



Wharncliffe Side Primary School

Pupil Premium Strategy Statement

Autumn 2024 – Autumn 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 effect that last year's spending of Pupil Premium had within our school.

Tackling disadvantage is integral to our whole school ethos, 'Nurturing confidence, nurturing potential, nurturing success'.

School overview

Detail	Data
School name	Wharncliffe Side Primary School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Matt Gaughan (Headteacher)
Pupil premium lead	Matt Gaughan
Governor lead	Sandy Glossop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,550

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium and Recovery Premium are additional streams of funding provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes
- Increasing the attendance and decreasing the persistent absence of all pupils
- Improving and maintaining the quality of teaching for all pupils
- Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged
- Maximising the engagement and readiness to learn for all pupils

This funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations¹, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost-effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups.

¹ A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 21st September 2026).

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils eligible for Pupil Premium have additional vulnerabilities (e.g. SEND)
2	Identified gaps in learning are hindering progress for some pupils
3	Social and emotional barriers for vulnerable pupils can cause a negative impact on progress, attainment and behaviour
4	Some pupils are at risk of becoming persistent absentees (having less than 90% attendance)

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
All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up-to-date specific plan (called a Support Plan) where pupils also have SEND.	- Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. - Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them.	100% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
Gaps in learning are addressed effectively both at home and in school, leading to successful catch up.	- All children who need some extra support get that support, for example extra work in a small group to help them catch up. - These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff.
Quality first teaching informed by robust and accurate assessments.	Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions.

• School staff are more able to support children with emotional and or mental health needs.	• Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing.
• Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc. therefore supporting growth in social skills, confidence, and positive mental health.	• All pupils are able to take part in events, activities and visits that they want to join in with.
• Families value the need for regular attendance and make sure their children attend school every day.	• All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). • Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 95% of the time).

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue engaging with the South Yorkshire Maths Hub (Peak Edge project). -Launch event (Sept) -6 half-days (Maths Leader) -Option to watch 'live lessons' -Additional CPD available (e.g. multiplicative reasoning) -Reviews in school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning <i>"Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i> <i>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps."</i>	1,2
EYFS leader attends relevant training to maximise outcomes for youngest children (select from LA's menu of options)	https://educationendowmentfoundation.org.uk/early-years/professional-development-guide <i>Successful CPD should build knowledge, motivate educators, improve teaching techniques and embed practice.</i>	1,2,3
Zones of Regulation – develop and enhance	https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development • <i>There is evidence that this approach is effective.</i> • <i>Proactively and explicitly teaching children strategies for managing their emotions can be effective.</i> • <i>Practitioners have an important role to play in modelling how to manage emotions.</i>	3,4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 4. Oral language interventions EEF (educationendowmentfoundation.org.uk) 5. Phonics EEF (educationendowmentfoundation.org.uk) 6. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Pupil Premium Champion (named member of staff to provide additional support for eligible children) – support with metacognition and self-regulation	As above; plus: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Learning Support Assessments	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) NB This is an essential part of the graduated response.	1, 2
Additional sessions with LA's Educational Psychologist	https://epi.org.uk/wp-content/uploads/2026/04/EPs-in-England-April-2026.pdf Educational psychologists (EPs) play a critical role in England's education system, supporting children and young people with special educational needs, including mental health challenges, learning difficulties, and neurodiversity (p11)	1, 2, 3, 4
Mental Health interventions via Mental Health Support Teacher (NHS Healthy Minds project)	https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges Launched in 2025-26, this service has been very successful in supporting our families through 1:1, small-group and whole-class sessions. Half-termly meetings take place to identify challenges and plan activities for the half-term ahead.	1, 2, 3, 4
Additional equipment and resources to support targeted interventions	1. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 2. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 3. Oral language interventions EEF (educationendowmentfoundation.org.uk) 4. Phonics EEF (educationendowmentfoundation.org.uk) 5. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £6550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of educational visits and breakfast club	Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk) https://www.evidence.nhs.uk/search?q=school+breakfast+clubs	3, 4
Headteacher, admin assistant and PP Champion time to tackle attendance issues	Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)	4
Use of EYFS PP funding to offer additional sessions in Nursery	https://www.gov.uk/government/publications/international-perspectives-on-early-years/international-perspectives-on-early-years <i>Many also offer additional funded provision, or priority access, for certain vulnerable groups. Research shows that these groups often benefit the most from high-quality provision... It is important that children's participation in the early years is high. Access to provision, especially high-quality provision, is linked to healthy development and educational success. It also reduces social inequalities and attainment gaps between children from different socio-economic backgrounds</i>	1, 2, 3, 4
Maintain Healthy Early Years Award	https://www.sheffielddirectory.org.uk/start-well-sheffield/hey-award <i>Healthy Early Years is a quality assurance award, accredited by the Director of Public Health. The training and award recognises and celebrates a whole setting holistic approach to healthy early years. The award covers seven key strands and promotes and supports key Public Health messages, demonstrating your commitment to supporting children, families, staff and the wider community in making informed choices supporting both physical, mental and emotional health and wellbeing.</i>	3,4
Provide opportunities to participate in a range of sporting events / activities (See Sports Premium document)	https://www.youthsporttrust.org/research-listings/research/benefit-of-sport-participation <i>New research shows sports participation in school is associated with higher levels of wellbeing for young people. It also shows that participation in sport is a significant predictor of self-belief and mental toughness and the continued promotion of school sport throughout a child's time at school, up to and including during exams, should be encouraged.</i>	3

Externally provided programmes

The school did not purchase any additional externally provided programmes in the previous academic year.

Total budgeted cost: £63,550

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 2025-26 academic year.

- We have seen a gradual increase in the percentage of children qualifying for Pupil Premium funding. As stated on page 1 of this document, 30% of the school are now eligible – compared to 19% in 2019-20 (before the COVID pandemic). This increase has seen us go from under the National Average to above the National Average – meaning the Pupil Premium Grant is becoming even more important and increasing the potential for a positive impact.
- We recognise changes in the way Pupil Premium will be funded in school ('Targeted' v 'Expanded' funding may have an impact on the 2027-28 budget).
- Attendance across school (for all children) was 93.5% in 2025/26. For Pupil Premium children, this figure was 91.5%. We would like to close this gap in 2026-27.
- The highest attendance was for Y2 (95.1%) and the lowest was Y6 88.5%). The latter figure was consistent with the whole-school data and the former applied to just 3 children.
- Throughout the academic year, 22 children were deemed to be 'persistently absent' (<90%); 14 of whom were also on the Pupil Premium register.
- More children from PP families are attending our daily breakfast club and have taken the opportunity to participate in after-school sporting events and activities (see Sports Premium plan)
- Continuing to maintain positive mental health and wellbeing was a major focus of this academic year. We incorporated learning from Positive Regard training and ensured all classes were consistently using 'Zones of Regulation'. Children are happy at school (source: survey, July 2026).
- 88% of our EYFS cohort achieved GLD in 2026 – this was our best result for some time (though it was a very small cohort).
- 64% of our Y1 pupils passed the Phonics Screening Check in Summer 2026. This was a reduction on the previous year but our average across the last 3 years is close to the National Average (above it when IR pupils are excluded from the data). This cohort has a particularly high percentage of disadvantaged pupils (38% were on the PP register)
- Although the KS1 assessments are no longer statutory, we continue to do them as they provide a good measure of attainment & progress. 82% of our Y2s achieved ARE in Reading AND Maths. With 76% achieving this in Writing, this was the lowest of the key measures – but it was a big increase on the previous two years.
- In Y6, 67% of the whole cohort achieved ARE in Reading; 60% in Writing and 47% in Maths. This was a cohort with 4 EHCPs out of 15 children in total. When IR children are excluded from the data, these figures are 91% (potentially 100% following a remarking request), 82% and 64%. There is a clear link between attendance and attainment (only 33% of our persistent absentees achieved ARE in Maths; compared to 100% of those with attendance >90%.
- Of the 44 PP children at our school in July 2026, 23 were also on the SEND register (52%) – this was a slight reduction on the previous year. This was an increase on the previous two years.
- Pupil mobility during 2025-26 was 7.5%. This is pretty typical for our school.

Further information

- We work collaboratively with the other schools in our trust to maximise learning potential and secure best value for money (where appropriate). During 2026-27, we are part of a working group to share best practice and introduce a new disadvantaged strategy for the Trust.
- We have a named governor with responsibility for overseeing this work. He is in regular dialogue with school and has carried out face-to-face and virtual monitoring activities.
- We are a small school with mixed-age classes and high numbers of children with SEND. We value the contributions made by our teaching assistants – they are vital to the successful integration and inclusion of *all* pupils.
- We welcomed the changes in format to this strategy document. A three-year strategy enables us to plan ahead and make lasting changes to the lives of our most vulnerable children. We will, however, review this strategy each year to ensure it continues to meet the needs of our pupils.