Pupil premium strategy statement- Wheelers Lane Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	617 (as at 29.09.25)exc Nursery
Proportion (%) of pupil premium eligible pupils	40% (246 exc Nursery)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/2026 to 2028/2029 Year 1 of 3.
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Emma Sumner (Head Teacher)
Pupil premium lead	Lee Wright (Assistant Head Teacher)
Governor / Trustee lead	Becky Wall (Lead Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,312
Recovery premium funding allocation this academic year	NA (as ceased 31/8/24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£348,312

Part A: Pupil premium strategy plan

Statement of intent

We identify the challenges to achievement amongst our disadvantaged pupils (as outlined below) and have used evidence-based research in our decision making. Through the implementation of the strategies, our intention is for all children to leave WLPS with:

- Good mental health
- Regular attendance
- High aspirations for the present and for their future
- Positive relationships
- A range of experiences both in the school environment and the wider community
- Confidence in both spoken and written English language and in mathematical skills and knowledge

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school ('Needed for some, benefits all').

Our strategy reflects the tiered approach, as recommended by the EEF, where quality-first teaching, targeted academic support and wider strategies are all implemented to support our children who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	*Limited use and understanding of language in the core curriculum and the application of skills in these areas.* *57% of the children who are on the SEND register (111 children) are in receipt of the PPG (exc Nursery) and therefore have additional hurdles to overcome.* *34% of PP children assessed on the Speech Link Programme on entry to Reception were found to have either moderate or severe difficulties with language and communication*
2	*On entry, 56% PP children were assessed as below expected standards in Reading.*

3	*Emotional/mental health needs and lack of social skills leading to lack of engagement and poor behaviour and/or poor attendance.*
	90.95% (PP) vs 95.78% (non-PP) up to 18.7.25. 101 children in total had less than 90% attendance (as of 23.5.25) and 67% of those were PP. There remains a small group of children whose attendance causes us concern due to their persistent absence and lateness.
4	*Low self-esteem and self-worth leading to low aspirations. There is an increase in the number of children identified as vulnerable: 48 with complex significant needs, 33 additional needs, 58 universal plus. A significant majority of the children identified are in receipt of the PPG.*
5	*Limited experiences outside of school. Pupil voice and staff knowledge of the children indicates that many of our disadvantaged children have few experiences outside of their home and school environment. The recent impact of the rise in the cost of living has led to limited experiences outside school and for a small number of families homelessness.*
6	*A range of parental skills to support their child's education and wellbeing via a range of workshops to promote school readiness (e.g. parent workshops on behaviour strategies, phonics and reading and maths)*

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
All children to make expected or better progress from their starting points in reading, writing and maths (Sept 2025-July 2026)	Internal (termly formal assessments Year 1-6 reading comprehension and maths, 6 weekly phonics assessment R-Year 1) and external data End of key stage assessments Phonics screening test End of year data Monitoring in school: pupil voice, readers, books.
The gap between children in receipt of PPG and those not nationally will reduce from Autumn 2025 to Summer 2029.	School data National data
Improved self-esteem and wellbeing leading to improved behaviour, positive attitudes and raised aspirations.	Monitoring and reporting in school by SLT, mentors, outside agencies, pupil voice and parent meetings. Behaviour records. Observations.
Improved attendance for disadvantaged children and in particular those who are persistently absent or late.	Reported data on school attendance. Regular attendance team meetings with the PP leads to monitor progress and identify difficulties.

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: £30,000 incl cost of staff CPD, TLRs and reading support (TA support, MF)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on quality first teaching and teaching standards. *School expected practice and our Teaching + Learning Toolkit which covers 10 different areas.* *Insets*	*Menu of approaches from EEF:* *Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning*	*1* *2*
CPD on assessments and moderation.	*Menu of approaches from EEF*	*1* *2*
Monitoring and feedback by PP leads which includes pupil voice, work in books, learning walks and data analysis.	*School PM targets and SIP/SEF show the role of the PP focus and the importance of monitoring.*	*1* *2*

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

Budgeted cost: £251,447 (JC, partly MF and TA intervention across school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/ 1:1 intervention for Reading, Writing and Maths with a teacher in Year 6 to close the attainment gap between disadvantaged and non-disadvantaged.	EEF shows moderate impact of small group tuition of + 4 months EEF shows feedback has a high impact of +6 months	1 2

Daily phonics lessons in R, Year 1 and Year 2 for all children. *Catch up phonics for identified children and regular assessments to monitor progress and identify areas of need.*	EEF shows high impact for low cost Internal phonics screening test results indicate the priority areas to focus on.	1 2
Speechlink baseline to be completed for all children in Reception. *Small group sessions for identified children in R and Year 1.*	EEF shows very high impact for low cost in Communication and Language approaches. Language development is sensitive to amount of adult intervention. + 6 months	1 2
Targeted support for PP with SEND- identified children on the SEND register receive targeted support to meet their area of need via the use of interventions, Doodle and parent helpers. *See PP year group trackers for targeted interventions in place.*	EEF shows that teaching assistant interventions show a moderate impact for moderate cost.	1 2 4
Targeted support for KS2 PP children. This small group tuition focuses on an area of the core curriculum and is supported by an adult at school via the platform, Doodle.	Menu of approaches. EEF shows a 4 month progress.	1 2

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

Budgeted cost:66,865 for services and staffing costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group mentoring led daily by learning mentor or Pastoral lead for those children identified from the vulnerable children's list. *JC and RK*	EEF shows that On average, mentoring appears to have a small positive impact on academic outcomes.Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2	3 4
A designated area in school which offers a safe space for our more vulnerable children that is led by the Interventions Manager and Learning Mentor. This		

involves a daily breakfast club, regular check-ins, mentoring moments.		
Play therapy to support children with complex and significant needs	Recommended by the virtual school for those children who have had an Adverse Childhood Experience at some point during their childhood.	3 4
Forest classroom experiences to increase the children's experiences of being outdoors and learning through nature.	https://www.forestresearch.gov.uk shows benefits in the following key areas: confidence, social skills, motivation, communication, physical skills. There is positive feedback from children, parents and staff.	3,4,5
Learning through educational visits and visitors. *Summer trips linked to areas of the school vision*	EEF shows outdoor adventures have a moderate impact. Feedback from children, parents and staff show a positive response to trips and events.	5
Aspirational opportunities- outreach opportunities at KES/other local secondary schools.	EEF states that all pupils, particularly disadvantaged children, are being prepared for their next stage of education, at each stage of their learning.	4 5
Increased opportunities to read at home and improve parental links: book swaps, book choice at the Book Fair.	EEF shows high impact for low cost Previous reading workshops with parents resulted in positive feedback concerning the home-school links. This also allows us the opportunity to share the reading books that we select for the children each term.	5
Pupils provided with uniform including PE kit	Positive feedback from children and parents to ensure that children are provided with appropriate school wear.	3, 4
Pupils provided with breakfast and fruit	A nutritious healthy breakfast at the start of the school day supports pupils to focus and increases their ability to concentrate and access learning. Headteachers who took part in the National School Breakfast Programme over the last 3 years have reported the incredible impact eating breakfast at the start of the school day can have on children's readiness to learn, behaviour, punctuality and wellbeing. EEF shows 2 months additional progress.	3
Support for parents on managing behaviour at home	Interventions which focus on improving social interaction tend to be more successful (+6 months) than those	3,6

	focusing on personal and academic outcome (+4 months) or those aimed at preventing problematic behaviour (+5 months) (*EEF Teaching and Learning toolkit*)	
Support for parents on managing mental health, physical health and managing child development. *Nurse-Birmingham Health Plus*	Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcome (+4 months) or those aimed at preventing problematic behaviour (+5 months) (*EEF Teaching and Learning toolkit*)	3, 4, 6
Attendance -work closely with OW/PJ on our universal offer. *PP leads to target children with less than 90%-daily check ins, follow up with parents, reward charts and incentives.* *Support children and home visits to try and improve the home-school relationships.*	Regular school attendance is an important part of **giving children the best possible start in life**. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable. (Bristol.gov.uk)	3,2

Total budgeted cost: £348,312

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 2024 to 2025 academic year.

Intended outcome	Actual outcomes
*All children to make expected or better **progress** from their starting points in reading, writing and maths (Sept 2024-July 2025)*	**EYFS -** 44.4 % have achieved GLD EYFS PP children achieved their GLD **Y1 Phonics Screening Check** <table><tr><td>All children</td><td>78.9%</td></tr><tr><td>Pupil premium</td><td>61%</td></tr><tr><td>Non pupil premium</td><td>90.7%</td></tr></table> **Y2** phonics screening check results - 9 children (33.3%) achieved a pass **Reading** <table><tr><td></td><td>Expected progress or better</td></tr><tr><td>Year 1</td><td>91.6% (33 children)</td></tr><tr><td>Year 2</td><td>66% (21 children)</td></tr><tr><td>Year 3</td><td>81% (30 children)</td></tr><tr><td>Year 4</td><td>95% (38 children)</td></tr><tr><td>Year 5</td><td>80% (28 children)</td></tr><tr><td>Year 6</td><td>85% (28 children)</td></tr></table> **Writing** <table><tr><td></td><td>Expected progress or better</td></tr><tr><td>Year 1</td><td>100% (36 children)</td></tr><tr><td>Year 2</td><td>31% (10 children)</td></tr><tr><td>Year 3</td><td>97% (36 children)</td></tr></table>

Year 4	97.5% (39 children)
Year 5	97.1% (34 children)
Year 6	100% (33 children)

Maths

	Expected progress or better
Year 1	97.2% (35 children)
Year 2	72% (23 children)
Year 3	81% (30 children)
Year 4	95% (38 children)
Year 5	100% (35 children)
Year 6	73% (24 children)

All of the above data is based on end of year assessments, end of Key Stage assessments and teacher judgement.

The gap between children in receipt of PPG and those not nationally will reduce from Autumn 2022 to Summer 2025.

End of KS2 data attainment

July 2025

		Whole school	Pupil Premium	Non pupil premium	National
Reading	**EXS+**	*81%*	*70%*	*88%*	*75%*
	GDS	*32%*	*12%*	*44%*	
Writing	**EXS+**	*65%*	*36%*	*81%*	*72%*
	GDS	*7%*	*0%*	*10%*	
Maths	**EXS+**	*81%*	*61%*	*93%*	*74%*
	GDS	*33%*	*9%*	*47%*	

Improved self-esteem and wellbeing leading to improved behaviour, positive attitudes and raised aspirations.

Regular monitoring of classroom and outdoor behaviour by mentoring team and phase leaders shows improved behaviour, where concerns were raised, plans were put in place and support/sanctions given. Children at risk were given additional support and have remained in mainstream education. Children who have shown anxiety/mental health

	concerns have been supported by SLT, learning mentor and outside agencies such as play therapy and forest classroom intervention groups. Serious concerns were discussed with the behaviour panel-advice was followed up and support put in place.
	Good relationships are established between the children and between staff and children, this is observed by SLT.
	Pupil voice shows that children are happier at school with access to mentoring, outdoor learning and therapy. The measures and support put in place help the children to feel safe and happy at school, and they know they have someone to talk to and enjoy working in small groups.
Improved attendance for disadvantaged children	**Attendance up to 18.07.2025** <table><tr><td></td><td>Whole school</td><td>Pupil premium</td><td>Non pupil premium</td></tr><tr><td>Attendance up to 18.07.2025</td><td>94%</td><td>90.95%</td><td>95.78%</td></tr></table> 68 children across school who were below 90% attendance.

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
N/A	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.