

Pupil premium strategy statement – Wheldrake with Thorganby CE Primary School 2026-2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	19 pupils 11.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Local Governing Body
Pupil premium lead	Emma Miller/ Rebecca Allen
Governor / Trustee lead	Chloe Marquis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32352
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£32352

Part A: Pupil premium strategy plan

Statement of intent

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. 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.

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. 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 teaching 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, focus curriculum days, outdoor learning in our school grounds and links with our church. 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.

Our Commitment to Disadvantaged Pupils

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	Academic attainment in core subjects Assessments, observations, and discussions suggest that disadvantaged pupils generally have lower attainment within the core subjects than their peers. Gaps exist particularly in: • Reading comprehension and fluency • Writing stamina and composition • Mathematical reasoning and problem-solving
2	Access to enrichment activities Nationally disadvantaged students have been less likely to go on trips where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital. These challenges have impacted on wellbeing and attainment. Our disadvantaged pupils have: • Lower participation rates in extra-curricular clubs • Limited experiences beyond their immediate community • Fewer opportunities to develop cultural capital and wider life experiences • Reduced confidence in new situations
3	Social, emotional and mental health needs 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. Specific

	concerns include: • Anxiety impacting readiness to learn • Self-regulation difficulties • Low self-esteem and confidence • Impact on attendance and engagement Early attachment issues which can impact on educational development within the home (particularly post-adopted children)
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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 attainment in the core subjects among disadvantaged pupils	By July 2029: • At least 75% of disadvantaged pupils will achieve age-related expectations in reading, writing and maths. Gaps in learning are identified and support is given through quality first teaching and targeted intervention. Progress is reviewed and evaluated to show impact.
Disadvantaged pupils have equal access to enrichment opportunities and develop strong cultural capital	By July 2029: • 100% of disadvantaged pupils participate and engage in at least one educational visit per year • 100% of disadvantaged pupils in Year 6 attend the residential trip • At least 75% of disadvantaged pupils attend at least one extra-curricular club • Disadvantaged pupils are represented in school leadership roles (e.g. school council, house captains, monitors for collective worship and reading buddies)
Improved wellbeing and emotional resilience for disadvantaged pupils	By July 2029: • 90% of disadvantaged pupils report feeling happy and safe at school (pupil voice surveys) • 85% of disadvantaged pupils demonstrate effective self-regulation strategies (teacher observations)

	• Attendance of disadvantaged pupils is at least 96% (in line with national expectations) • 100% of disadvantaged pupils with identified SEMH needs have a personalised support plan reviewed termly Opportunities taken by staff to be recognised and praised, taking on some class responsibility/representing the school. CPOMs logs show lower behaviour incidences
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9300

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD programme for all staff focused on adaptive teaching and meeting needs of disadvantaged pupils	The EEF's Teaching and Learning Toolkit shows that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Effective professional development can improve teacher practice and pupil outcomes. EEF: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." Adaptive teaching (+4 months, EEF) and	1, 3

	metacognition strategies (+7 months, EEF) have strong evidence of impact. Rosenshine's Principles of Instruction implementation	
Subject leader monitoring and supporting quality first teaching in core subjects	EEF guidance emphasises the importance of curriculum leadership in ensuring consistent high-quality teaching. Subject leaders can identify and address gaps in provision, share best practice, and ensure disadvantaged pupils are prioritised in planning and assessment. Strong subject leadership ensures that teaching is consistently good across the school and that the needs of disadvantaged pupils are explicitly considered.	1
Purchase and implementation of evidence-based teaching resources and programmes	Systematic synthetic phonics has a strong evidence base (EEF: +5 months). Twinkl is DfE-validated and has proven impact. Supporting staff to achieve greater levels of consistency in approach to teaching phonics and reading alongside Twinkl phonics for catch up intervention delivered as regular sessions. White Rose Maths provides structured, mastery approach with strong evidence base. Teachers are becoming more knowledgeable about, and skilled, classroom practice is changing in ways designed to help pupils develop deeper understanding.	1

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

Budgeted cost: £ 13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group	EEF: making the best use of TAs	1,3

interventions delivered by trained TAs	And structured interventions have improved pupil academic outcomes. Small group tuition has an average impact of +4 months. It is most effective when targeted at specific needs and delivered by trained staff using structured programmes. EEF: "Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support."	
Speech and language support • TA-led speech and language interventions for identified pupils • Wellcomm screening and interventions in EYFS/KS1	SALT interventions have a high impact for low cost based on extensive evidence (EEF: +6 months). "Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development."	1
One to one support to ensure safety of individual pupils, peers and staff and to provide a bespoke curriculum with reduced demands and motivational activities.	One to one support has been recommended by all outside agencies as the best way to support particular children, ensure safety and provide the best opportunity for success in school. EEF social and emotional learning	1,2,3

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

Budgeted cost: £ 9500

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

Wellbeing and SEMH support Zones of Regulation resources ELSA training and intervention has proven impact on children's SEMH development and needs Provision plan for individual needs Referrals and access to external support services (Educational Psychology, CAMHS referrals, Early Help, Virtual schools, learning hubs, alternative provision)	EEF: Social and emotional learning interventions have an average impact of +4 months. They are particularly effective for disadvantaged pupils. "SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. The interventions might target improving the ways in which students interact with others, or focus on improving students' own self-awareness and self-management of their emotions." Evidence shows that addressing wellbeing barriers is essential for academic progress, and developing social and emotional skills for later in life.	1, 3
Subsidised enrichment opportunities Funding for educational visits, residential trip and extra-curricular activities.	EEF: Arts participation and physical activity have positive impacts on academic outcomes and wellbeing. Research shows that disadvantaged pupils benefit significantly from enrichment activities which build cultural capital, confidence and aspiration. "Enrichment activities are an important part of a well-rounded education and can have academic and wider benefits."	2, 3
Attendance support and monitoring	EEF: "The link between attendance and attainment is clear: pupils who attend school regularly are more likely to achieve better outcomes."	3, 1

Targeted support for families with attendance concerns can improve attendance rates, particularly when combined with a supportive approach. Soft start to the day and calm landing to provide a nurturing start to the day reading for learning		
Parental engagement Celebration events to engage families Home-school communication parent forum Family workshops on supporting learning or meeting children's needs at home	EEF: Parental engagement has a positive impact on average of +4 months. It is crucial to consider how to engage parents of disadvantaged pupils who may face barriers to engagement. "Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage all parents, including those who are harder to reach."	1, 2, 3

Total budgeted cost: £ 32300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted academic support impacted positively upon attainment and attendance. Children in receipt of the Pupil Premium were given access to additional resources and activities that supported their full participation in school life. This supported their wellbeing and emotional regulation so that they were confident in coming into school and engaging in academic activities

Pupil progress has been measured and small steps. Whilst the percentage of pupils attaining age-related expectations remains lower than non-Pupil Premium children, the gaps in their learning are being addressed and they have made small steps of progress to narrow the gap with their peers. More now needs to be done to increase the number attaining ARE.

Outcomes for disadvantaged pupils

Review 2024-2025

Speech and Language Support

- 1 disadvantaged pupil receiving S&L interventions. Teaching Assistant-led speech and language interventions delivered. Training provided by SALT

Writing Curriculum Enhancement

- Teachers engaged with developing creative writing curriculum, utilising expertise of writing lead
- Provided activities to engage pupils and improve quality of work, particularly writing

PACE Training and Consultation

- Staff attended SYMAT training INSET day with workshops on de-escalation and PACE. improved staff confidence in supporting pupils with SEMH needs
- Consultations held with Virtual School and Educational Psychologist to support individual pupils and small groups

- Teachers devised strategies to overcome SEMH-related issues and de-escalation techniques

SENDCo Monitoring

- SENDCo monitored and improved teaching and learning for PP and vulnerable pupils with SEND needs
- Ensured interventions were fit for purpose and having impact

Outcomes Achieved

Reading:

Measure	Disadvantaged Pupils
% achieving expected standard	56%
% achieving greater depth	13 %

Writing:

Measure	Disadvantaged Pupils
% achieving expected standard	50 %
% achieving greater depth	6 %

Mathematics:

Measure	Disadvantaged Pupils
% achieving expected standard	56 %
% achieving greater depth	13 %

Phonics (Year 1):

- 2 disadvantaged pupils were Working At and passed phonics screening check

Curriculum Experiences

- Disadvantaged pupils encouraged to learn a musical instrument to support positive mental health. Positive feedback from pupils and parents.

Wellbeing Sessions and SEMH Interventions

- York Wellbeing Worker delivered direct work for pupils with:
 - Low self-esteem and social/ friendship worries
- Termly meetings between York Wellbeing Team and SLT for guidance and signposting

Parental Engagement

- SLT proactively engaged with parents, regular meetings held

Zones of Regulation

- Whole-school use of Zones of Regulation in class lessons
- Teacher-reported improvement in emotional regulation

Behaviour and Restorative Practices

- Staff training on improving behaviour and implementation of restorative practices
- Trauma-informed approach to ensure children have sense of belonging and felt safety