



Wheldrake with Thorganby CE Primary School

Pupil premium strategy statement

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	Wheldrake with Thorganby CE Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	May 2022 (updated)
Date on which it will be reviewed	September 2022
Statement authorised by	Clare Thomson (Acting Head)
Pupil premium lead	Alison Shaw
Governor / Trustee lead	Phil Baldacchino Steward



Wheldrake with Thorganby CE Primary School

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13000
Recovery premium funding allocation this academic year	£2000
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	£15000



Wheldrake with Thorganby CE Primary School

Part A: Pupil premium strategy plan

Statement of intent

We aim for our children at Wheldrake with Thorganby CE Primary School to be resilient, kind, aspirational, happy and healthy. This is just as important for pupils in receipt of a Pupil Premium Grant as any other pupil. Therefore, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including those who are already high attainers.

We recognise that alongside our disadvantaged pupils, we have lots of other vulnerable children within the school. It is our belief that the plans we set out in this statement support the needs, attainment and progress of all vulnerable children whilst ensuring that outcomes for our non-disadvantaged children continue to improve.

Wellbeing is at the heart of everything we do. We have recognised that without supporting the emotional needs of our children, they will be unable to make the progress they are capable of. Alongside this, we recognise the need to prioritise pupil's in receipt of the Pupil Premium Grant for additional focus and support. In addition to the Quality First Teaching that is so crucial for all learners, they will also be supported by skilled and knowledgeable teachers and teaching assistants to receive the tailored academic and emotional support that will help them to achieve to the best of their ability and develop a positive attitude towards learning and education. This runs in parallel to wider school plans for educational recovery and the targeted support through school led tutoring for pupils whose education has been particularly affected.

Through our Pupil Premium strategy we will ensure disadvantaged children experience:

- Quality First Teaching
- Targeted interventions to support academic progress and emotional wellbeing.
- A school that is responsive to challenges and areas of needs that develop through the year.
- A staff that recognise that they are collectively responsible for the outcomes of disadvantaged children and for ensuring they all of our children have a positive experience of education at Wheldrake with Thorganby CE Primary School.



Wheldrake with Thorganby CE Primary School

Challenges

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

Challenge number	Detail of challenge
1	Widening gaps (due to Covid-19 closures) in academic performance/attainment (Poor engagement in learning during pandemic/lockdown/remote learning) especially in maths.
2	Social, Emotional, Mental Health needs – particularly in relation to resilience, self-esteem, self-regulation and relationships
3	Early attachment issues impact on early educational development within the home and at school.
4	Early language, speech and communication needs.
5	Disadvantaged children generally have greater difficulties with phonics than their peers that impact on their development as readers.
6	Disadvantaged children are more likely to be reluctant readers in KS2, limiting the progress made in reading.

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
Improved oral language skills and vocabulary.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be supported by a range of other evidence from lesson visits, book looks and formative assessment.
Improved attainment in phonics and early reading in KS1.	Sustained and systematic progress in phonics and early reading visible from internal tracking of data. This will be supported by a range of other evidence from



Wheldrake with Thorganby CE Primary School

	lesson visits, book looks and formative assessment.
Improved reading attainment for disadvantaged children.	KS2 reading outcomes in 2024-2025 to be >0 (national average) for pupil premium cohort.
Improved maths attainment for disadvantaged children.	KS2 maths outcomes in 2024-2025 to be >0 (national average) for pupil premium cohort.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To embed restorative behavioural systems and emotion coaching to support children with attachment issues and those who have experienced early trauma.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A reduction in incidents logged on CPoms for disadvantaged children.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wheldrake with Thorganby CE Primary School

<p>Additional teaching assistant support in targeted classes.</p>	<p>This is an additional resource to provide both academic and pastoral support throughout the day and more stability for our pupils. Staff, pupil and parent feedback consistently show how much pupils at the school benefit and feel supported by having teaching assistants in their lessons and class.</p>	<p>1-6</p>
<p>Additional L3 teaching assistant support targeted reading across KS2.</p>	<p>Reading age regularly assessed ensuring that children are able to develop a love of reading and a stage appropriate to them,</p> <p>Structured and targeted interventions have impacted positively on pupil's learning in the past. Phonics interventions are proven to support struggling readers in KS2.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5, 6</p>
<p>Investment in Twinkl systematic synthetic phonics programme.</p>	<p>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 Toolkit Strand Education Endowment Foundation EEF</p> <p>Staff will achieve greater levels of consistency in approach to teaching phonics and early reading.</p>	<p>5</p>
<p>Improve the quality of PSHCE, focussing in particular on social and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and</p>	<p>2, 3</p>



Wheldrake with Thorganby CE Primary School

emotional learning through embedding the Jigsaw scheme.	in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Staff CPD (teachers and teaching assistants).	High quality CPD results in improved Quality First Teaching (EEF),	1-6

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school, lunchtime and additional targeted tutoring for pupils in mathematics.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Pupil premium children targeted for extra intervention and support within lessons.	Structured interventions (as recommended by EEF) have improved pupil academic outcomes in the past	1, 6

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wheldrake with Thorganby CE Primary School

<p>Whole school Zones of Regulation training and investment in related resources.</p>	<p>Zones of Regulation is proven to support primary school children regulate their emotions. It has come highly recommended by York's education psychology service and autism support service.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Whole school training on increasing the independence of learners.</p>	<p>Importance of building and facilitating independence advocated by York's autism support service and in The Inclusive Classroom by Daniel Sobel and Sara Alston.</p>	<p>1, 2, 3</p>
<p>Prioritising mental health and wellbeing:</p> <ul style="list-style-type: none"> ● SLT member employed as pastoral and wellbeing lead with ring-fenced leadership time . ● Core team of staff, governors, parents and pupils on wellbeing working group. ● Prioritise needs and develop an action plan that is systematically reviewed through the year. ● Close working with school wellbeing worker. ● Training for pastoral and wellbeing lead. ● Sharing and creation of resources for staff to use in 	<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>	<p>2</p>



Wheldrake with Thorganby CE Primary School

class and interventions.		
Targeted interventions to support wellbeing, mental health and emotional regulations, led by teaching assistants and members of SLT.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Use of Danesgate outreach service to support children as required.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6

Total budgeted cost: £15000



Wheldrake with Thorganby CE Primary School

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 2020 to 2021 academic year.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to the impact of COVID19, there is no National Data that can be used to measure the progress of pupils. However, throughout the pandemic, disadvantaged pupils were supported throughout by various measures such as:

- The provision of a place at school during the lockdown, alongside pupils of Key Worker families
- The provision of technology for remote education
- Pupils were contacted by class teachers, the SENDCO or a member of the Senior Leadership Team (SLT) - the frequency depending on the needs of the pupil
- During the lockdown, staff introduced twice weekly Google Meet sessions for pupils, enabling them to assess the welfare of pupils
- Where no contact could be made by email or telephone, a member of the SLT made home welfare checks

Internal data for Pupil Premium (based on teacher assessments July 2021)

Based on 9 children	Reading	Writing	Maths
% below ARE	0%	0%	11%
% at ARE	67%	22%	56%
% above ARE	33%	78%	33%
% making slow progress	22%	32%	32%
% making expected progress	78%	67%	67%



Wheldrake with Thorganby CE Primary School

Disadvantaged pupil progress scores for results 2018-19

Measure	Score
Reading	-1.7
Writing	1.1
Maths	4.5

Measure	Score
Meeting expected standard at KS2	Reading: 100% Writing: 100% Maths: 100%
Achieving high standard at KS2	Reading: 0% Writing: 0% Maths: 0%

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
Twinkl Phonics	Twinkl
Accelerated reading pilot for Y5 and Y6	Reading Plus