



Pupil premium strategy statement Wheatcroft Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025 (This year is the 2 nd year within 3 year strategy)
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Mrs D Miller
Pupil premium lead	Mrs P Koniotes
Governor / Trustee lead	Mr L Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46560
Recovery premium funding allocation this academic year	£ 7286
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 2211.25
Total budget for this academic year	£ 56,057.25

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 and outside of 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.
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 3 Year 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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure reading is high profile across the school and pupils have access to a wide range of reading material, including providing texts linked to phonics programme. Have pupil reading champions available & undertake reading activities & events throughout the year.	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, new-to-school and teaching assistants. CPD ongoing through performance	Effective teaching within each class & support to improve professional development of staff is key for successful pupil progress and wellbeing of the community.	All

management, INSET and staff meetings. Training linked to curriculum, well-being, school development and statutory expectations.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and monitor pupils' emotional regulation and learning behaviours through supporting resilience and reflection skills (e.g. play/ art therapy, creative musical groups, counselling, protective behaviours.)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Provision of family support worker for families in need of extra support. Continue with Shine Programme for cohorts who need extra support	Identification of families or cohorts who need early support will ensure pupils receive the emotional, financial and social support required to avoid escalation of challenging situations.	4
Additional phonics sessions throughout the school, targeted at pupils who require further phonics support.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £14057.25

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, reading champions, play leaders, Mini police project, Positive minds project, assembly champions, LOfC curriculum, representing Wheatcroft at events)</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>For PPG pupils to attend school more regularly to ensure attendance rates are in line with other pupils.</p> <p>Work alongside attendance team and other link professionals.</p> <p>Provide EBSA pupils, and their families, with support and guidance.</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>Improve the quality of social and emotional learning through assemblies and lessons.</p> <p>(e.g. PSHE lessons, well-being activities & events, visitors & speakers)</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>Reducing anxiety and ensuring every pupil is prepared will support the pupils to ensure they are able to perform to the best of their abilities.</p>	3

(e.g. breakfast, preparation, information available, calming activities to reduce anxiety.)		
Promote and assist parental commitment to supporting their children's education. (e.g. information meetings, Parent workshops at key transition times, information available at parent consultations/ on website.)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Provide support to purchase school uniform or resources needed for school.	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.	3
Enhance access to clubs, sporting events, music tuition, day/residential trips etc. (Awareness of families who may need support to fund trips, clubs etc. & information provision through conversations)	Disadvantaged pupils will be able to participate in a broader, more enriched curriculum. This will enhance life skills and experiences.	1
Contingency fund for acute issues.	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.	All

Total budgeted cost: £56,057.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
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.	Reading scheme with a greater range of texts is now available for whole school. This has improved monitoring of what the children are reading. Other books from the library are still available. Reading champions selected and used to support reading across the school – this will be further developed next year. Percentage of PPG pupils working at age related in reading has increased from 57% in Autumn 2022 to 69% in Spring 2023 (Using Salford Reading test).
Embedding of Supersonic Phonic Friends to secure stronger phonics teaching for all pupils to ensure strong communication.	Additional phonics sessions targeted at pupils who require further phonics support. 100% of PPG in Year 1 passed phonic screening. Year 2 PPG who did not pass last year have made significant progress this year – now close to pass mark. All staff have completed training linked to SSPF. This training is also reflected in relevant staff performance management targets.
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.	Parent workshops available throughout the year to help with school engagement, transition and mental health & wellbeing (transition to Y7; Starting School). Attendance issued raised during parent consultations. Greater attendance concerns dealt with by the Head Teacher and in correspondence with attendance team where necessary. Emotionally based school avoidance – parents given workshop information & school staff support pupils with regular parent meetings. Attendance for PPG pupils up from 84.7% in Autumn 2023 to 87.1% in Summer 2023 - whole school is 93%
Develop pupils' emotional regulation and learning behaviours through raising resilience and reflection skills. Improve the quality of social and emotional learning through assemblies and lessons.	Therapy and counselling has been provided where necessary. Sessions include support from Refugee Council, Safe Space counselling, Shine programme supported by Family Support Worker, Protective Behaviour sessions, School Nurse sessions and Rivers ESC. Each of these have their own reviews with parents and school staff. All Year 6 children have completed the Positive Minds course, all Year 2 & 4 completed the Shine course and Year 3 completed the Retune workshop. The Hive is a quiet space for pupils needing time away from the classroom. The Maisie Garden is now open for all pupils to use for quiet reflection time. SEND pupils in EYFS & KS1 have sensory resources to provide support for self-soothing. Champion assemblies this year have included: air ambulance staff, waste awareness team, Mayor of Hertford, wheelpower athlete, Rotary Club, librarians and two online talks by author (Michael Morpurgo) & space scientist (Maggie Aderin-Pocock).
Provide support to purchase school uniform or resources needed for school.	Support given to families needing economic help for funding school uniform. PTFA have second hand uniform available.

Provision of family support worker for families in need of extra support	Family support worker has spent time with key cohorts to support their well-being and mental health using the Shine programme. The children completed a wide range of activities relating to emotional regulation and getting to know themselves better. Some of the children have used this to further discuss their emotions with adults.
All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 assessment week.	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. All pupils attended including EBSA pupils.
Ensure parent understanding of how their increased commitment to supporting their children's education can have an impact on their progress	Staff available to talk with parents in person or by phone. Parent workshops available throughout the year to help with transition (transition to Y7; Starting School). Parents have increased understanding and access to Google classroom to access homework and support. Phase specific information available at parent consultations (maths, writing, phonics, reading, computing, SEND). New section on the newsletter asks for support in school – more volunteers have come forward).
<p>Engagement in school life through a range of activities and exposure to good role models.</p> <p>Enhance access to clubs, sporting events, music tuition, day/residential trips etc.</p> <p>Disadvantaged pupils will be able to participate in a broader, more enriched curriculum.</p>	<p>Pupil engagement in clubs and trips monitored across the school year. 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 – Stanstead Airport ; LKS2- Celtic Harmony Camp ; Year 5 residential – Bushcraft at Cuffley Camp ; Year 6 residential– Manor Adventure in Norfolk; UKS2 – River Study & Traffic survey. All PPG pupils also had an extra day trip on an outdoor day run by Countryside Learning this ensured ALL PPG pupils had had outside experiences even if not attended residential.</p> <p>Pupils also had visits from air ambulance staff, waste awareness team, Mayor of Hertford, Heart radiographer, police officers, youth support worker, wheelpower athlete, planetarium, librarians and two online talks by author & space scientist.</p> <p>Music – Pupils have had lessons in playing an instrument. KS1 learn the ocarina, LKS2 learn the saxophone and UKS2 the recorder and xylophone. There are individual lessons in piano, keyboard, woodwind and guitar, there is also a recorder club and choir.</p> <p>Extra-curricular clubs include: netball, football, rounders, lego, art, cross country, cricket, tag rugby. 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 afternoons to encourage new games in the playground.</p> <p>Other events included King Day to celebrate the coronation, Decorations Day to celebrate Christmas, Y5 mini-police project, KS1 rainforest day, balanceability & bikeability sessions.</p> <p>Pupils have the opportunities to represent Wheatcroft at local sporting events (athletics, football, cricket, netball, rugby, cross country) and within school as School councillors, Green Bees, Reading Champions, Play Leaders and Team Captains.</p> <p>All vulnerable pupils have a member of staff as their champion who will be available if needed for support and will meet regularly throughout the year.</p>

Externally provided programmes

Programme	Provider
Transition to secondary school How to flourish in school	Natural Flair (parent workshops)
Individual counselling & therapy	Safe space
Individual counselling	Isabel Hospice
Mini Police – Year 5	Herts Police
Woodwind lessons – Years 3 & 4	Herts music service
Positive Minds – Year 6	Watford Football Club
Shine - Year 2 & Year 4	Family Support Worker
Retune – Year 3	Retune/ NHS welling being team