speech therapist this year. Reports/ recommendations shared with staff working with the pupils. Interventions following these recommendations carried out on a regular basis. SEND team monitor.	Train KS1 staff in Makaton to support pupils as they progress to next phase
For PPG pupils to attend school more regularly to ensure attendance rates are in line with other pupils.	Parent workshops available throughout the year to help with school engagement, transition and mental health & wellbeing (transition to Y7; Starting School; Tantrum, Tears and Parenting Tools; Raising Resilient and Confident Kids; Handling Stress For Success - Be That Resilient Parent). Attendance issued raised during parent consultations. Greater attendance concerns dealt with by the Head Teacher and in correspondence with attendance team where necessary. PPG pupils have attendance of 89% (94% for all pupils)	Continue to monitor & address issues.

<p>Develop pupils' emotional regulation and learning behaviours.</p>	<p>Art & play therapy have been available to individual pupils where necessary. Bereavement counselling for staff, the Year 5 cohort and individual pupils has been undertaken by Isabel Hospice and the Education Psychology team. Additional staff have been trained in protective behaviours Level 1 & Level 2 to ensure an in-house support team is available where necessary. 16 pupils had PB sessions this year. Staff are available to talk with pupils needing additional support in mental health & wellbeing. If pupils require additional support then referrals are made to relevant professional. The Hive has been further developed to allow a quiet space for pupils needing time away from the classroom. SEND pupils in EYFS & KS1 have sensory resources to provide support for self-soothing.</p>	<p>Continue with support where necessary.</p>
<p>Provide support to purchase school uniform or resources needed for school.</p>	<p>Support given to families needing economic help for funding school uniform. PTFA have second hand uniform available.</p>	<p>Continue with support.</p>
<p>All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 assessment week.</p>	<p>SATs breakfast available for all Year 6 pupils to ensure pupils had had something to eat. Pupils arrived on time and ready for the tests. Pupil voice about the experience was very positive. (e.g. I really enjoyed SATs week but am glad it is over; The breakfast was amazing!; I am not sure of how I did but I hope I did my best; I found the questions easy and a few hard and I am happy it's finished; For other children who may worry about them, there is nothing to worry about!)</p>	<p>Continue with support.</p>
<p>To improve parents understanding of how their increased commitment to supporting their children's education can have an impact on their progress</p>	<p>Staff available to talk with parents in person or by phone. PPG parent survey undertaken in Summer 2021. Outcomes shared with Governors. Parent workshops available throughout the year to help with transition and mental health & wellbeing (transition to Y7; Starting School; Tantrum, Tears and Parenting Tools; Raising Resilient and Confident Kids; Handling Stress For Success - Be That Resilient Parent). Parents have increased understanding and access to Google classroom to access homework and support.</p>	<p>New parent survey to identify any new needs.</p>
<p>Enhanced access to clubs, sporting events, music tuition, day/residential trips etc.</p>	<p>Pupil engagement in clubs and trips monitored across the school year. Extra opportunities made available to balance out the social distancing/ Covid-19 restrictions in place earlier in the year. Selection of pupils interviewed regarding suggestions for clubs the school could support. Funding availability highlighted on residential trip letters & made available on parental request. Support given to parents for day trips and clubs. Trips: Nursey – Cedar park; Reception – Shepreth Wildlife park; KS1 – local allotment visit and Southend Aquarium & pier ; LKS2- Hertford Museum & Hartham Common ; Year 5 residential – Bushcraft at Cuffley Camp ; Year 6 residential– Manor Adventure in Norfolk. Year 5 had opportunity to attend music festival.</p>	<p>Continue to monitor to ensure all pupils have access to range of trips and extra-curricular activities.</p>

	<p>Pupils also had visits from a policeman, nurse, member of parliament and space scientist as well as online talks about platinum and careers as a pilot or linked to space.</p> <p>Extra-curricular clubs include: netball, football, rounders, lego, art, cross country, cricket, rapid fire cricket, comic strip, French, junior medic first aid. Year 6 pupils were involved in running clubs. Year 5 pupils were trained as play leaders to run games and activities during lunchtimes. All pupils took part in a games afternoon to encourage new games in the playground.</p>	
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Externally provided programmes

Programme	Provider
Transition to secondary school How to flourish in school Enough of the Huff - Tantrums, tears and parenting tools Building resilient and confident kids Handling stress for success	Natural Flair
Art Therapy	Safe space
Play Therapy	Time to play
Individual and Group counselling	Isabel Hospice
Peer Mediation	Mediation Hertfordshire
Mini Police	Herts Police
Junior Medic	Keepabeat