



Pupil premium strategy statement 2023/24 2024/24 2025/26

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
School name	Wheatley Lane Methodist Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 yrs – 23/24, 24/25, 25/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sara Butterfield
Pupil premium lead	Sara Butterfield
Governor / Trustee lead	Andrew Stickland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
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	£16,665



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas achieving our vision:

“With God’s help, we do all we can to be the best we can be.”

We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

Ensuring all pupils have access to 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

The EEF pupil premium guidance, autumn 2021 states: *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.*

This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.



- Ensure that outcomes for pupils in receipt of pupil premium are at least in line with national expectations across the curriculum
- Ensure that more able pupils in our disadvantaged group are challenged and supported to achieve greater depth in those subjects they excel in.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Act early to intervene at the point need is identified, including the use of small group and 1:1 interventions.
- Provide all teachers with high quality CPD to ensure pupils access effective quality first teaching.
- To ensure that pupils in this group have all the equipment they need and are adequately prepared for a day in school.
- Provide opportunities for all pupils to participate in enrichment activities, sport, trips, music lessons and residential.

Challenges

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

Challenge number	Detail of challenge - adjusted for 25-26
1	SPEECH AND LANGUAGE Some pupils in this group come into school with language skills and vocabulary that are below the level of their peers. Their progress across the school is slower than that of pupils in the same year group.
2	PHONICS Assessment indicates that our disadvantage pupils have greater difficulties with developing phonic skills than their peers. As a result of this their progress in reading is at a slower rate. 33% of Pupil Premium students did not pass the Phonics Screening Check in Y1.
3	MENTAL HEALTH & EMOTIONAL WELL BEING 61% of our Pupil Premium students have accessed social and emotional support from our Emotional Wellbeing Team since joining our school. Much of this support has been around emotional self-regulation and developing resilience when faced with challenges.
4	SPECIAL EDUCATIONAL NEEDS



	39% of our Pupil Premium students also have Special Educational Needs.
5	ATTAINMENT Attainment in Reading, Writing and maths is not at the expected standard for over half of our Pupil Premium students. Gaps in learning need to be identified and teaching adapted to ensure that they are able to make accelerated progress towards their end of year targets.
6	CULTURAL CAPITAL Some vulnerable pupils have had a narrow experience of their own environment. There are missed opportunities to gain a life-long love of learning, to participate in extra-curricular activities and learn new skills.
7	ATTENDANCE Our attendance data over the last year indicates that attendance among disadvantaged pupils was 4.98% lower than for non-disadvantaged pupils. Pupil Premium Students Attendance 24-25 – 91.05% Non-Pupil Premium Students Attendance 24-25 – 96.03% Poor attendance means teaching and learning time is negatively impacted.

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
Improve oral language skills and broaden vocabulary	- High quality interventions delivered by trained staff using WELLCOMM resources and the impact is seen in progress within prime area of Communication and Language at the end of EYFS. - Disadvantaged pupils' speech language and



	communication needs are met. • Exit data for reception pupils will show PPG pupils to be in line with others in communication and language. - Reading, oracy and communication to have a high priority across all year groups
Improve phonics outcomes for disadvantaged pupils	- Our disadvantaged pupils develop phonic skills in line with their peers and reach age related expectations.
Ensure positive mental health and emotional well being	• Disadvantaged pupils with social and emotional needs have bespoke support • Pupils recognise when they have difficulties and have strategies to cope with challenges. • Boxall profiling informs interventions so that all disadvantaged pupils receive targeted support to address individual needs. • Pupils causing concern are identified at the earliest point to receive targeted support.
Measurable progress is clearly evident for all SEND pupils who are in receipt of pupil premium through the use of our improved target setting and tracking systems and access to specialist support as needed.	• Children with SEND in receipt of pupil premium will make good academic progress in key areas – reading, writing, mathematics as evident in assessment data which may be PIVATS, EYFS data, phonics scores, SATs. PIVATs will be embedded and consistently used by all staff.



	• Attainment for these pupils will demonstrate a diminishing gap between them and their peers. • Children who are at risk of not making expected progress will be swiftly identified, discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with SLT / SENDCO. - Referrals to outside agencies will support in school provision with pupil premium funding being used to support and enhance the typical locally available offer of external services as needed.
All children in the Pupil Premium group are maximising their potential and there is clear evidence of progress from their starting points across reading, writing, maths and SPaG. Those who are able to meet ARE do so, closing the attainment gap. Those who are able to meet above expected standard, do so.	• Increase in percentage of disadvantaged pupils working at age related expectations in the key areas of: reading, writing, SPaG and mathematics. - Gap narrowed between disadvantaged and non-disadvantaged peers. Individuals make expected progress from their starting points in reading, writing, SPaG and mathematics. - Increase in disadvantaged pupils reaching above expected standard where they have the potential to do so.
All pupils are able to access cultural experiences and the wider offer of extra-curricular activities	• Disadvantaged pupils to have at least 2 educational and cultural experiences over the academic year. • Infinite Eight to be well-established in school - Increased participation in extra-curricular events from disadvantaged pupils



Improvement in attendance figures for those individuals in receipt of Pupil Premium.	• Monthly attendance tracking sees an improvement in attendance for each pupil with the vast majority in line with national average. • Swift action is taken in line with revised policies and procedures when attendance falls below standard within the 6 categories of our attendance policy, in line with Working Together to Improve School Attendance, resulting in improvement. • By summer 2026, there is an improvement in the overall PP cohort attendance figure. • SLT to work closely with families to identify barriers and promote attendance so children want to attend – pupil voice. • Early intervention provided to families such as through the Early Help process and Attendance contracts - Reduce the number of persistent absentees among pupils eligible for PPG.
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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: £8237

Activity	Evidence that supports this approach	Challenge number(s) addressed
/ Trust CPD including Trust conference/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions.	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust. EEF Links: Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Mentoring and coaching of teaching and teaching assistants to improve teaching practise.	Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.	4 and 5



	<u>NIOT mentoring and coaching - Key Takeaways.pdf</u>	
In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions: PIVATS Graduated Response Writing APDRs/AAMs Safe Teach PiXL PiXL therapies Strong foundations	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust. EEF Links: <u>Teachers' continuing professional development EEF</u> <u>(educationendowmentfoundation.org.uk)</u> The quality of teaching is a key indicator in pupil outcomes. Reference: <u>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</u>	1,2,4 and 5
Support staff in completing National Professional Qualifications, leading to a highly effective and experienced workforce with good levels of staff retention.	Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining excellent teachers This practice is important in keeping teachers professionally engaged and motivated and improving pupil outcomes. <u>Review-of-leadership-approaches.pdf</u>	4, 5
All infant staff to have Red Rose Letters and Sound training to support	Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word	2 and 5



with the teaching of phonics.	reading (though not necessarily comprehension). EEF Links: Phonics EEF educationendowmentfoundation.org.uk EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £3912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted speech and language interventions e.g. Talk Boost, WELLCOMM	Special Educational Needs in Mainstream Schools EEF educationendowmentfoundation.org.uk WellComm - GL Assessment (gl-assessment.co.uk) Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. WellComm is a recognised programme to assess and support early language delay.	1 and 4
Additional phonics sessions for all pupils who need it. Extra support delivered weekly by qualified teacher who is overseeing the phonics provision in EYFS and KS1	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: Phonics EEF educationendowmentfoundation.org.uk	2, 4, 5



Teaching Assistants delivering a wide range of interventions such as PiXL therapies, NCETM maths, Red Rose Letters and Sounds	Interventions are selected where teaching assistants have had training or where teachers have carefully planned the intervention based on gap analysis (through PiXL) therefore the session is purposeful and the impact is high. <u>EEF TA Interventions</u> : Moderate impact (+4 months) for moderate cost, based on moderate research.	1, 2, 4 and 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £4516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing Breakfast Club free of charge for all Pupil Premium pupils	<u>National school breakfast club programme - GOV.UK</u> The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Due to low pupil premium % we do not meet the criteria for support for this provision so it needs to be taken from PP.	3 and 5
Providing free musical tuition for all disadvantaged pupils in KS2	<u>Why music is great for your mental health Mind, the mental health charity - help for mental health problems</u> <u>Researchers found that music releases dopamine</u> , the feel-good chemical in your brain. It also found that dopamine was up to 9% higher when volunteers listened to music that they enjoyed. It	3 and 6



	may be obvious to us, but it is strong evidence for the link between music and mental wellbeing.	
Emotional and Wellbeing support given to pupils by our pastoral team Purchase of Boxall Profile Software	Research – ELSA Network Improving Social and Emotional Learning in Primary Schools EEF The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people.	3 and 5
	What Is Play Therapy? - Play Therapy UK Play is a child's natural way of experimenting, learning, rehearsing, and mixing real with fantasy. It is an integral part of childhood development across physical and cognitive domains, and is a vital part of all our lives whatever our age. Using play as the medium to express themselves and what they are experiencing, makes sense to children. Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being.	3 and 5
Free of charge school trips and partially funded residential for Year 6.	Cultural Capital Early Education (early-education.org.uk) Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. How we use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.	3 and 6



Incentives and rewards for increased attendance	Offer attendance rewards to impact positively on lateness and absences during term time. Make regular phone calls and perform home visits as and when required, handling confidential information sensitively Advertise and celebrate attendance on the school newsletter and in collective worship every week Keep parents informed of their child's attendance and where this sits against national expectations half termly. Continue to issue penalty notices to discourage chosen absences. Work with teachers to open Attendance Contracts with families, working towards personalised rewards Reference: Working together to improve school attendance (applies from 19 August 2024)	3, 5 and 7
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Total Budgeted Cost - £16,665



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 children in the 2024/25 academic year.

EYFS

100% of disadvantaged pupils achieved a good level of development compared to 72% of non-disadvantaged pupils.

Year 1

50% of disadvantaged children passed the Phonics Screening Check compared to 86% of non-disadvantaged.

The children who didn't pass also have special educational needs.

Multiplication Check

The average point score of the disadvantaged pupils was 20.5 compared to 19.3 for non-disadvantaged pupils.



End of KS2 data

FSM / Pupil premium number on roll: 3	Reading	Writing	Mathematics	Combined	GPS
Percentage ARE	33%	100%	100%	33%	100%
Percentage GDS	33%	0%	33%	0%	0%
Average point score (APS)	103	NA	105	NA	103
APS for those taking the test (3)	103	NA	105	NA	103

Non - FSM number on roll: 27	Reading	Writing	Mathematics	Combined	GPS
Percentage ARE	89%	78%	85%	74%	89%
Percentage GDS	26%	11%	30%	11%	26%
Average point score (APS)	106	NA	106	NA	107

Attendance

Our attendance data over the last year indicates that attendance among disadvantaged pupils was 4.98% lower than for non-disadvantaged pupils.

Pupil Premium Students Attendance 24-25 – 91.05%

Non-Pupil Premium Students Attendance 24-25 – 96.03%

This will continue to be an area of focus following the Epworth Trust's Attendance policy. There will be an introduction of incentives for good/improved attendance.

Emotional and Wellbeing

61% of our Pupil Premium students have accessed social and emotional support from our Emotional Wellbeing Team since joining our school. Much of this support has been



around emotional self-regulation and developing resilience when faced with challenges. This continues to be a growing area of need and we will purchase Boxall Profile software to ensure interventions meet the individual needs of the pupils.

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
Timestable Rock Stars	Maths Circle
Bounce Back Phonics	Red Rose Letters and Sounds
MARK Analysis and Shine interventions	Rising stars

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?	Breakfast Club Free of charge visits
What was the impact of that spending on service pupil premium eligible pupils?	These pupils have full access to our school's wider offer



Further information (optional)

Wheatley Lane Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. **"Do all you can"** summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools.

Reference: [EEF Effective Professional Development](#)