Pupil premium strategy statement – North Wheatley C of E 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	111 (123 including Nursery)
Proportion (%) of pupil premium eligible pupils	10/111 9% Funded (January 2025) (Including PP+)
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)**	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	December 2025 March 2026 July 2026
Statement authorised by	Sharon Balmer (Chair of Governors)
Pupil premium lead	Chris Marsh (Executive Headteacher) Amy Moden (Vulnerable Pupils Lead)
Governor / Trustee lead	Sharon Balmer (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£10,605 – Pupil Premium** **£1,050 – Service** **£5,260 – Previously Looked After**

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£16,915**

Part A: Pupil premium strategy plan

Statement of intent

At North Wheatley C of E Primary, our intention is that all pupils, irrespective of the challenges they have, or do currently face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals. We consider the challenges faced by vulnerable pupils, such as those children who are socially disadvantaged or adopted from care and support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching for all is at the heart of our approach. This is research recognised approach, proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at North Wheatley C of E Primary. We will ensure that staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

To ensure our approach is effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being disadvantaged or vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	METACOGNITIVE THINKING: Resilience and using metacognition to support learning is something our pupils find challenging.
2	BEHAVIOUR: Pupils' attitudes and conduct vary during the school day and disrespect to staff members and peers can be seen by some pupils.
3	SOCIAL AND EMOTIONAL WELLBEING AND MENTAL HEALTH: The safeguarding and wellbeing leads have identified that some disadvantaged pupils have low self-esteem, signs of anxiety and are more withdrawn from learning.
4	ATTENDANCE: Attendance rates for PP pupils are below those of non-disadvantaged pupils, limiting their access to high-quality teaching and learning impacting academic progress, engagement, and wellbeing.
5	PARENTAL ENGAGEMENT: Engagement with parents has been low for some children and we continue to look for ways to encourage parents to read with their children, complete home learning activities and attend school events/meetings/wider school opportunities.
6	ENRICHMENT OPPORTUNTITIES: To ensure all pupils have access to the same school enrichment and opportunities to develop new skills beyond the curriculum and that this is not limited due to finical restraints.

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
To teach pupils explicit metacognitive strategies including how to plan, monitor and evaluate their own learning and behaviour.	Weekly Effective Thinkers lessons are delivered consistently across the school and, as a result, all pupils, including those eligible for Pupil Premium, can apply metacognitive strategies evidenced through pupil voice, learning walks and work scrutiny. Teachers explicitly model and verbalise metacognitive thinking, and pupils increasingly mirror this language when responding to questions, receiving feedback and during peer discussions. Monitoring indicates, through pupil and staff voice, that pupils demonstrate increased independence and resilience, selecting appropriate strategies when faced with challenge and explaining how they overcome difficulties; pupil discussions and question-and-answer sessions show that children can clearly explain their thinking, decision-making and problem-solving approaches across different areas of learning. As a result, there is an increase in the proportion of Pupil Premium pupils achieving ARE, with a growing number being stretched towards GD, as evidenced by assessment outcomes and progress data.

Pupils to have high expectations of their own behaviours and take responsibility for their actions.	Pupil premium pupils demonstrate consistently positive behaviour throughout the school day, meeting high expectations set by staff as indicated by a reduced number of incidents recorded on CPOMS. Monitoring indicates that behaviour management procedures are applied consistently and, as a result, pupils can regulate their behaviour and remain focused on learning resulting in incidents of lost learning for pupil premium pupils being reduced. Through targeted interventions and support, pupil premium pupils can articulate behavioural challenges and increasingly identify and implement solutions independently.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils to foster the resilience, self-confidence and perseverance to be life-long learners through emotional support.	Disadvantaged pupils demonstrate increased confidence, resilience and self-belief, evidenced through pupil voice, wellbeing discussions and improved engagement with learning. Pupil voice indicates that disadvantaged pupils feel safe, supported and positive about school, with a strengthened sense of belonging and improved attitudes to learning. Disadvantaged pupils accessing targeted emotional support (including R&R, CASY or equivalent interventions) are able to re-engage confidently with the school environment, showing improved regulation, perseverance and readiness to learn. Termly wellbeing and happiness survey data shows that pupils eligible for Pupil Premium report levels of wellbeing in line with or exceeding their peers, demonstrating sustained improvement over time.
To improve attendance and reduced any persistent absences, resulting in increased curriculum access, improved engagement, and progress.	Attendance data shows term-on-term improvement for Pupil Premium pupils. Persistent absence among Pupil Premium pupils reduces compared to the previous academic year. A higher proportion of Pupil Premium pupils maintain attendance above the school target.
To improve parental engagement for learning and behaviour.	Staff consistently build and maintain positive, trusting relationships with parents and carers of pupils eligible for Pupil Premium, evidenced through regular communication and collaborative behaviour support strategies used both at school and at home. Parents and families of Pupil Premium pupils report feeling supported and confident in seeking guidance from school staff regarding learning, behaviour, and wider family needs, as shown through surveys, attendance at meetings, and follow-up support requests.
To offer a broad range of experiences enrich cultural capital.	Pupil Premium pupils access a wide and equitable range of enrichment opportunities, both within the school day and through extra-curricular provision as evidenced by attendance. All Pupil Premium pupils build a rich bank of experiences that enhance learning, raise aspirations, and support the development of individual talents, as tracked through the school's Cultural Passport. Pupil voice and parent feedback demonstrate increased confidence, engagement, and cultural awareness among Pupil Premium pupils.

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: £3572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Thinkers (£1090)	Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Our Effective Thinkers Curriculum is designed to equip pupils with metacognitive strategies. This promotes learner independence. Teachers have an important role to play in the explicit teaching of metacognition and self-regulation strategies. Teachers can also model metacognition and provide scaffolding to support pupils to become better self-regulated learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1/2
Metacognition and Effective teaching and curriculum application CPD (£1920)	NCC Evaluating the impact of your curriculum – 13/10/25 AMd NCC Understanding how children learn – 28/01/26 – Amd NCC Effective Practice in Y2 – 07/11/25 + 20/03/26 + 19/06/25 EH NCC Building an interconnected curriculum for Science, History & Geography – 19/05/26 EH NCC Effective Practice in Y1 Network – 10/10/25 + 06/02/26 + 15/05/26 DP Effective Professional Development | EEF Metacognition and self-regulation guidance report | EEF	1
Training and additional support for PP and Wellbeing lead. (£562)	CPD – writing an effective PP strategy – 1 morning PP Lead attendance to PP network – 2 days Effective Professional Development | EEF	3/4

	Improving Social and Emotional Learning in Primary Schools | EEF	

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

Budgeted cost: £8373.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Tables Rockstars Subscription (£210)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1
Teaching Assistant Interventions. (£1697.50; 30 minutes per day 1:1 support)	Well planned and timely teaching assistant interventions both in and beyond the classroom can provide targeted support for pupils both below ARE and those who require extra challenge to achieve and sustain the highest levels of achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/2
Social and Emotional Learning (£1697.50; 30 minutes per day 1:1 support)	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1/2/3
Behaviour Interventions	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-	2/3/4

(£1697.50; 30 minutes per day 1:1 support)	social activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
SNIP Spelling Intervention (£1,706.25 delivery 30 minutes per day)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1
Clicker (£1800 subscription)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1
EYFS Interventions (1365 deliver 2 hours per week)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1

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

Budgeted cost: £4590

Activity	Evidence that supports this approach	Challenge number(s) addressed
CASY counselling offered in school. (£1140 - 38 sessions	Tailored and specific support for pupils over a course of 6 weeks would allow pupils to be heard and valued. This stems from our school behavioural model of a 'human first approach' to connecting with children. Pupils support by having a neutral outlet for their feelings and behaviours which can be explored in a safe space.	1/2

throughout the year)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
School Visits and additional visitors into school; including curriculum days and resources to widen experiences. (£1000)	Support the development of pupils and support their academic studies as well ensuring that their social skills, perseverance, independence	3/4/6
Attendance: ensure effective and up-to-date attendance information is regularly communicated; ensure sanctions are up-to-date and warnings are clear; support all communities with attendance, enrollment and expectations; raise the profile of good attendance.	Schools use a wide variety of strategies to improve pupil attendance. There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems. Summary of evidence | EEF https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Whole staff training on behaviour management and anti-bullying approaches; developing a behaviour curriculum	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2

and improving school policy with the aim of developing our school ethos and improving behaviour across school. (CPD £650)		
Enrichment Activities	Provide additional curriculum enhancement by bringing in subject specialists into the school or allowing pupils to mark off items on their cultural passport. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	6
Support Parental Engagement	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children – NFER	5
Contingency fund for acute issues. (£500)	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.	1/2/3/4/5/6

Total budgeted cost: £17035.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With the small number of disadvantaged pupils in this school, data should be treated with caution. Below you will find a review of the intended outcomes based on a variety of data sources including national, county, area and school data, pupil voice and monitoring from various sources.

Attendance

(Sept 2025-July 2025): 96.32% Whole school 89.5% PP pupils

FS2 GLD data July 2025:

12/16 of cohort are at GLD 100% of PP are ARE

Y6 data 2024/2025:

SPAG: 74% got expected standard	80% of PP are ARE/+
READING: 58% got expected standard	60% of PP are ARE/+
WRITING: 58% got expected standard	80% of PP are ARE/+
MATHS: 63% got expected standard	80% of PP are ARE/+

Overall data 2024/2024 (Y1-5)

READING: 77.1% are at least age-related expectations	50% of PP are ARE/+
WRITING: 67.5% are at least age-related expectations	50% of PP are ARE/+
MATHS: 78.3% are at least age-related expectations	66.7% of PP are ARE/+

IMPACT

C1: To achieve and sustain improved wellbeing and metal health for all children in our school, particularly our disadvantaged children.

88% of PP have increased their overall happiness during this academic year gathered through 6 months Happiness Surveys. Overall, class happiness averages have increased by at least 7 points (higher than this in some year groups).

The CASY counselling service has had a positive impact on children who have accessed the service (5 pupils this academic year). Children who have accessed the service have had a positive relationship with the counsellors and have enjoyed attending the sessions.

All support staff are now Level 2 Mental Health First Aiders and Wellbeing Lead is trained at Level 3. This means that we have a range of available adults on site to support pupils facing wellbeing challenges at all points of the day including wrap around care. By being able to intervene at an early stage, we can reduce the overall negative impact that mental health and wellbeing has on our pupils.

C2: To achieve and sustain high levels of combined achievement for disadvantaged children.

82% of PP children have sustained or made improved progress in combined core academic subjects. In addition, 100% of PLAC pupils and 75% of our service pupils have also made expected or additional academic progress. Due to small numbers, this means that the 18% not making expected progress is targeted to a very small number of pupils (3). This is in part due to wellbeing and personal issues faced by these pupils and an increase in targeted wellbeing support, in addition to academic support in 25/26, is being planned and put into place. This 82% success rate demonstrates that targeted support has supported a significant proportion of our pupils in achieving and sustaining good levels of academic success this year.

C3: To ensure all pupils have access to the same school uniform, enrichment, and opportunities to develop new skills beyond the curriculum and that this is not limited due to finical restraints.

18% of the pupils accessing guitar lessons and 13% of pupils taking piano lessons were PP children.
Pupil premium participation in after school clubs were as follows:
KS2 Football 14%, Netball 23%, Young Voices 15%, Drama Club 13%
As a result of our commitment to provide a broad range of experiences to enrich cultural capital, children are having access to a greater range of activities and are having new experiences. Pupil voice indicates that this is having a positive impact on wellbeing.