



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	Wickham C of E Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Vicki Woods and Loren Way
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,938
Recovery premium funding allocation this academic year	£6793
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	£70,731

Part A: Pupil premium strategy plan

Statement of intent

Our school vision:

“Wherever the river flows, life will flourish” – Ezekiel 47:9

At Wickham C of E Primary School, we are deeply committed to nurturing every person’s sense of self-worth and unique character.

Within our rich and memorable learning experiences we ignite curiosity and inspire courage to take risks.

Through our shared sense of responsibility, we make a difference to our village community and God's world beyond.

Our building blocks for tackling educational disadvantage:

Whole school ethos of attainment for all

- Our curriculum is designed with key drivers of: Aspirational, Outward Looking, Conceptual, Experience Led, Language Rich and Enquiry Based.
- There is a culture of high expectations for all children.
- There is a belief that all disadvantaged children are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are supported by all members of staff.

Addressing behaviour and attendance

- A strong emphasis is based on developing positive behaviours for learning through our ‘Behaviours for Learning’.
- The school uses a range of positive behaviour management strategies alongside our core Christian values of Love, Courage and Respect to effectively support pupils.
- Attendance is monitored and, when required, strategies are used to support families to improve attendance.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school ensures teaching is of a high-quality; responsive to on-going formative assessment to ensure disadvantaged pupils make good progress.
- Teachers are committed to building positive relationships with children who find learning challenging.
- Professional development is focused on securing quality first teaching and personalised learning journeys where required.
- When required, timely interventions are used, under the direction of the class teacher, to accelerate progress of individuals.

Meeting individual learning needs

- Professional development focusses on the understanding of children's barriers to learning, how these present in school and ways to overcome them.
- Learning gaps and misconceptions are quickly identified so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.
- Provision maps are written by class teachers and monitored by the Pupil premium lead and SENCO.

Data driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings as a priority. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- The pupil premium governor regularly and pupil premium lead monitor the effectiveness of strategies every half term.
- Leadership are proactive in responding to presenting needs in light of the Covid 19 pandemic.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Our school's curriculum intent has six curriculum drivers some of which are directly linked to the need and lives of children eligible for pupil premium. These include: **aspiration** encouraging children to see what they can become, to open their eyes to a world of opportunity which they can achieve; **outward looking** encouraging children to look beyond their own lives; **experience led** encouraging staff to seek opportunities that the children would not otherwise experience and **language rich** meaning all units of work include a set high quality vocabulary to broaden children's use of and understanding of language. Our intent supports staff to think deeply about the needs of all of the learners in the school.

Challenges

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

Challenge number	Detail of challenge
1	Children unable to attend school due to periods of isolation.
2	Concentration and stamina in the learning environment. Teacher referrals for support for individuals increased significantly during and post the lock down period. Adaptions to the curriculum are required so that learning is presented in small and manageable chunks.
3	Observations and discussions have indicated under-developed language skills and vocabulary delay leading to lower starting points for speaking and listening for many of our disadvantaged children.
4	Through discussions with parents we are aware that an increasing number of children are having difficulty managing their emotions. An increasing number of parents require advice and guidance to develop their skills to manage this. Teachers are also seeking support to develop strategies in the classroom.
5	Attendance data shows that some disadvantaged families are persistently absent and/or are regularly late to school – impacting on children’s self-esteem and access to learning.
6	Analysis of engagement during lock down period showed that access to devices and laptops was a barrier. School will continue to support with this to support home learning if necessary.
7	Observations and pupil conferencing suggests that disadvantaged children have greater difficulties with phonics and reading than their non-disadvantaged peers. Parental skillset not matching the demands of the curriculum during times of home-schooling. Lack of engagement with reading and learning in the family home.
8	Analysis of data from our Family Support worker shows that in increasing number of parents are seeking support with parenting, boundaries and routines

	in the home. This has been impacted by the amount of time spent in the home during lock down and has an impact on individual children's readiness to learn.
9	Discussions with parents and observations have highlighted that some children do not have suitable school uniform or footwear. Deprivation and factors associated with this continues to be a barrier and can affect children's self-esteem.
10	<p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, likely to be due to lack of opportunities to access enrichment opportunities due to the school closure.</p> <p>Many of our disadvantaged families are part of a remote community and feel isolated. They have limited access to the school site and poor transport links to the wider community.</p>
11	Service families affected emotionally by parents being deployed, affecting concentration and progress.
12	<p>Mental health factors within the family affecting readiness to learn and attendance.</p> <p>Observations have shown that some children need to increase their resilience and further develop strategies to manage situations they are faced with.</p>

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 opportunities for disadvantaged children to enhance their cultural capital.	<p>School to seek opportunities to enhance the experiences for children within and outside of the national curriculum. Staff will look for opportunities to invite inspirational professionals and specialists into school.</p> <p>PP lead will ensure that PP children have equal access to clubs and trips to ensure they participate fully in whole school life.</p> <p>All PP children will attend trips.</p>

<p>Ensure outcomes for disadvantaged children are consistent with at least national averages and pupil premium children make rapid progress.</p>	<p>Combined outcomes for PP pupils will be increasingly in-line with those for non-PP pupils</p> <p>KS2 outcomes in 2022/2023 will show that the gap is closing between achievement of PP and non-PP pupils.</p> <p>Ongoing assessment will inform decisions about staffing and interventions for PP children.</p> <p>Analysis of pupil performance and ongoing self-evaluation will initiate staff training and resourcing, with positive impact on the quality of provision and pupil progress for PP pupils. Staff will know children's needs well and have strong subject knowledge to meet these needs.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2022/2023 should that they are at least broadly in line with their non-disadvantaged peers and in-line with national.</p>
<p>Improved self-worth and self-esteem of disadvantaged children.</p>	<p>Children will be provided with opportunities to develop their teamwork skills and aspirations. Staff will look for opportunities to lead group work and take on new projects within the school.</p> <p>Parents will be supported to engage their children in activities during school holidays. An increasing number of children will attend after school clubs from 2021 – 2023.</p>
<p>Further develop the use of services premium to support those from services families – particularly for families with high mobility moving in and out of schools and locations.</p>	<p>HLTA running a services family group once a week at lunchtime to promote talk and conversation around deployments with others' in a similar situation to themselves. Safe space for children to talk about these specific worries.</p>

	ELSA working with individual families and children who may be struggling to manage their emotions when facing changes.
Improved attendance of vulnerable groups of learners.	<p>Overall attendance of PP children (not including Covid-19 related absence) will be in-line with non-PP children and at least in-line with the national average.</p> <p>Parents feel will feel supported by the school and develop relationships with FSW so problems that can affect attendance at school are addressed.</p> <p>Teachers will ensure they build strong relationships with families and have open lines of communications with parents and carers.</p>
On-going whole school review and implementation of positive behaviour management strategies.	<p>Children's self-esteem and resilience will be improved with more positive attitudes toward learning demonstrated in class.</p> <p>The use of trick box will equip children with strategies to manage their emotions when faced with difficult situations.</p>
Improved speaking and listening opportunities Including interventions with speech therapy, black sheep narrative, NELI, SALT or play therapy.	<p>Children with language delay are identified quickly during their Early years. Interventions are used to support with pronunciation or to broaden their language.</p> <p>Whole class strategies throughout the school further develop children's language in general. Teachers and support staff will explicitly model the language associated with emotions.</p>
Improvements in parenting capacity of more vulnerable families	Families will work with our family support worker to overcome barriers they face. FSW will create bespoke programmes to support families where a high level of need is seen.

	Parents and carers will work closely with FSW and all members of staff in the school leading to improved behaviour of children at home and at home.
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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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted teaching and acceleration of progress where needed.</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Progress meetings (teacher release)</p>	<p>Standardised tests provide insight into specific strengths and areas of difficulty enabling teachers to plan appropriately matched interventions.</p> <p>Giving teacher's time to reflect on specific individual's strengths and areas of developments means that teachers are able to refine their planning and use of resources in the classroom to maximise learning in the classroom. This will ensure that quality first teaching takes place in the classroom and teachers are given the time to consider personalised approaches to ensure that learning is presented in a way that is personalised to the needs of the children who did not understand it the first time they tried.</p>	1, 2
<p>Increase staff CPD around vulnerable children and their families and those eligible for pupil premium (EP training, EMTAS, staff meeting time, PBS, PPI support, SEN)</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Developing staff's understanding of metacognition and strategies that are effective such as providing children with opportunities to work collaboratively on learning tasks. Metacognition encourages pupils to take more ownership of their learning and will support pupils to develop their understanding of what is needed to succeed.</p>	2, 3

Coaching and mentoring staff to increase confidence to provide support to most vulnerable children.	The use of the coaching model can lead to staff feeling more motivated and empowered to make positive changes to their practice. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2,3,4
Developing staff awareness of mental health strategies for children and parents (SCARF/Trick box)	Using Trick Box with the children will help them to develop life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future. Using SCARF we can ensure that there is a consistent, whole school approach to our school delivery of personal, social and health education. This enables us to promote positive behaviour, mental health, wellbeing, resilience and achievement in all of our learners.	4, 12
Ofsted: The impact of the 'Assessing pupils' progress' initiative https://thirdspacelearning.com/blog/quality-first-teaching/ EEF – Guidance reports – Effective professional development https://trickbox.co.uk/		

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

Budgeted cost: £44,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's speech and language skills are accelerated to be in line with their peers.	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Improved language can also lead to an improved classroom climate and fewer behavioural issues following work on oral language. Staff training on Tier 2 and Tier 3 language Staff training on whole class approaches to support language and targeted interventions Delivery of NELI programme to targeted individuals	3
Developing children's self-esteem and resilience due to work	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather	4, 9, 12

with ELSA and development of Trick Box across the school.	<p>than focusing directly on the academic or cognitive elements of learning. Being able to effectively manage emotions will be beneficial to children and young people. Our ELSA will lead personalised small group or individual social skill sessions– such as: CBT, social skills and anger management</p> <p>Whole school approach to trick box means that consistent approaches can be used between classrooms.</p>	
<p>Targeted literacy and maths interventions to support rapid progress with identified children.</p> <p>Purchase of phonic programme to provide targeted catch up intervention as needed.</p>	<p>Small group teaching allows for greater feedback from the adult working with the children meaning that learning is more closely matched to learners’ needs and more progress can be made as a result.</p> <p>Trained staff will deliver high quality interventions that are proven to have an impact on attainment – such as: First class at number, phonics and NELI.</p>	1, 2, 3, 7
Targeted maths support Year 6 LW	High quality targeted teaching means that work can be pitched correctly. Focus groups will be led by an experienced teacher leading to rapid improvements in gaps in learning.	1,2,3,7
Breakfast and after school targeted intervention	Targeted maths support	
Support with behaviour for targeted individuals.	<p>Behaviour support assistant in place to work alongside teachers and children. Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills are both effective in supporting children to make progress in this area.</p> <p>Behaviour assistant will offer advice on strategies and support action planning to meet needs associated with emotional dysregulation.</p>	4, 8
Evidence gathered from -EEF ‘Teaching and Learning Toolkit’		

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker role to work directly with disadvantaged families. (25% of RP wage)	<p>The school employs a full time Family Support Worker to:</p> <ul style="list-style-type: none"> • Support individual families with needs as they present such as behaviour at home, anxiety, managing worries and housing • Run bespoke courses for all parents on subjects such as positive parenting, dealing with bullying and transition issues <p>Parental and community involvement programmes are often associated with reported improvements in school ethos and behaviour.</p>	5, 8, 9, 10, 11
Loan of IT equipment to ensure children can access home learning in line with non PP peers.	Loan of devices and support with accessing the internet in the family homes.	6
Services family support group weekly.	Opportunities to promote talk and conversation around deployments with others' in a similar situation to themselves. Safe space for children to talk about these	11
Provide a greater number of children with spaces at extra-curricular activities to further develop areas of strength or to support in areas of difficulty.	<p>Breakfast club paid for to support parents with work commitments.</p> <p>Funding for places at holiday clubs during holidays</p> <p>Targeting children eligible for pupil premium to take part in sports sessions, music tuition and forest schools sessions.</p>	9, 4, 5, 10

	Use of the chickens to support children who find social situations challenging to provide them with a motivation to have conversations with peers.	
Whole staff training on behaviour management and develop strategies to support mental well-being in children. (behaviour support/EP time SLA)	Both targeted interventions and universal approaches can have a positive overall effects.	9, 4, 5, 10
Funding school visits, residential or towards visitors coming into school.	Funding residential trips and school trips ensures that all children have equal opportunities when accessing extra curricula activities alongside their peers.	5
Evidence gathered from -EEF 'Teaching and Learning Toolkit' Behaviour interventions / EEF		

Total budgeted cost: £ 70,700

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 2021 academic year.

Our internal assessments show that the performance of disadvantaged pupils is slightly lower than in previous years. We believe this is due to the disruption from Covid-19 and that our disadvantaged pupils were not able to benefit from as many targeted interventions, opportunities to learn alongside peers or provided with opportunities to enhance their experiences within and beyond the curriculum.

During the period of home learning, disadvantaged children engaged with schooling online, with physical work packs or attended school in person due to the careful tracking of teaching staff and leaders. Contact with families was regular and took place at least daily.

All disadvantaged families were provided with electronic resources they needed so they were able to fully engage with the lock down learning. Larger families were loaned two laptops. Bespoke learning packages were created for some individuals to ensure families and children engaged with the learning during lockdown.

During this time, small group meets were held virtually to ensure vulnerable pupils or those who were reluctant to engage during whole class virtual sessions, were still given time to interact with their peers. Observations found that when these children returned to school they continued to feel part of the class and were able to make the transition to return to school with relative ease and success.

All families eligible for pupil premium received vouchers and food parcels. School staff also identified families at risk of becoming vulnerable and completed deliveries of further food parcels.

Following the lockdown period, targeted booster groups meant that children who had not attended school during this period accessed learning in the classroom with increased confidence when they returned. Children closed some of the gaps and misconceptions were addressed to ensure that learning moved on quickly. In school assessments have shown that in some year groups – progress in maths was in-line with non-Pupil premium peers as a result.

Targeted support in Year 6 meant that pupil premium children expected to achieve in-line with end of Year 6 expectations did so in all core areas - leaving the school secondary ready.

Focused work was completed with girls in maths within the Year group to ensure they achieved the expected standard.

Our FSW / ELSA worked with 60% of children and/or families eligible for pupil premium. Targeted individuals received emotional well-being, social skills or bespoke programmes delivered by the school's ELSA. In many cases, this led to improved well-being and emotional resilience in the classroom and on playground.

Our Family Support Worker also supported with the monitoring of attendance - both supporting and challenging parents leading to increased attendance of vulnerable individuals. She worked closely with families to track and monitor attendance; providing support where necessary and building confidence in families where school avoidance was developing. The FSW and SENCO built open, professional relationships with families developing their trust in the school. As a result we could ensure that children's basic needs were met with food parcels being delivered and problems with housing and water addressed. Attendance during the summer term for persistent absentees improved.

Our ELSA and SENCO completed referrals to outside agencies to seek further support - including referrals to EMTAS for minority families. This work is on-going but families already feel supported and positive about their children attending school.

The school sports coach provided additional support for targeted pupils to further develop their emotional needs and ability to access team games. The increased confidence and self-belief of these children was evident over time and their behaviour in PE lessons improved dramatically as a result.

Children in Year 6 took part in transition groups, pre-visits and developed strategies with the ELSA, SENCO and class teacher to ensure they had a successful transition to secondary school.

All pupil premium children who wanted to access the residential trip were provided with a place and attended. The school arranged pre-visits to ensure vulnerable children were fully prepared. Pupil premium children were given funded places at breakfast and after school club. Children who arrived at school by bus were also provided with breakfast. All having a positive impact on individual's readiness to learn.

Externally provided programmes

Programme	Provider
Trick box	Trick Box
In Sync	Empowering Individual and Empowering families

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Part of our ELSA's role was funded by service premium and dedicated time was given to children whose parents were facing deployment.
What was the impact of that spending on service pupil premium eligible pupils?	This meant that the children remained ready to learn in school and, in one case, managed the transition to secondary school well successfully.