#



**Every child ⚫ Every opportunity ⚫ Every day**

**Pupil Premium Strategy Statement**

**2021-2024**

**2022 – 2023 update**

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Wickhambrook Primary Academy |
| Number of pupils in school  | 203 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 22 |
| Date on which it will be reviewed | December 23 |
| Statement authorised by | Peter Nicholson (Chair) |
| Pupil premium lead | Hannah Tyzack (Head) |
| Governor/ Trustee lead | Peter Nicholson |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £35,454 |
| Recovery premium funding allocation this academic year | £3,335 |
| 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 | £38,789 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Wickhambrook we pride ourselves in knowing every child.

Within our school family, our aim is to use pupil premium funding to help us improve and sustain higher attainment for all our disadvantaged pupils especially those that are pupil premium. It is our whole school commitment to ensure that our most vulnerable pupils thrive holistically as well as academically.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations.

Our approach will be responsive to both common challenges and our pupils’ individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our expectation at Wickhambrook is that all pupils, irrespective of background or the challenges they face, become strong, enthusiastic readers. Our reading culture will enable them to read to learn, broaden horizons and ultimately become a worldly citizen beyond Wickhambrook. The approaches we have adopted complement each other to help pupils to excel and remain at the heart of our school.

To ensure they are effective we will:

* ensure disadvantaged pupils are challenged in the work that they are set
* 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.

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS through to UKS2. Our baseline assessments on entry to Reception class demonstrate that 100% of our disadvantaged pupils arrive below age-related expectations. This is typical of the last 3 years. |
| 2 | Internal and external assessments show disadvantaged pupils generally attain less well in the Y1 Phonics Check, impacting on their development as readers. |
| 3 | Our assessments, observations and discussions with families show that many of our disadvantaged pupils’ education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures. |
| 4 | Our assessments, discussions and observations have identified social and emotional/ self-confidence issues for a number of our disadvantaged pupils. This is resulting in them not having the cognitive load to be able to learn effectively, leading to a range of challenging behaviours.  |
| 5 | Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and 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 |
| Improved oral language for disadvantaged pupils. | Teacher assessment of pupils’ oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school from to no more that 5%. This is within a context of high attainment for all. External school improvement support verifies these findings in pupils’ day to day learning. |
| Improved vocabulary for disadvantaged pupils | Standardised vocabulary test scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more that 5%. They should also be benchmarked against age-related expectations. This is within a context of high attainment for all. External school improvement support verifies these findings in pupils day to day learning |
| All disadvantaged pupils leave Wickhambrook as strong readers | KS1 phonics assessment scores reflect our ambition for every child to pass the phonics assessment. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5% |
| Improved attendance for disadvantaged pupils. | Attendance for disadvantaged pupils is at least 95% each half term.  |

## 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: £30,224

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Standardised diagnostic assessments to identify individual pupil’s needs for both teaching and learning and academic intervention. | [Assessment and feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback)[EEF Blog: Assessing learning in the new academic year (Part 1… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&utm_medium=search&utm_campaign=site_search&search_term=assessing)[EEF Blog: Assessing learning in the new academic year (Part 2… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2&utm_medium=search&utm_campaign=site_search&search_term=assessing) | 1, 2, 3 |
| Develop dialogic teaching through CUSP, across the school. This will include professional development and teacher release time to work with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF. | [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)[Dialogic Teaching | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching?utm_source=/projects-and-evaluation/projects/dialogic-teaching&utm_medium=search&utm_campaign=site_search&search_term=dialogic) | 1 |
| Embedding teaching of Tier 2 and Tier 3 vocabulary across the curriculum. This will include professional development, and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.  | [Preparing\_Literacy\_Guidance\_2018.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf)[Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 1 |
| Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development (training and implementation of Sounds Write Phonics Scheme, coaching and teacher release time working with external expertise from our English advisor. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>[The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy)  | 2 |
| Embedding recommendation two (Integrate and model SEL skills through everyday teaching) from the EFF social and emotional learning guidance report using a consistent approach through the Jigsaw programme. | <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf> | 4 |

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

Budgeted cost: £5,640

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Sounds Write phonics approach | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 |
| WellComm assessment/ intervention | [Identifying speech, language and communication needs with WellComm Primary - GL Education (gl-education.com)](https://www.gl-education.com/case-studies/identifying-speech-language-and-communication-needs-with-wellcomm-primary/) | 1 |
| Additional phonics sessions for targeted pupils.  | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> | 2 |
| Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/><https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf> | 3 |
| All PP children have access to a wide range of quality texts to promote a love of reading | [reading\_for\_pleasure.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf) | 2,3 |

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

Budgeted cost: £2,925

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Free Breakfast club place for key pupils who need support with attendance/ punctuality.  | <https://educationendowmentfoundation.org.uk/projects-and/evaluation/projects/national-school-breakfast-programme/> | 5 |
| Trauma Informed Whole School Approach | [Trauma-informed responses in relationship-based practice (researchinpractice.org.uk)](https://www.researchinpractice.org.uk/children/news-views/2018/june/trauma-informed-responses-in-relationship-based-practice/) | 5 |
| Thrive assessments following the training of a TA to become an inhouse Thrive practitioner | <https://www.thriveapproach.com/impact-and-research/research-behind-thrive>  | 5 |

**Total budgeted cost: £38,789**

# 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 2020 to 2022.

|  |
| --- |
| Since March 2020 education has been dominated by the Covid-19 pandemic. Prolonged periods of remote learning and absence have had a profound impact on the ability of schools to implement the actions and strategies designed to meet the needs of disadvantaged pupils. The situation has been no different at Wickhambrook and we recognise that whilst striving to move forwards we must implement our tiered approach for the greatest impact for all our pupils. During the implementation of this strategy, whilst there have been staffing changes as well as growth in our pupils on role, we have ensured that we continue to embed our culture of excellence and consistency. We therefore prioritise our CPD to further develop high quality teaching with inclusivity and opportunities for all. This is evidenced in our Wickhambrook curriculum. At Wickhambrook, our nurturing approach supports all staff in providing exceptional pastoral care to pupils and families. All our staff are completely committed to the Wickhambrook school family. We all hold our families in very high regard, irrespective of background and staff try to develop ‘conversations,’ and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do, for the child.Therefore, at Wickhambrook you will find:Teaching:* Implementation of a vocabulary rich English curriculum, CUSP
* Explicit vocabulary instruction across the curriculum
* Programmed ‘core team’ meetings to focus on pupil progress/ next steps
* Modelled learning approaches to develop excellent behaviours for learning.

Targeted Support:* Individualised curricular for specific children e.g., Thrive approach
* Focussed interventions e.g., Sounds write ‘Keep up, catch up’ for identified children
* National Tutoring for small groups

Wider Strategies:* Free daily wrap around for disadvantaged children
* Emotional Literacy Support Assistant for all children needing emotional, mental health support.
* Subsidised extra-curricular experiences to enable equal opportunities for all.
 |

## 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 |
|  |  |
|  |  |

## 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 |

# Further information (optional)

|  |
| --- |
| The evidence-informed approach we have adopted is rooted in tackling educational disadvantage in the classroom. This is a long-term approach; it will be necessary and desirable for us to continue 2021-22 planned actions into the 2022-23 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners. |