

Pupil premium strategy statement: Wheelwright Lane 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	215
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs S Perry
Pupil premium lead	Mrs S Perry Ms C Jackson
Governor / Trustee lead	Dave Grove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
Recovery premium funding allocation this academic year	£0
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>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,600

Part A: Pupil premium strategy plan

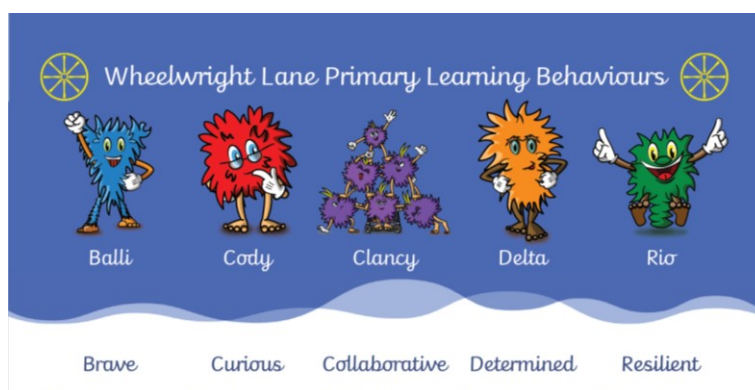
Statement of intent



At Wheelwright Lane Primary School our pupils, that are eligible for pupil premium, are curious about the world around. They are keen to explore their indoor and outdoor classroom environments, often being brave by taking risks, trying new things and being independent. Our pupils are confident in their local community. They have a good sense of their immediate surroundings and have strong connections with their peers, sometimes beyond their age. Our pupils have good gross motor skills, demonstrating balance, co-ordination and motivation to be active.

At home, our pupils have limited access to resources that aid good reading, writing and mathematical skills. As a result of this pupils can find it challenging to develop and maintain the skills and knowledge required to make progress in these areas in line with their peers. Our pupils often need adapted provision in schools in order to 'keep up' with their peers. Pupils often work at below expected standards in reading, writing and maths and this can often create a barrier to accessing the wider curriculum. In addition to this, pupils have limited experience beyond their community. Their contextual knowledge can be narrow, and this has a direct impact on the development of their vocabulary and wider understanding. This can significantly impact on their ability to make connections across the curriculum.

Our vision is for all our pupils to have the skills, knowledge and understanding they will need to be successful in their lives. This includes being confident speakers, readers, writers and have the essential numerical skills for the next phase in their education. We believe that our 5 learning behaviours of bravery, curiosity, determination, resilience and collaboration underpin our curriculum and are an essential part of their future successes.



To ensure our pupils fulfil their potential we ensure that appropriate provision is made for our vulnerable groups, using ongoing assessment and addressing their needs early on. Our data shows that a proportion of our PPG also have additional SEND needs and require adapted provision in learning.

Quality First Teaching is at the heart of our approach to learning. Research from the EEF suggests that QFT has the greatest impact on attainment and closing the disadvantaged attainment gap. It is our intention that all pupils attainment will be sustained and improved through our intended outcomes.

Our core objectives:

- For all disadvantaged pupils in school to exceed nationally expected progress to achieve Age Related Expectation at the end of Key Stage 2.
- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils nationally.

Our pupil premium strategy is also integral to wider school development plans to support pupils education. In particular, supporting pupils for that were most impacted through the pandemic. This includes poor attendance, broader experiences and poor learning behaviours.

How we will achieve our objectives:

Learning Mentor to support the social and emotional needs of disadvantaged learners and thus enhance learning and access to the curriculum.

Additional teaching and learning opportunities to support Quality First Teaching through the EEF – 7 Step lesson approach.

We choose the classroom approaches and intervention programmes that research shows have an impact: <http://educationendowmentfoundation.org.uk/toolkit/> -

Use of additional TA support in reception, year 1 and year 2 to support small group phonics, resources and CPD.

Additional teaching and learning opportunities to support Quality First Teaching through the EEF, Early Year Hub and External school improvement advisors.

Allocate an experienced TA to each phase – providing small group work with an experienced TA focussed on closing gaps in learning.

Use of the Maths Hub and Mastery Programme (NCETM) - (embedding year)

Subsidised enrichment activities, educational visits, residentials and to ensure children have primary, first-hand experiences to link with our core curriculum offer.

Develop incentives (lead by attendance leads) to improve attendance and reinforce positive learning behaviours in line with our school values.

Transition from primary to secondary and transition internally and into EYFS – learning mentor linking with local schools and families to ensure children are prepared for their stages of education.

Behaviour and attitudes through support during lunchtimes, by providing activities to engage and promote our school relationship motto and values.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor oracy skills across the 4 domains of physical, linguistic, cognitive and social and emotional language.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Limited parental engagement with school and lack of home support available to children impacting significantly on reading, writing and mathematics.</p> <p>Our assessments, observations, and discussions with pupils and parents indicate the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact pandemic, and to a greater extent than other pupils. This has resulted in significant skills and knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.</p>
3	<p>Rise in social, emotional and mental health needs in pupils resulting in lack of engagement with the school curriculum</p> <p>Our assessment, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to incidents recorded on CPOMs. These challenges particularly affect disadvantaged pupils including their attainment.</p>
4	<p>Low attainment in reading, writing and mathematics impacting on pupil's ability to access the wider curriculum</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with accessing the curriculum than their peers. This negatively impacts their development across the curriculum, in particular in reading and number.</p>
5	<p>Limited opportunities to visit places beyond that of their local community due to cost of living crisis resulting in lack of cultural experiences.</p> <p>Children have less opportunities to visit new places and experience surroundings beyond that of the local community. This impacts on children's vocabulary and prior knowledge which, in turns, limits their knowledge to bring forward into school.</p>

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
<p>Improve oracy skills and vocabulary across disadvantaged pupils.</p>	<p>EYFS PPG pupils are in line with their peers by the end of the Early Years Foundation Stage.</p> <p>Curriculum leaders focus on developing and extending vocabulary across the school.</p> <p>EAL pupils have access to adaptations to support their language acquisition</p> <p>Parents attend reading events across school to support pupils with enriched vocabulary</p> <p>School library service ensures all pupils have access to a broad range of books to broaden vocabulary.</p> <p>All classes have a dedicated book area linked with topic.</p> <p>Displays are language rich and promote key vocabulary linked to school curriculum.</p>
<p>Increased parental engagement for pupils of disadvantaged families.</p>	<p>Parents are invited to attend workshops with a focus on reading, writing and mathematics.</p> <p>Where parents are not able to attend, they are invited to attend separately via teams, 1:1 or receive information via the post.</p> <p>Learning mentor engages with the most hard to reach families through Early Help, pastoral support and sign posting to external services.</p>
<p>Pupils social, emotional and mental health needs are well catered for and children are able to self regulate using strategies taught by adults</p>	<p>New staff receive training on The Zones of Regulation and all staff use this to support pupils where self regulation is a barrier to their learning.</p> <p>Learning Mentor and SENDco work closely together to support parents of pupils with SEMH needs – offering support network meetings, Early Help and signposting parents to external agencies.</p> <p>Qualitative data from pupil voice and parent surveys and teacher visits</p> <p>A reduction in behaviour incidents recorded on CPOMs</p>
<p>Improved attainment in reading for our disadvantaged pupils</p>	<p>Year 1 phonics screening test demonstrates higher proportion of disadvantaged pupils achieving the pass rate.</p> <p>End of KS1 attainment in reading demonstrates higher proportion of disadvantaged pupils achieving expected standard and above.</p> <p>End of KS2 attainment in reading demonstrates disadvantaged pupils achieving expected standard or above in reading and high numbers of GDS</p>

Improved enrichment opportunities for pupils, broadening experiences and providing children with the cultural capital they need to succeed in life.	100% of children accessing enrichment activities and trips to support vocabulary and boost prior knowledge termly. Financial support where needed to enable most disadvantaged pupils to access trips and visits and for families know to be in working poverty
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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: £ 21,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use and implementation of Little Wandle scheme, virtual platform and CPD programme. In house training for new staff</p> <p>Additional adults within EYFS and year 1/2 Provision to enable smaller phonics groups.</p> <p>Teacher non contact time to make regular pupil assessments and provide CPD</p>	<p>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)</p> <p>Poor Language and Communication skills on entry to school, minority of PPG children are on track to be at age-related. Most children are working below age related expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. In KS1 and KS2, children are unlikely to have the vocabulary to help them with reading. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils with SALT needs in Reception. Disadvantaged children will either require small group support or 1:1 support from additional adults Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Growing number of EAI pupils to the school.</p>	

<p>Oracy based intervention to improve high quality linguistic interactions in Reception.</p>	<p>Children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk) High Levels of engagement with pre school service</p>	
<p>Phase Group TA’s for core intervention support Thrive and Inclusion Lead practitioner’s, non-class-based time</p>	<p>Disadvantaged pupils are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ non-disadvantaged peers have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. TAs provide bespoke support to pupils in small groups and whole class sessions to model language and support with new vocabulary. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance: Maths Mastery EYFS – Year 2 & Maths Hub</p>	<p>Continued efforts being made to close the gap between PP children and non-PP children further. Evidence from EEF Teaching and Learning Toolkit: Teaching Mastery = + 5 Months Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery workshops). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_introduction (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</p>	
<p>Improve the quality of social and emotional (SEL) learning by CPD and staff training</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. There is research evidence associating with childhood social and emotional skills which improve outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk). All staff trained in Zones of Regulation and have an understanding of ACEs. School adopts a trauma informed approach.</p>	
<p>Staff CPD</p>	<p>High quality staff CPD is essential. This is followed up during Staff meetings and INSET. There is a focus school wide on professional development securing quality first teaching for all children.</p>	

	<p>External CPD offered around metacognition and self regulated learning. Inset Day plus 3 x twilight sessions</p> <p>Regular CPD weekly using Little Wandle Scheme</p> <p>Talk4 Writing embedded in Early Years and lower phase.</p> <p>Talk4 Writing whole school</p> <p>Staff access to Talk4writing planning</p> <p>Little Wandle weekly coaching by experienced teacher</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions in EYFS and KS1 TA x3 days (groups and 1-1). Keep Up</p> <p>2 x Rapid Catch Up Interventions in Years 3 and 4 -</p> <p>Experienced Teachers of phonics to support keep up in reception. Working closely with lowest 20%</p>	<p>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018) 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. Little Wandle approach of daily keep up and rapid catch up through 1:1 and small group fluency</p> <p>Engaging with Little Wandle phonics and year 6 booster sessions to provide a blend of Tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic and deprivation factors.. A significant proportion of the pupils who receive tutoring will be disadvantaged or in working poverty. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Small group tuition = +4 Months Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Times Table Rockstars</p> <p>Spelling Shed</p>	<p>Internal data and pupil/teacher voice has indicated these programmes are an essential part of learning and engagement.</p>	

Tapestry Purple Mash Home clubs in school half termly	Parents have given positive feedback around the use of spelling shed, tapestry, purple mash and timestable rockstars.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support/Learning Mentor to work with vulnerable pupils to ensure they can access Learning Data Analysis (incl. Attendance & Behaviour)	More frequent low level behaviour incidents can have a detrimental effect in the classroom, effecting Quality First Teach for all. By taking the time to discuss each individual pupil, a wider joined up approach will build connections and lead to improved outcomes.	
SLT to Lead Lunchtime Nurture Clubs to provide high quality games and activities to engage pupils and support needs. Homework clubs Teacher led booster clubs (yr 6)	Lunchtime provision and resources to support pupils to self-regulate and learn important social and emotional skills to enable them to engage better with their peers and have increased confidence and self-esteem. Teacher led homework clubs to support pupils at least half termly. Before and after school booster clubs available for yr 6 pupils, led by experienced teachers and teaching assistant. Focus on RWM skills	
Enrichment Costs	A large part of our curriculum offer at Wheelwright Lane is to provide children with the opportunities and life experiences that they will not get the chance to at home. Our trips and visits are subsidised where required through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example: Y1 Toy Museum Y2 Warwick Castle Y3 Ryton Pools Y4 Coombe Park Y5 National Space Centre Y6 Coventry Cathedral	

	2 weekly visits to Bede Residential Village Athletics clubs and consortium based competitions.	
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Total budgeted cost: £ 60,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

From the previous year our pupil premium children are making steady progress across reading, writing and maths. The attainment gap between the disadvantaged and non-disadvantaged fluctuates and can be heavily cohort dependent with increased levels of pupils working at expected standard and greater depth standard compared with the previous year.

Absence among some of our disadvantaged pupils remains high, which is why we have a robust attendance process in place and is supported by our learning mentor and headteacher. Attendance is a high priority and is reviewed weekly.

The use of recovery premium funding has been instrumental in ensuring that our disadvantaged pupils have access to high quality small group tutoring, led by an experienced senior teacher. Other pupils where 'working poverty' is a barrier to their learning have also benefitted from additional support.

Additional intervention support will continue to provide small group work for targeted groups of children. The development of the school's Challenging Education programme will support the Curriculum and equip staff with strategies to close the gap. *Ensuring good outcomes for all will remain a whole school priority in the new academic year.

Reading was heavily championed with the implementation of Little Wandle. We continue to access Oxford Owls online resource for parents and have additionally purchased the Spelling Shed App for use by parents at home. As a result of strategies and interventions in place, PPG are making steady progress from their starting points but we recognise that more needs to be done to ensure our pupils are strong, fluent and competent readers.

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Learning Platform: Tapestry	Tapestry
Spelling Shed	Ed Shed
Coaching and school improvement	Marula Consultancy DELIOS Training and Consultancy Ltd

English Hub	Reading for Pleasure
Little Wandle Phonics	Little Wandle

Data 2023/2024