

# Pupil premium strategy statement – Wheldrake with Thorganby CE Primary School 2023-2026

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 Jan 2025-26

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	6.83% (11 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-26
Date this statement was published	March 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Emma Miller/Rebecca Allen
Governor / Trustee lead	Chloe Patrick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,784
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£17,784



# 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. Our curriculum, alongside our core Christian values of faith, hope and love, provide opportunities for the children to achieve this and reach their full potential.

In our school, our core Christian values are faith, hope and love. Our bible quotes underpin everything we do. These are *Love your neighbour as yourselves* Matthew 22:39 and *Let us encourage one another* Hebrew 10:25. These, combined with our expectations that every member of the school community is ready, respectful and safe, help our children to be good members of society valuing both themselves and others.

Our school community created these words as drivers for what our curriculum should enable our children to achieve.

Resilience is recognised as a strength. Children are challenged, given a safe space to try something new and encouraged to be independent learners. We want them to be confident, flexible and learn from any mistakes they may make. Competitions and successes are celebrated and children are given an opportunity to shine in all areas.

Kindness is modelled by every member of the school community. Children are kind, accepting and understand that everyone is different and have different needs. Displays of kindness are celebrated and every opportunity is embraced to show kindness in the community.

We want every child to be aspirational. High priority is given to reading, writing and maths to provide solid starting blocks for learning in life. These skills are used and practised across other subjects. We understand that children learn in a variety of ways and plan to support this by using a variety of reaching methods and styles. Children are encouraged to challenge themselves and not to put a ceiling on their own learning.

We want our community to be happy at school. Mental health and wellbeing is a priority and we understand that without this it is harder for children and staff to succeed. Children learn how to self-regulate and individual needs are met to ensure all children can learn and make progress from their starting points. It is important to us to provide a broad range of exciting, relevant and creative opportunities that enrich our children's learning, such as: trips, visitors, social enterprise days, focus curriculum days, outdoor learning in our school grounds and links with our churches. We provide a range of extra-curricular clubs and activities based on the needs and the interests of the children.

We want our children to understand how to be healthy, both physically and mentally. We work alongside specialist sports coaches to deliver our PE curriculum and a range of extra-curricular clubs. We focus our learning around having a healthy mind and body and plan activities accordingly.

Pupils in our school community that receive Pupil Premium deserve the best education therefore, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. It is our belief that the plans set out in this statement support the needs, attainment and progress of all vulnerable children whilst ensuring that outcomes for all 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 pupils 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 plans for school development.

## Challenges

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

Challenge number	Detail of challenge
1	A reduction in the number of pupils starting school has created a change in class structure for EYFS and Key Stage 1. Consideration for how mixed aged classes will provide opportunities for good progress in writing, maths and phonics for all pupils, including those who are disadvantaged.
2	Observation and discussions have indicated an increased level of SEMH needs, particularly that of high levels of anxiety amongst our children, including those who are disadvantaged. This can affect their engagement to achieve age-related expectations across the curriculum. These findings are supported by national studies.
3	Observations and discussions with the school community, including parents, have highlighted a barrier to learning is a lack of resilience and aspirations for some pupils. Reducing school-based anxiety for pupils with SEMH will provide opportunities for all stakeholders to support self-belief and aspirations in pupils.

## 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
Continue to develop our 2-year mixed age curriculum in EYFS/KS1 that caters for and challenges all learners.	Class teachers to create a clear, succinct mixed aged curriculum for pupils in Birch and Holly Class for a 2-year rolling programme. Build challenge into the mixed age curriculum. An increasing number of pupils meet Age Related Expectations at the end of each year. High quality teaching of the core subjects leads to improved outcomes for all pupils.
Embed key changes in core subjects (focus on English and GD maths) to continue to improve progress and achievement throughout school.	Class teachers use SYMAT Genre Writing document to ensure that the teaching of units is progressive over the years.



	<p>Clear expectations are evident with children growing in confidence and making clear progress over time. Children understand their learning and can write with increasing confidence and meet age related expectations or more.</p> <p>Develop writing pedagogy to ensure pupils have the skills to write effectively, confidently meeting end of year expectations.</p> <p>Staff have a secure understanding of writing progression and end points for previous, current and subsequent year groups.</p> <p>Y6 teaching team to attend SYMAT training and networking meetings to analyse test results, identify gaps and plan teaching to support.</p> <p>Challenges across the core subjects are clearly evidenced in children's work and children can articulate the opportunities they are given to practice skills and secure their knowledge.</p> <p>Disadvantaged pupils will make expected progress, monitored during pupil progress termly meetings.</p> <p>Subject leasers have a clear progression of knowledge and skills for their curriculum across the school.</p>
<p>Support the children to challenge themselves to be aspirational in their learning and personal growth.</p> <p>Ensure provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes through resilience and readiness to learn.</p>	<p>Provide challenges to aspire to, within all lessons.</p> <p>Examples of resilience are celebrated in lessons.</p> <p>Teachers will create a classroom culture where pupils share and celebrate overcoming challenges.</p> <p>Plan for and provide events which require drive and determination physically and academically e.g. Robinwood, climbing wall.</p> <p>Pastoral provision is established and embedded within the daily life of the school.</p> <p>Pupils' emotional wellbeing improves, captured in pupil voice and engagement in teaching and learning.</p> <p>Training for all staff to identify families and pupils who need support.</p> <p>Pupils SEMH needs are supported with families and outside agencies, impacting on attendance and progress.</p>
<p>Deepen our engagement with parents and carers to support pupils' education and learning with regular opportunities for parents to contribute to the school community.</p>	<p>Provide a regular update for parents against the school improvement priorities.</p> <p>Create a parent collaborative group with representation from each year group to improve relationships and consultation on current school matters.</p>



	<p>Use parent surveys to review elements of current practice, e.g. homework policy</p> <p>Look for opportunities to promote school and engage with prospective parents.</p>
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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: £5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support	<p>Teaching Assistant led Speech and Language interventions for pupils in KS1 and KS2. In line with suggested strategies from EEF</p> <p>Develop pupil's language capabilities for improving literacy for pupils in KS2.</p> <p>Training for teacher and completion of the WellComm assessment and supporting work for Reception pupils.</p>	1
<p>Enhancement of our writing curriculum. Planning and teaching focused on raising attainment in writing.</p> <p>Assessments and phonic screening identify gaps in learning.</p>	<p>Teachers to engage with developing creative writing curriculum and utilising the expertise of writing lead.</p> <p>Accurate information regarding gaps in childrens' learning is identified. Support is tailored around closing gaps through intervention.</p> <p>EEF Teaching and learning toolkit.</p> <p>Writing continues to support children and young people's mental wellbeing National Literacy Trust.</p>	1
PACE training and consultation for staff	Attendance of staff at SYMAT training INSET day with workshops on de-escalation and PACE.	1,2,3



	Consultations with Virtual School and Educational Psychologist to support individual pupils and small group.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Scaffolded learning and pre teaching with TA.</p> <p>Support staff to address gaps in learning.</p> <p>TAs deployed across school to ensure maximum impact.</p> <p>Class teachers are upskilled to plug gaps.</p> <p>'5 a day' strategies (EEF) used by staff daily.</p>	<p>Pre teaching and scaffolded learning by a Teaching Assistant during classroom inputs. This will support engagement in lessons, over learning and support targeted pupils with their understand and ability to progress.</p> <p>EEF recommends '5 a day' principle for high quality teaching for all pupils which supports vulnerable and those with SEND needs.</p>	1,2,3
<p>SENDCo to monitor and improve the teaching and learning for PP and vulnerable pupils with additional SEND needs.</p> <p>SENDCo to co-ordinate and monitor impact of interventions.</p> <p>SENDCo to ensure that interventions are fit for purpose and having an impact.</p>	<p>SENDCO will help support strategic decisions through monitoring and supporting staff to ensure that the correct support is in place for the most vulnerable learners.</p> <p>The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p> <p>EEF assessing and monitoring pupil progress and diagnostic assessment.</p>	3
Wellbeing sessions and SEMH interventions	Support provided by the York Wellbeing Team in partnership with school staff to provide direct work for pupils with school-based anxiety, transition to secondary school worries, low self-esteem and feeling	2,3



	of low self-worth. The York Wellbeing Team provide some of these sessions with Wellbeing Worker and also meeting termly with SLT to provide guidance and signpost to continue further work with those pupils. EEF	
SLT to proactively engage with parents.  Teachers to devise strategies to overcome related issues.	EEF T&L toolkit, parent engagement.  Consider a range of methods to increase engagement with parents to avoid widening attainment gaps and supporting with SEMH needs.	2,3

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

Budgeted cost: £ 4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation used to support wellbeing and behaviour across school.	Use of the Zones of Regulation in class lessons across the whole school. All staff are supported by regular updates and training and monitored by SLT.  Group pupil sessions using the Zones of Regulation interventions led by Teaching Assistants.	2,3
Whole staff training on improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving school behaviour.	2,3
Real-life, and engaging curriculum experiences to inspire and motivate learners to engage with the curriculum.	It is proven that there is high value to providing children inspirational activities, in engaging pupils and improving the quality of writing and associated work.	1
Wellbeing support through music lessons.	Disadvantaged pupils to be encouraged to learn a musical instrument to support positive mental health. Sessions for a term	3



	to be paid for from the PP Grant and to be offered during school time from a peripatetic music teacher.	
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**Total budgeted cost: £ 17,700**



**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

<i>Review 2025 - 2026</i>
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