

## Pupil premium strategy statement

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	Whitegate End Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	24% (PP 50 ) 29% (PP&FSM 61)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R Hollingsworth
Pupil premium lead	L Bingham
Governor / Trustee lead	K Painter

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (25/26)	£83,555
Recovery premium funding allocation this financial year (25/26)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this financial year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,555

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is for all our children to leave school with the dignity of being literate and numerate and happy in their sense of self. All staff play a role in fulfilling this aim. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining well. Our strategy is based on a research informed approach and provides a comprehensive view of the provision we have in place. This ambition for all is reflected in our school improvement priorities which threads through our school development plan.

Our school vision demonstrates we have a drive for excellence for all and this is regardless of being vulnerable or having barriers to achievement.

'At Whitegate End, we create **emotionally resilient children** and staff with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**. Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about. We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.'

We have a strong ethos of inclusion and crucially a compassionate approach towards empowering and supporting our children and parents. We know that supporting our children's emotional well-being across the school is vital. Our nurturing approach is being developed further through participation in a Trauma Informed Project through Oldham Local Authority. The focus this year being on training all staff in trauma informed theory and approaches so that children can be identified for further work with our trained trauma informed practitioners.

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

- Ensure disadvantaged pupils are challenged in their work
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We will take a three-tiered approach based on the [EEF Guide to Pupil Premium \(September 2025\)](#) and we will take a strategic approach to deploy the funding :

**Step One: Assess** – Our school will undertake diagnostic assessment of pupils' wellbeing and learning needs using the EEF [diagnostic assessment resource](#)

**Step Two: Plan** – develop a school wide strategy using the tiered approach.

**Step Three: Do** – implement the plans using EEF's [Guide to Implementation](#)

**Step Four: Review and sustain** - Review the impact and where necessary refine the approach. School will take a multi-year approach reviewing the impact and formulating a plan for the forthcoming year

Our strategy is a balance between longer-term sustainable approaches to supporting the quality of teaching through evidence informed professional development and shorter-term targeted interventions.

By adopting the above strategy, we are empowering all of our team to do what is right for our children based on their knowledge of our children's needs. As a school we will review the impact of the funding through discussions and analysis of quantitative and qualitative data SLT meetings, termly meetings between the class teachers and pupil premium lead and regular governor meetings.

This pupil premium strategy aligns with and should be read alongside our School Improvement Plan (SIP) which sets out our school priorities for this academic year.

## Challenges –

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

Challenge number	Detail of challenge
1	<p><b>As stated in SIP: WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <p>Raising levels of attainment and progress in reading across the school</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of reading</li> <li>- Little Wandle scheme continues to be used, and KS1 outcomes evidence this having a positive impact.</li> <li>- Investment in Little Wandle Fluency for Year 2</li> <li>- Research based approach to reading in KS2 based on the 'Art and Science of Reading' by Christopher Such.</li> <li>- Required fidelity to the reading approaches across school</li> <li>- Support from the Local Authority and access to CPD.</li> </ul> <p><b>2024-2025 KS2 Reading outcomes:</b> 57% EXS (National 75% Oldham 77%) 19% GDS (National 33% Oldham 17.9%)</p> <p><b>2024-2025 KS2 Reading outcomes for PP children :</b> 50% EXS (National 62% Oldham 62%) Non PP 55% (Oldham 76%)</p>
2	<p><b>As stated in SIP : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <p>Raising levels of attainment and progress in writing across the school</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of writing</li> <li>- A writing process (research based) has been adapted over the last two years.</li> <li>- Required fidelity to the writing process across school</li> <li>- Pupil voice indicates writing is an area where more support is needed</li> <li>- Support from the Local Authority and access to CPD.</li> </ul>

	<p><b>2024-2025 KS2 Writing outcomes:</b> 61% EXS (National 72% Oldham 68%) 0% GDS (National 13% Oldham 7%)</p> <p><b>2024-2025 KS2 Writing outcomes for PP children :</b> 50% EXS (National 59% Oldham 59%) Non PP 59% (Oldham 74%)</p>
3	<p><b>As stated in SIP : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <p>Raising levels of attainment and progress in maths across the school</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of maths</li> <li>- Power Maths started in September 2024 due to it being identified as area of need from whole school data.</li> <li>- Required fidelity to Power Maths and Mastering Number</li> <li>- Pupil voice indicates maths is an area where more support is needed</li> <li>- Support from the Local Authority and access to CPD.</li> </ul> <p><b>2024-2025 KS2 Maths outcomes:</b> 64% EXS (National 74% Oldham 71%) 7% GDS (National 26% Oldham 21%)</p> <p><b>2024-2025 KS2 Maths outcomes for PP children :</b> 50% EXS (National 62% Oldham 62%) Non PP 59% (Oldham 78%)</p>
4	<p><b>As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>Attendance and punctuality of our pupil premium pupils including a reduction in persistent absence. This will be a focus priority as children missing education is significant and contributes to gap in attainment for PP children.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- PP &amp; FSM attendance 92.86% (National 93.2%)</li> <li>- PP PA Attendance 18.75% (National 18.3%) (9 pupils) Non PP&amp; FSM -4.49% (National 18.3%)</li> <li>- Pupil voice indicates that the PA children enjoy school and want to be here</li> <li>- Termly attendance reviews with Local Authority Attendance Officer</li> </ul>
5	<p><b>As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><b>Evidence base/in response to:</b></p>

	<ul style="list-style-type: none"> <li>- 22 of our disadvantaged children currently require additional support with social and emotional needs.</li> <li>- increased number of children requiring professional support</li> <li>- Pupil voice indicates that support is needed and in some cases self-referrals made from older children</li> <li>- families reaching out for help with issues impacting on day to day living.</li> </ul>
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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
<p>Improved reading attainment for disadvantaged pupils at the end of KS1 and KS2</p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p>	<p>Fidelity to the Little Wandle Reading scheme in EYFS and KS1 with proven impact.            Increased teacher confidence in covering all areas of the reading curriculum            All PP children to maintain prior Key Stage attainment            Raised standards in children's day to day reading.            Highlight specific areas for school development – analyse of any patterns            All teachers are accurate and fully appreciate expectations for end of KS2 assessment.            Target specific children/groups of children's next steps.            Keep all teachers focused on raising attainment – linking their planning to NC objectives and on-going assessments.            Progress scores are in line with National data            Pupil voice indicates positive attitudes towards reading            Drop everything and read time every day in every class            Reduced gap in progress and attainment between disadvantaged children and non-disadvantaged peers</p> <p>This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments every half term. Discussions each half term between the PP lead and class teacher using above sources of information. This will be feedback through at SLT meetings as per the CPD timetable.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2</p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p>	<p>Fidelity to writing process (research based) across school.            Increased teacher confidence in covering all areas of the writing curriculum            All PP children to maintain prior Key Stage attainment            Raised standards in children's day to day writing – modelling, grammar coverage, spelling.            Highlight specific areas for school development – analyse of any patterns            All teachers are accurate and fully appreciate expectations for end of KS2 assessment.            Target specific children/groups of children's next steps.            Keep all teachers focused on raising attainment – linking their planning to NC objectives and on-going assessments.</p>

	<p>Increased attainment across KS2 in GPS.  GPS teaching addressing curriculum objectives and identified need – raise confidence and attainment for all.  GPS elements of writing assessment criteria are more confidently/consistently included in children's independent writing.  Improve handwriting consistency across the school.  Manage cognitive load in writing process through understanding of transcription and composition skills.  Progress scores are in line with National data  Pupil voice indicates positive attitudes towards writing  Drop everything and read time every day in every class  Reduced gap in progress and attainment between disadvantaged children and non-disadvantaged peers</p> <p>This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments every half term. Discussions each half term between the PP lead and class teacher using above sources of information. This will be feedback through at SLT meetings as per the CPD timetable.</p>
<p>Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p>	<p>Embedding Power Maths scheme of work introduced September 2024  Fidelity to the Power Maths scheme of work across school.  Increased teacher confidence in covering all areas of the maths curriculum  All PP children to maintain prior Key Stage attainment  Raised standards in children's day to day maths including arithmetic skills.  Highlight specific areas for school development – analyse of any patterns  All teachers are accurate and fully appreciate expectations for end of KS2 assessment.  Target specific children/groups of children's next steps.  Keep all teachers focused on raising attainment – linking their planning to NC objectives and on-going assessments.  Progress scores are in line with National data  Pupil voice indicates positive attitudes towards maths  Reduced gap in progress and attainment between disadvantaged children and non-disadvantaged peers</p> <p>This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments every half term. Discussions each half term between the PP lead and class teacher using above sources of information. This will be feedback through at SLT meetings as per the CPD timetable.</p>
<p>To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.</p> <p><b>Linked to : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p>	<p>Sustained high levels of wellbeing from 2025-2026 demonstrated by:</p> <p>Outcomes from pupil voice, pupil and parent surveys, graduated response records and teacher observations.  Graduated response tool for pastoral support used to monitor impact  Staff completing referrals using the agreed paperwork to show identification of need and quality first actions which have already been used.  Effective identification of those children/families requiring pastoral support  Whole school use of zones of regulation and teachers feeling confident in this.  Trauma informed training to ensure each child has an emotionally available adult with a team around the child.  PACE will be a 'way of being' and all staff to be trained in this approach.  Knowledge of families used to spot any changes – offer of a informal chat to offer support.</p>

	Working alongside professional agencies to co-ordinate and provide support.
<p>To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.</p> <p><b>Linked to : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p>	<p>Attendance policy is updated and in line with Government guidelines.  Close tracking and analysis by attendance lead with termly reviews with Local Authority Attendance Office.  Actions taken to 'support first' as per the attendance policy  Evidence will show that when children have been targeted attendance has been improved  Pastoral support to address any identified barriers to attending school.  Associated paperwork is updated with current guidance and is actively used  Reduce persistent absentees who are disadvantaged.  Parents are updated regularly regarding the attendance policy  Whole school attendance remains in line or above national average (below national average for PA attendance).</p>

## 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.

## High- Quality Teaching

Budgeted cost: £41,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved <b>reading</b> attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <ul style="list-style-type: none"> <li>- Regular staff CPD based on reading reviews across school</li> <li>- KS2 staff following reading diet which links to the research based adaptive teaching – activate, build, use, review</li> <li>- Regular fluency checks carried out to assess children's fluency and match books accordingly</li> <li>- Use of adaptive teaching to inform KUNCU groups</li> <li>- Daily KUNCU timetabled sessions</li> </ul>	<p><a href="#">EEF Improving Literacy at Key Stage 1</a>  <a href="#">EEF Improving Literacy at Key Stage 2</a>  <a href="#">EEF Putting Evidence to work: A school's guide to implementation</a></p>	1 & 4

<ul style="list-style-type: none"> <li>- Support staff deployment linked to pupil progress meetings</li> <li>- Support staff CPD</li> <li>- Teacher in a day appraisal – people development</li> <li>- Staff will confidently discuss the target children and additional support in place</li> <li>- Pupil progress meetings to identify next steps for targeted children</li> <li>- Parental involvement encouraged via take home packs and information on class pages</li> <li>- Support from PP Lead - half termly monitoring using tracker, learning walks</li> </ul> <p>Actions: Ongoing monitoring of the reading approach to ensure that pace and priorities are being met.</p>	<a href="#">EEF Making Best Use of Support Staff</a>	
<p>Improved <b>writing</b> attainment for disadvantaged pupils at the end of KS1 and KS2.  <b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <ul style="list-style-type: none"> <li>- Regular staff CPD based on writing reviews across school</li> <li>- All staff in Ks1, KS2 and The Hive following writing approach which links to the research based adaptive teaching – activate, build, use, review</li> <li>- Writing process in KS2 adapted to build on transcription and composition skills separately to avoid cognitive overload</li> <li>- Timetabled spelling sessions in Y2 using Little Wandle spelling</li> <li>- Timetabled spelling sessions in KS2 using the Essential spelling scheme – purchased September 25</li> <li>- Introduction of Little Wandle Handwriting in EYFS and KS1 following implementation cycle</li> <li>- Introduction of Kinetic Letters in KS2 as transcription skills identified as a barrier to learning. Implementation cycle will be followed.</li> <li>- Use of adaptive teaching to inform KUNCU groups</li> <li>- Daily KUNCU timetabled sessions</li> <li>- Support staff deployment linked to pupil progress meetings</li> <li>- Support staff CPD</li> <li>- Teacher in a day appraisal – people development</li> <li>- Pupil progress meetings to identify next steps for targeted children</li> <li>- Staff will confidently discuss the target children and additional support in place</li> <li>- Parental involvement encouraged via take home packs and information on class pages (statutory spellings focus)</li> <li>- Support from PP Lead - half termly monitoring using tracker, learning walks</li> </ul> <p>Actions: Ongoing monitoring of the reading approach to ensure that pace and priorities are being met.</p>	<a href="#">EEF Improving Literacy at Key Stage 1</a> <a href="#">EEF Improving Literacy at Key Stage 2</a> <a href="#">EEF Putting Evidence to work: A school's guide to implementation</a> <a href="#">EEF Making Best Use of Support Staff</a> <a href="#">DFE Writing Framework July 2025</a>	2 & 4
<p>Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS1 and KS2.  <b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <ul style="list-style-type: none"> <li>- Regular staff CPD based on maths reviews across school</li> <li>- Embedding Power Maths across school</li> <li>- Embedding mastering number in EYFS and KS1</li> </ul>	<a href="#">EEF Improving Mathematics in Early Years and Key Stage One</a> <a href="#">EEF Improving Mathematics in Key Stage 2 and 3</a>	3 & 4

<ul style="list-style-type: none"> <li>- Timetabled arithmetic sessions in KS2</li> <li>- Use of adaptive teaching to inform KUNCU groups</li> <li>- Daily KUNCU timetabled sessions</li> <li>- Support staff deployment linked to pupil progress meetings</li> <li>- Support staff CPD</li> <li>- Teacher in a day appraisal – people development</li> <li>- Pupil progress meetings to identify next steps for targeted children</li> <li>- Staff will confidently discuss the target children and additional support in place.</li> <li>- Parental involvement encouraged via take home packs and information on class pages (times tables focus)</li> <li>- Support from PP Lead - half termly monitoring using tracker, learning walks</li> </ul> <p>Actions: Ongoing monitoring of the reading approach to ensure that pace and priorities are being met.</p>	<p><a href="#">EEF Making Best Use of Support Staff</a></p> <p><a href="#">EEF Putting Evidence to work: A school's guide to implementation</a></p>	
<p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026) As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>Curriculum enrichment and outdoor learning overview across school  Educational visits/visitors - overview across school  Provision on offer during unstructured times – lunchtimes (OACT and whole staff involvement)  Community visits - St George's Church, Tesco's, Gallery Oldham.</p>	<p>An Updated Practical Guide to the Pupil Premium by Marc Rowland makes clear the value/impact these activities can have on social and emotional well being</p>	<p>4 &amp; 5</p>

## Targeted academic support

Budgeted cost: £16,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of support staff to deliver targeted interventions</i></p> <p><b>Linked to : WGE1 – To improve the attainment and progress of all groups of pupils (SDP 2025-2026)</b></p> <p>Learning support assistants are deployed to targets areas of need following data analysis - provision map to track interventions  Robust monitoring of interventions by PP lead</p>	<p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p>	<p>1, 2 &amp; 3</p>

<p>KUNCU or specific interventions are lead by class teachers and support staff          Little Wandle Rapid Catch up, Think Bricks &amp; SALT interventions for specific children/need          Key skills for maths and writing - actions from quality first teaching.          1:1 reading interventions – specific focus on decoding or fluency          Fine motor skills          1:1 social stories sessions to build bank of social stories for individual children</p> <p>Use specific interventions</p> <ul style="list-style-type: none"> <li>- Little Wandle Rapid Catch Up</li> <li>- Kinetic letters</li> <li>- Learning by Questions</li> <li>- Mastering number</li> </ul>	<p><a href="#">EEF Making Best Use of Support Staff</a></p>	
<p>Use of assessments to identify next steps in learning</p> <ul style="list-style-type: none"> <li>- Point in time assessments</li> <li>- Maths assessments as per Power Maths scheme</li> <li>- Phonics screening</li> <li>- Reading assessments -fluency and comprehension</li> <li>- Analysis of assessments to identify target groups for whole class teaching and interventions</li> <li>- Ongoing assessment and meeting of individual needs</li> <li>- Assessments using Little Wandle materials (Rapid Catch Up)</li> </ul>	<p><a href="#">EEF Diagnostic Assessments</a></p>	<p>1, 2 &amp; 3</p>

## Wider strategies

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Sustain improved emotional wellbeing</b>  <b>As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>1:1 interventions with Learning Mentor to improve the social emotional (SEL learning)            Teacher referrals completed            Analyse of referrals using graduated response document</p>	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	<p>4&amp;5</p>

<p>Daily meet and greets &amp; 1:1 timetabled sessions tailored to individuals  Interventions monitored after 6 week block  Exit graduated response completed alongside pupil voice and class observations  Application of skills/learning in class  Trauma informed interventions from trauma informed practitioners within school</p>		
<p><b>Improve attendance</b>  <b>As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>Pastoral team leading on Attendance  Clear attendance procedures in-line with DFE advice/guidance – first day calling, home visits  Updated Attendance policy  Attendance contracts where needed  Case studies for individuals to tailor support to individual families and children  Links with Local Authority Attendance Office</p>	<p><a href="#">DFE Improving School Attendance</a></p> <p>Notes from DFE Webinars on Attendance</p>	<p>4 &amp; 5</p>
<p><b>Empower parents</b>  <b>As stated in SIP : WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do</b></p> <p>Pastoral team presence on the playground each day to build relations with parents  Curriculum overviews for each class and how parents can help (parental involvement).  Informal drop ins  Parental surveys  Open afternoons each term – target families  Welfare calls from pastoral teams  Pastoral team attend whole school events</p>	<p><a href="#">EEF How can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice September 2019.</a></p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland</p> <p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	<p>4 &amp; 5</p>

**Total budgeted cost: £83,555**

## Part B: Review of outcomes in the previous academic year

### 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
N/A	

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**WGE1 – To improve the attainment and progress of all groups of pupils**

- To sustain the number of children achieving the expected standard in Mathematics at the end of KS2.
- Targeted Reading and SPAG interventions for identified pupils in KS2, with regular progress monitoring.

**WGE2 – To further improve the pedagogical toolkit of all staff**

- Audit and upgrade classroom technology to support high-quality teaching and reduce workload.
- Develop a leadership pathway for UPS staff, including mentoring, curriculum leadership, and coaching opportunities.

**WGE3 – To develop the pastoral offer to ensure that pupil and staff wellbeing is at the heart of what we do**

- Evaluate the impact of new technology on staff workload and wellbeing through surveys and feedback loops.
- Introduce peer support groups or coaching circles for staff to share strategies and reduce stress.

**WGE4 – To ensure that all children have access to a broad and balanced curriculum that provides them with the knowledge and skills to be 'ready for life'**

- Review and enhance Art and DT curriculum with support from subject specialists and external validation.
- Ensure that all curriculum leaders promote a high-quality curriculum offer

**WGE5 – To provide strong and effective leadership across all areas of school**

- Create a leadership development programme for aspiring and existing leaders, including UPS staff.
- Continue to support the Local Authority to provide a high-quality SEND offer, specifically for SEMH.