



WICKHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL

Pupil Premium Strategy Statement

2025/26

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	301
Proportion (%) of pupil premium eligible pupils	26% 75
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Graham Cutter
Pupil premium lead	Hollie Shilling
Governor / Trustee lead	Katy Shotter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,890
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,890

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, 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 rigorously 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 all children.
- 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.
- Learning plans 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, and between.

Clear, responsive leadership

- The pupil premium lead regularly monitors the effectiveness of strategies; this is done every term in conjunction with the pupil premium governor.

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 five 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	<p>Concentration and stamina in the learning environment.</p> <p>Teacher referrals for support for individuals has increased significantly in the past few years. Adaptions to the curriculum are required so that learning is presented in small and manageable chunks.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>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.</p>
5	<p>Observations and pupil conferencing suggests that disadvantaged children have greater difficulties with phonics and reading than their non-disadvantaged peers.</p>
6	<p>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.</p>
7	<p>Discussions with parents and observations have highlighted that parents find the cost of living unmanageable without support. Some children do not have suitable school uniform or footwear, some require regular use of food banks and supermarket vouchers. Deprivation and factors associated with this continues to be a barrier and can affect children’s self-esteem.</p>
8	<p>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.</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>
9	<p>Service families affected emotionally by parents being deployed, affecting concentration and progress.</p>

10	<p>Mental health factors within the family affecting readiness to learn and attendance.</p> <p>Observations have shown that some children need strategies to increase their resilience and further develop strategies to manage situations they are faced with.</p>
11	<p>Some children are not equipped with the skills needed to regulate their emotion.</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
<p>Improve opportunities for disadvantaged children to enhance their cultural capital.</p>	<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 2025-6 will show that the gap is continuing to close 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.</p> <p>Staff will know children's needs well and have strong subject knowledge to meet these needs.</p>

<p>Improved maths attainment among disadvantaged pupils.</p>	<p>KS2 maths outcomes in 2025/2026 will be at least broadly in line with their non-disadvantaged peers and nationally.</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. A consistency increasing number of children will attend after school clubs and music lessons from 2025-2028.</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>ELSA and SENDCO 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. Children from services families accessing more opportunities to meet as a group, share experience and celebrate.</p>
<p>Improved attendance of vulnerable groups of learners.</p>	<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 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>
<p>On-going whole school review and implementation of mental health and wellbeing strategies, and positive behaviour management strategies.</p>	<p>Children’s self-esteem and resilience will be improved with more positive attitudes towards learning demonstrated in class.</p> <p>The use of my happy minds will give children a clear understanding of how their brains work and support with their emotional regulation.</p> <p>The use of PSHE and My Happy Minds discussions around emotions will equip children with strategies to</p>

	<p>manage their emotions when faced with difficult situations.</p> <p>Staff will have an increasing understanding of brain development in children.</p>
<p>Improved speaking and listening opportunities within the curriculum.</p> <p>External interventions including:</p> <p>Speech Link</p> <p>Including interventions with speech therapy</p> <p>TSEND project</p> <p>Black sheep narrative</p> <p>NESSY</p> <p>Grasshoppers provision</p> <p>Thrive</p> <p>Lego 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>
<p>Improvements in parenting capacity of more vulnerable families</p>	<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 will attend coffee mornings led by the SENDCO and FSW. These will also include healthcare professionals such as those from the MHST.</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: £43,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted teaching and acceleration of progress where needed.</p> <p>Purchase of speech and language link.</p> <p>Progress meetings (teacher release)</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>	<p>1</p>
<p>Increase staff CPD around vulnerable children and their families and those eligible for pupil premium (PP training staff meeting time, EMTAS staff meeting time, Inclusion Team)</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>Staff need to understand barriers to learning like FSM because these factors can affect a child's wellbeing, confidence, attendance, concentration and access to resources. When teachers are aware of these challenges, they can plan more inclusive lessons, offer targeted support, build stronger relationships and ensure that no child is disadvantaged by circumstances beyond their control. This understanding helps create a fairer, more supportive learning environment where every child has the chance to succeed. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1,2,3,4</p>
<p>Developing staff awareness of mental health strategies for children and parents (My Happy Mind, SCARF, MHST)</p>	<p>Using My Happy Minds and SCARF we can ensure that there is a consistent, whole school approach to our school delivery of personal, social and health education. Accessing training and support around the referral process for teachers using the mental health support team, ensures teachers can make informed, timely referrals. This enables us to promote</p>	<p>4, 11</p>

	positive behaviour, mental health, wellbeing, resilience and achievement in all of our learners.	
<p>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/</p>		

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

Budgeted cost: £33,000

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 working alongside speech and language trained staff to improve.</p>	3
Children's social skills, language and communication and resilience is in line with their peers.	<p>Forest School is good for children because it gives them space to explore, take manageable risks and build confidence while developing physical skills through natural, active play. Being outdoors supports emotional wellbeing, helping children feel calmer and more focused, while open-ended activities encourage creativity and problem-solving. Working together on tasks like building, exploring or creating strengthens communication and teamwork, and regular time in nature helps children develop a deeper connection with the environment.</p>	4, 9, 11
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
Targeted literacy and maths interventions to	<p>Small group teaching allows for greater feedback from the adult working with the children meaning that learning is</p>	1, 2, 3, 7

support rapid progress with identified children.	more closely matched to learners' needs and more progress can be made as a result. Trained staff will deliver high quality interventions that are proven to have an impact on attainment.	
Targeted maths support including quality first teaching and intervention.	High quality targeted teaching means that work can be pitched correctly and pupils make rapid progress. Focus groups will be led by an experienced HLTA leading to rapid improvements in gaps in learning.	1,2,3,7
Breakfast and after school targeted intervention	Targeted maths support.	1,2,3,7
Sensory circuits and nurture provision (Grasshoppers) 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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker role to work directly with disadvantaged families.	The school employs a full time Family Support Worker to: <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 Parental and community involvement programmes are often associated with reported improvements in school ethos and behaviour.	5, 8, 9, 10, 11
Provide a greater number of children with spaces at extra-	Breakfast club paid for to support parents with work commitments.	9, 4, 5, 10

curricular activities (including music and sport) to further develop areas of strength or to support in areas of difficulty.	<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 therapy dog supports regulation and emotional wellbeing.</p>	
On-going training and coaching on behaviour management and strategies to support mental well-being in children.	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
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 - https://www.gov.uk/government/publications/school-attendance</p>		

Total budgeted cost: £104,890

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data showed that 61% of Year 6 pupils achieved ARE for reading and 71% for writing and 57% maths at the end of Key Stage 2, with combined at 43%. Our disadvantaged pupils were broadly in line with our non-disadvantaged, achieving 58% ARE for reading and 72% for writing and 58% maths at the end of Key Stage 2. Particular pupils made excellent progress from their starting points, especially those of double disadvantage.

In comparison to national disadvantaged figures for KS2 which were reading 63%, writing 59%, maths 61% and combined 47%, our disadvantaged pupils were broadly in line. When compared with national non disadvantaged pupils, they did not achieve in line with non-disadvantaged pupils nationally for combined reading, writing and maths.

Analysis of internal assessments at the end of 2025 show that, a common theme is that despite some strong individual performances, the performance of disadvantaged pupils was generally below that of their non-disadvantaged peers. Maths data in particular showed a larger difference.

Children's attainment was tracked throughout the year with the use of provision maps and individual learning plans to plan and evaluate interventions. Leader's monitored teaching and learning and catch-up groups were put in place as required. A selection of pupils on the pupil premium register had 1:1 or small group catch up support. Some of these children went on to achieve age related expectations as a result.

Many 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. Both the SENCO and FSW organised : Christmas presents - Mission Christmas, school nurse referrals , pantry vouchers and discount information, winter coats and uniform, anxiety workshop with CAMHS, mental health workshops and coffee mornings, Christmas food hampers and food parcels from the pantry. Parents commented very positively about the workshops and those who received extra support were very grateful.

The ELSA/FSW supported 45% of our families eligible for pupil premium – in most cases leading to improved attendance and behaviour at home. Targeted individuals received emotional well-being, social skills or bespoke programmes, including resilience, relationship building, self esteem and understanding emotions, 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 use of texts, clicker training, speech links, metacognition, explicit instruction and universal strategies that lead to quality first teaching. For some individuals, there has been trauma-based training, data support projects, virtual schools support and the TSEND projects. 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. Those of double disadvantage received appropriate placement in SEND provision.

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
- MHST and school nurse referrals
- EMTAS support

Our Family Support Worker monitor and Senior Leadership team monitored attendance. The Family Support Worker worked directly with families of persistent absentees and those at risk of becoming persistent absentees. This was done through face to face support meetings, providing advice. Plans were put in place with follow up meetings. Where needed, school nurse, PBS wellbeing and MHST referrals were made. Parents have commented on the high level of support and guidance offered. Where referral thresholds weren't met, the Family Support Worker has put in place other strategies to support children with their attendance, wellbeing and behaviours for learning.

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. Disadvantaged pupils' overall attendance was lower than non-disadvantaged in the school in 2024-25. Persistent absentees percentage was also higher than non-disadvantaged.

Throughout the 2024-25 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. A Lunch Club was implemented to support our most vulnerable pupils. 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 parent were in the forces.
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 formed friendships with those in similar situations.