



WICKHAM  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

## **Pupil Premium Strategy Statement**

This statement details our school's use of pupil 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  | 271                           |
| Proportion (%) of pupil premium eligible pupils                         | 20% 53                        |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2024                   |
| Date this statement was published                                       | December 2023                 |
| Date on which it will be reviewed                                       | September 2024                |
| Statement authorised by   | Graham Cutter                 |
| Pupil premium lead  | Vicki Woods                   |
| Governor / Trustee lead   |                               |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £90,024 |
| Recovery premium funding allocation this academic year  | £7,975  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £97,999 |

### 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                | Concentration and stamina in the learning environment.<br><br>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.  |
| 2                | 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.  |
| 3                | 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.   |
| 4                | 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.  |
| 5                | Observations and pupil conferencing suggests that disadvantaged children have greater difficulties with phonics and reading than their non-disadvantaged peers.   |
| 6                | Analysis of data from our Family Support worker shows that an 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 with limited interaction with others and the mental health of family members during lock down and has an impact on individual children’s readiness to learn. |
| 7                | 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.  |
| 8                | Observations and discussions with pupils and families have identified social and emotional difficulties for many pupils, which could be due to lack of opportunities to access enrichment opportunities.  |

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|    | 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.  |
| 9  | Service families affected emotionally by parents being deployed, affecting concentration and progress.   |
| 10 | Mental health factors within the family affecting readiness to learn and attendance.<br><br>Observations have shown that some children need strategies to increase their resilience and further develop strategies to manage situations they are faced with. |
| 11 | Children are not equipped with the skills needed to regulate their emotion.  |

### 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.   | 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.<br><br>PP lead will ensure that PP children have equal access to clubs and trips to ensure they participate fully in whole school life.<br><br>All PP children will attend trips. |
| Ensure outcomes for disadvantaged children are consistent with at least national averages and pupil premium children make rapid progress. | Combined outcomes for PP pupils will be increasingly in-line with those for non-PP pupils<br>KS2 outcomes in 2023-2024 will show that the gap is closing between achievement of PP and non-PP pupils.<br><br>Ongoing assessment will inform decisions about staffing and interventions for PP children.  |

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|--|---|
|  | <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.</p> <p>Staff will know children's needs well and have strong subject knowledge to meet these needs.</p>  |
| Improved reading attainment among disadvantaged pupils.  | <p>KS2 reading outcomes in 2023/2024 will be at least broadly in line with their non-disadvantaged peers and in-line with national.</p> <p>Phonics scores at the end of Year 1 will show children from disadvantaged backgrounds closing the gap on their peers.</p>  |
| Improved self-worth and self-esteem of disadvantaged children.   | <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.</p> <p>An increasing number of children will attend after school clubs from 2022 - 2024.</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>ELSA working with individual families and children who may be struggling to manage their emotions when facing changes providing a safe space for children to talk about these specific worries.</p>  |
| Improved attendance of vulnerable groups of learners.  | <p>Overall attendance of PP children 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/ Inclusion Lead 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> |

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|---|---|
| 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 towards learning demonstrated in class.</p> <p>The use of PSHE and discussions around emotions will equip children with strategies to manage their emotions when faced with difficult situations.</p> <p>Staff will have an increasing understanding on brain development in children.</p>                   |
| <p>Improved speaking and listening opportunities</p> <p>Including interventions with speech therapy, black sheep narrative, NELI, SALT or play therapy.</p> | <p>Children with language delay are identified quickly during their Early years. Interventions are used to support with pronunciation or to broaden their understanding of concepts and vocabulary.</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  | <p>Families will work with our family support worker to overcome a range of barriers they may face (such as financial or emotional). FSW will create bespoke programmes to support families where a high level of need is seen.</p> <p>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 school.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|



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|---|---|-------|
| <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     |
| <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 executive functioning. Executive functions are the essential self-regulating skills that we all use every day to plan, organise, make decisions, and learn from past mistakes.</p>  | 1,2   |
| <p>Coaching and mentoring staff to increase confidence to provide support to most vulnerable children.</p>  | <p>The use of the coaching model can lead to staff feeling more motivated and empowered to make positive changes to their practice.</p> <p>Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>   | 2,3,4 |
| <p>Developing staff awareness of mental health strategies for children and parents (SCARF)</p>  | <p>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.</p>   | 4, 11 |
| <p><b>Ofsted: The impact of the 'Assessing pupils' progress' initiative</b><br/> <a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a><br/> <b>EEF – Guidance reports – Effective professional development</b><br/> <a href="https://trickbox.co.uk/">https://trickbox.co.uk/</a></p> |   |       |

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

Budgeted cost: £65,000

| 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.   | <p>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.</p> <p>Staff training on Tier 2 and Tier 3 language</p> <p>Staff working alongside speech and language therapist to provide group and bespoke interventions to children.</p>   | 3                             |
| Developing children's self-esteem and resilience due to work with ELSA and increased understanding of self-regulation strategies.   | <p>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. 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> | 4, 9, 11                      |
| <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   | <p>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.</p>   | 1,2,3,7                       |
| Breakfast and after school targeted intervention  | Targeted maths support  |                               |

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| Sensory circuits and nurture provision to support turn taking, listening skills and self-regulation. | Self-regulation is a skill that children need to be taught and practice. They need to face the situations and be coached through the best way to manage them. This will provide them with the skills needed to stay calm in the classroom environment and manage tasks they are presented with. | 11 |
| Evidence gathered from -EEF 'Teaching and Learning Toolkit'  |   |    |

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

Budgeted cost: £12,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Family support worker role to work directly with disadvantaged families.   | <p>The school employs a full time Family Support Worker to:</p> <ul style="list-style-type: none"> <li>Support individual families with needs as they present such as behaviour at home, anxiety, managing worries and housing</li> <li>Run bespoke courses for all parents on subjects such as positive parenting, dealing with bullying and transition issues</li> </ul> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos and behaviour.</p> | 5, 8, 9, 10, 11               |
| Provide a greater number of children with spaces at extra-curricular activities (including music and sport) 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> <p>Use of the chickens to support children who find social situations challenging to provide them with a motivation to have conversations with peers.</p>   | 9, 4, 5, 10                   |
| On-going training and coaching on behaviour management and   | Both targeted interventions and universal approaches can have a positive overall effects.  | 9, 4, 5, 10                   |

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| strategies to support mental well-being in children.   |  |   |
| 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 |
| Monitoring attendance  | <p>Recognising attendance as an important area of school improvement and focusing resources to build respectful relationships with staff, pupils, families secures trust and engagement with the school.</p> <p>Clear and consistently applied systems address absences.</p> | 5 |
| <p>Evidence gathered from -EEF 'Teaching and Learning Toolkit'</p> <p>Behaviour interventions / EEF</p> <p>School attendance: guidance for schools - <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p> |  |   |

**Total budgeted cost: £98,000**

## 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 2021-2022.

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data showed that 77% of Year 6 pupils achieved ARE for writing and 69% for reading and maths at the end of Key Stage 2. Our disadvantaged pupils achieved in line with our non-disadvantaged pupils. To help us gauge the performance of our disadvantaged pupils we compared our results to those for non-disadvantaged pupils at a national level. Our disadvantaged pupils achieved in line with non-disadvantaged pupil nationally for combined reading, writing and maths.

Despite early morning interventions throughout the spring and summer term only 30% of children in Year 2 met age related expectations in maths and writing at the end of key stage 1. 40% achieved age related expectations in reading.

Analysis of internal assessments at the end of 2023 show that, despite some strong individual performances, the performance of disadvantaged pupils was generally below that of their non-disadvantaged peers other than in Year 6. Maths data shows that the gap between disadvantaged and non-disadvantaged peers closes in Years 5 and 6 as the number of children at age related expectations were broadly inline at the end of the year. In reading, in Year 4 and Year 6, disadvantaged children were in-line with non-disadvantaged peers.

Children's attainment was tracked throughout the year with the use of provision maps to plan and evaluate interventions. Leader's monitored teaching and learning and catch-up groups were put in place as required. A small group of children had their maths lessons as a group of 8-10 children for two terms. The majority of these children went on to achieve age related expectations as a result.

Based on all the information above, the performance of our disadvantaged pupils met expectations at the end of Key Stage 2. In the academic year 2023 – 2024 we aim to improve our in-year outcomes to close the gap sooner.

38% of our children from disadvantaged families also have a special educational need. The SENCO and FSW built open, professional relationships with families developing their trust in the school. During the Spring term, we funded and ran an 8-week parenting course. Parents commented that they felt more empowered to manage rules and boundaries in the home.

The ELSA/FSW supported 68% of our families eligible for pupil premium (a slight increase on the previous academic year) – in most cases leading to improved attendance and behaviour at home. 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. We tracked progress of these children from their starting points and monitored their social and emotional development alongside their academic achievements. The SENCO used a range of assessments to identify barriers to learning and children's readiness to learn.

Staff received further professional development focused on metacognition and universal strategies that lead to quality first teaching. This led to adapted strategies put in place in the classroom.

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 these in place to manage their transition to secondary school. As a result, of the high level of pastoral support provided, all Year 6 children made a successful transition to secondary school.

All school staff continued to identify families at risk of becoming vulnerable and liaised with our family support worker to provide support when needed. Support included the following:

- Referrals to the food bank
- Parenting strategies and advice
- Referrals to external agencies such as CAMHS, young carers,
- Signposting to charities and websites for advice
- Liaison with housing

Our Family Support Worker and Senior Leadership team monitored attendance. They both supported and challenged parents which led to increased attendance of vulnerable individuals. Our FSW provided support where necessary and built confidence in families where school avoidance was developing. Attendance of our persistent absentees has improved and our attendance of disadvantaged pupils at the end of 2022-2023 was in-line with national data but below our school data for disadvantaged by 3%.

Throughout the 2022-2023 school year, an increasing number of children attended clubs, extra curricula activities, sporting events and music sessions. This increased children's motivation to attend school, enjoyment and self-esteem. The school sports coach provided additional support for targeted pupils to 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 as a result.

All pupil premium children who want to access extra curricula activities or residential trips were provided with a place and attended. When needed, pupil premium children were given funded places at breakfast and after school clubs. In addition, children who arrived at school

by bus were also provided with breakfast. This on-going provision has led to positive impact on many individuals' readiness to learn.

***Our most recent SIAMs inspection (July 2023) highlighted the impact of the school's vision and its ability to build strong relationships with its families creating an outstanding culture of inclusion. This makes a transformational difference for pupils and the community so they feel valued and flourish.***

#### Externally provided programmes

| Programme              | Provider                                      |
|------------------------|---|
| NFER assessment papers | National Foundation for Educational Research  |
| 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. |