

# Pupil premium strategy statement- Wheeler Primary School -Sept 21onwards

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	Wheeler Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	24% (98 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2024
Statement authorised by	HCAT Trustees
Pupil premium lead	Claire Mudd
Governor / Trustee lead	Graham Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148860
Recovery premium funding allocation this academic year	£16686
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£165,546

# Part A: Pupil premium strategy plan

## Statement of intent

Wheeler Primary school is a larger than average school located in Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years and is above that of the national average. In addition, 85% of pupils live in the 20% most deprived households nationally (IDACI 2021) and pupils fall into the highest quintile for deprivation – quintile 5 most deprived. Mobility is well above that of the National average and there are over 50% of children who have English as a second language. Our overall aim as a school is to close the gaps for all pupils so that barriers are removed (be it academically, socially, emotionally, and culturally) and for children to achieve well and have a solid foundation in which to be built and be successful for life beyond Wheeler. We aim to see each child as an individual, understand their needs and do all we can to ensure we nurture and 'champion' every child. We believe that 'disadvantage' is not based purely on economical factors and as such we have an ambition for all children to be successful, feel pride and have a sense of aspiration.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a true difference. Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who can flourish and contribute positively to society now and in later life as adults. We aim for all children to be seen as 'crew members' on our Wheeler ship and for them realise the difference they can make – even as children. Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means it is vital that our staff know who our disadvantaged pupils are and work collaboratively to narrow the gaps.

2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school

3. Quality First Teaching helps every child – quality first teaching must never less than good for all children – this means investing time in supporting and developing staff at all stages in their careers. A highly skilled and effective workforce is pivotal for ensuring children receive the very best opportunities.

4. Making the right decisions on what to do for the biggest impact – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment

5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, language, and communication</b> - baseline entry to FS2 shows that most children are not school ready on entry to Wheeler Primary School. Many have no English with 50% of children across school and 61% across the Early Years setting being EAL pupils. Children have limited oral language skills and vocabulary and have had little opportunity to enjoy reading outside of the school environment.
2	<b>Children's readiness for Learning</b> – emotional readiness, behavioural and social – high % of children require additional support with managing their emotions and this has been exacerbated because of lockdown. We have seen a substantial increase in vulnerable families and cases open to Social Care Early Help have doubled. Approx. 40% of children have experienced ACE's.
3	<b>Academic Achievement</b> -in-school assessments, including discussions with pupils and work scrutiny show that there are gaps in reading, writing, mathematics and phonics between our disadvantaged pupils and others in school. Whilst this gap is narrowed over time in school, we recognise that the ongoing impact of Covid19 has highlighted this gap more profoundly.
4	<b>Attendance and punctuality</b> – if left unsupported many vulnerable PP pupils would be in danger of becoming non-attenders, reducing school hours causing them to fall behind. The % of children classed as PA is higher for disadvantaged than non-Disadvantaged.
5	<b>Lack of exposure to cultural/ extra-curricular experiences</b> and Understanding of The World. Some children, particularly the disadvantaged have limited experiences beyond the home or school and do not readily access opportunities to engage in clubs / activities which enrich their lives.

## 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
<i>For pupils including those with EAL to be successful, confident communicators.</i>	<ul style="list-style-type: none"> <li>• All children baselined on entry for S and L (including EAL disadvantaged)</li> <li>• Access to speech and language specialist support via Bridges is swift and shows impact</li> <li>• Children's understanding of language builds through knowledge journals and children can confidently articulate</li> <li>• In school curriculum maximises opportunities for language development and staff are confident (SHINE EYFS, etc- tiered language evident in all curriculum areas)</li> <li>• Children make progress in relation to starting points and intervention has measured impact.</li> </ul>
For children to have increased resilience and able have a range of strategies to manage emotions. They feel happy and confident.	<p>BY 2024-25 - high levels of inclusion and well-being is exemplified by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice surveys</li> <li>• Qualitative data from range of parental surveys</li> <li>• Impact of Bag for life seen in pupil outcomes and attitudes</li> <li>• Reduction in number of behavioural incidents for recorded in CPOMS (specifically disadvantaged pupils)</li> <li>• Analysis of CPOMS data shows positive impact of school's support and signposting to external partner agencies</li> <li>• High levels of parental engagement in activities and workshop</li> </ul>
Academic achievement improved outcomes in GLD, reading, writing, mathematics and phonics	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• % of disadvantaged pupils achieving GLD is within 10 % of national average for all pupils nationally.</li> <li>• % of disadvantaged pupils achieving C&amp;L is within 10% of national average for all pupils nationally.</li> <li>• % of disadvantaged pupils reaching required standard in Phonics</li> </ul>

	<p>Screening Check is within 5% of NA for all pupils nationally.</p> <ul style="list-style-type: none"> <li>• At the end of KS1, % of disadvantaged pupils reaching EXS in reading, writing and mathematics is in line with NA for all pupils nationally.</li> <li>• At the end of KS2, % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM is in line or above NA for all pupils nationally</li> <li>• Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school</li> <li>• Gap between disadvantaged pupils and others in schools narrows in Phonic Screening Check.</li> <li>• Gap between disadvantaged and other pupils narrows when compared with previous year's outcomes across all measures.</li> </ul>
For children to attend school regularly so that they achieve well – gaps between disad and non disad closed and PA reduced.	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with national average</li> <li>• The attendance gap between disadvantage pupils is in line with national average</li> <li>• The % of all pupils who are persistently absent is lower than the national average</li> <li>• The gap between disadvantaged pupils and others in school is closing year on year with NA</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Narrow the absence gap between disadvantaged pupils and others</li> <li>• Narrow the gap between disadvantaged pupils and others in terms of PA</li> <li>• Number of pupils late and late after close of registration reduces</li> </ul>
For children to build cultural capital, be inspired, motivated, and engaged in a range of activities beyond the academic	<ul style="list-style-type: none"> <li>• High levels of engagement in out of school clubs and activities by disadvantaged pupils (registers and pupil feedback)</li> <li>• Children have completed <b>Bag for Life</b> and are able to articulate their own passions, interests and how they feel about themselves.</li> </ul>

	<ul style="list-style-type: none"> <li>• To have experienced life beyond school and home for a range of purposes and feel confident about their place in society.</li> <li>• Bag for life is carefully woven into the curricular package and children can articulate the impact in relation to their own self-awareness and development.</li> </ul>
--	---

## 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: £ 27950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support 1 day a week for EYFS children for SLC £5,300	EYFS children have been impacted by lockdown and have limited opportunity to socialise – thus language gaps evident	1,2,3
Intervention and support for YR 3 and 4 – 4 ams for disadvantaged in R W,M -£11,650	Pupils in KS2 who have been adrift from target – particularly in writing and arithmetic	
CPD and support for Phonics teaching – ½ day fortnightly from Phonic leader to embed and refine Little Wandle -£3,000	New phonic programme implemented in Sept 21 -to ensure high quality delivery CPD required and coaching as a model for teachers and support staff (New staff and FS staff to develop F1 provision)	
SLT release and teacher release to develop curriculum sequences (Core Subjects)-£8,000	Sequences refined and developed for core subject areas. Evidence Insights Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)	

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

**Budgeted cost: £ 73,186**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Small group tutoring after school sessions weekly for 10 weeks – key areas Phonics, Maths and Reading- £16,686</p> <p>Catch up tuition – in school time – External 1 teacher 1x day a week 24 weeks 1 internal teacher 1x day a week 24 weeks £13,500</p> <p>Small group Tuition Year 5 and 6 – SATS preparation £6,000</p> <p>Total Spend £36,186</p>	<p>Identified pupils who are adrift from target as result of lockdown</p> <p>Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</p> <p>Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</p> <p>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback.</p>	3
<p><i>SALT – intervention and speech and language programme (Bridges) Plus use of TA 4 x mornings - £17,000</i></p>	<p>Impact of early intervention for children with Speech and language need shows impact</p>	1
<p><i>Phonic Keep UP KS2 Daily groups 5 x pms – use of TA £10,000</i></p>	<p>Little Wandle and research into early reading</p> <p>Ofsted review of reading and phonics</p>	1,3
<p><i>Intervention – Reading comprehension and maths – First class at number Daily groups 5 x pms – use of TA £10,000</i></p>	<p>Ofsted review of reading and phonics</p>	

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

Budgeted cost: £ 63700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly attendance prizes and incentives (1,500) relaunch of policy and refined</i></p>	<p>DfE - School attendance guidance</p> <p>DfE - Improving school attendance - support for schools and local authorities</p>	2,4,5



<p><i>parent friendly information and materials</i></p> <p><i>Daily home visits with additional capacity from EWB Team and SLT including PA Action Plans</i></p> <p><i>2X Full time EWB workers (£29,700) with implementation of ELSA, RP and Family learning and support</i></p> <p><i>Safeguarding lead Non Contact time (£10,000)</i></p> <p><i>Free Breakfast Club from 8;00am daily (£12,500)for pupils to access</i></p> <p>Access to enrichment and visits, visitors, experiences linked to curriculum, Bag For Life £10,000</p>	<p>DfE guidance based on cases studies with school with high levels of attendance.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind.</p> <p>Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p> <p>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions</p> <p>Education Endowment Foundation - T&amp;L Toolkit –</p> <p>Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs.</p> <p>SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p>	
---	---	--

**Total budgeted cost: £164, 846**

## 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.

#### **Outcomes 2021/22 EYFS**

The gap between disadvantaged pupils and their peers is narrowing at GLD.

Significant improvements in Communication and Language with no difference between disadvantaged pupils and their peers and only an 8% difference in Listening and Attention.

Disadvantaged pupils performed better than their peers in Number.

Increase in Disadvantaged performance in all areas on previous years.

#### EYFS – ELG analysis

	All	Boys	Girls	PP	Non-PP	SEN	Non-SEN	EAL	Non-EAL	Autumn born	Spring born	Summer born
<b>No. on roll</b>	60	34	26	10	50	11	49	38	22	20	18	22
<b>% achieving GLD</b>	63.3	50	80.8	40	68	0	76	73.7	45.5	80	55.6	54.5

	Communication & Language		PSED			Physical Development		Literacy			Maths	
	L&A	S&L	SR	MS	BR	GMS	FMS	Comprehension	Reading	Writing	Number	Numerical Patterns
All	86.7	80	90	95	91.7	100	86.7	78.3	65	65	76.7	65
Boys	76.5	67.6	82.4	91.2	85.3	100	76.5	67.6	52.9	52.9	73.5	52.9
Girls	100	96.2	100	100	100	100	100	92.3	80.8	80.8	80.8	80.8

PP	80	80	60	80	80	100	80	60	40	40	80	40
Non PP	88	80	96	98	94	100	88	82	70	70	76	70
SEN	45.5	36.4	45.5	72.7	54.5	100	36.4	27.3	9.1	9.1	36.4	9.1
No SEN	95.9	89.8	100	100	100	100	98	89.8	77.6	77.6	85.7	77.6
EAL	84.2	81.6	89.5	94.7	92.1	100	94.7	76.3	76.3	76.3	84.2	76.3
No EAL												
Autumn born	100	90	100	100	100	100	95	90	80	80	85	80
Spring born	77.8	77.8	88.9	88.9	88.9	100	77.8	77.8	61.1	61.1	77.8	61.1
Summer born	81.8	72.7	81.8	81.8	86.4	100	86.4	68.2	54.5	54.5	68.2	54.5

### Y1 Phonics Screening

All	Boys	Girls	PP	Non-PP	EAL	Non-EAL	SEND	Non-SEND
46/61 75%	17/27 63%	29/34 85%	7/12 58%	39/49 76%	27/33 82%	19/28 68%	4/10 40%	42/51 82%

75% of pupils passed the PSC which is in line with national  
58% of Disadvantaged pupils passed the check (gap between non-dis pupils 17%)  
Gaps are closing on the previous year

**KS1 Reading**

	All	Boys	Girls	PP	Non PP
ARE	36/55 65%	17/30 57%	19/25 76%	6/12 50%	30/43 70%
GD	10/55 18%	5/30 17%	5/25 20%	0/12 0	10/43 23%

- PP increase of 17% from start of Y2 – decreasing the gap from their peers
- PP inline with PP pupils nationally

**Writing**

	All	Boys	Girls	PP	Non PP
ARE	26/55 47%	11/30 37%	15/25 60%	4/12 33%	22/43 51%
GD	4/55 7%	2/30 7%	2/25 8%	0/12 0	4/43 9%

- Gap between dis and non dis reduced from start of year
- PP 8% difference from national

**Maths**

	All	Boys	Girls	PP	Non PP
ARE	39/55 71%	21/30 70%	18/25 72%	6/12 50%	33/43 77%
GD	7/55 13%	5/30 17%	2/25 8%	0/12 0	33/43 77%

- Gap sig reduced between dis and no dis from the start of the year at ARE (from 51% to 27%)
- PP inline with PP pupils nationally. Non PP slightly above national (4%)

**KS2 Reading**

	All	Boys	Girls	PP	Non PP	SEND
ARE	72% 41/57	65% 17/26	77% 24/31	72% 18/25	72% 23/32	36% 5/14
GD	23% 13/57	19% 5/26	26% 8/31	20% 5/25	25% 8/32	14% 2/14

**Commentary**

- PP and Non PP – No Gap at ARE- in 2020 the gap between dis and non dis was 39%
- Our disadvantaged pupils performed 10% better than disadvantaged pupils nationally (62 NA)
- 5% Gap at GD and 3% against all pupils

**Writing**

	All	Boys	Girls	PP	Non PP	SEND
ARE	86% 49/57	85% 22/26	87% 27/31	84% 21/25	88% 28/32	64% 9/14
GD	23% 13/57	31% 8/26	16% 5/31	12% 3/25	31% 10/32	7% 1/14

- Gap between PP and Non PP is 4% at ARE and 2% against all pupils
- Attainment for disadvantaged is significantly above National (Na 55%)
- Gap is greatest for GD – 10% Diff – key area of focus

**Maths**

	All	Boys	Girls	PP	Non PP	SEND
ARE	60% 34/57	65% 17/26	55% 17/31	40% 10/25	75% 24/32	36% 5/14
GD	14% 8/57	15% 4/26	13% 4/31	0% 0/25	25% 8/32	0% 0/14

- 35% gap between Disadvantages and Non which was 15% below national
- 0 disadvantaged pupil GD

**Gaps eradicated at end of KS2 in Reading, Writing and SPAG**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	