

# 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	Wick C of E Primary
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers	3 Year Plan 2 <sup>nd</sup> Year 2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rob Cockle
Pupil premium lead	Beth Stephens
Governor / Trustee lead	Olly Wiltshire

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,875
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,225

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Wick CE Primary School we want the Pupil Premium funding to make a difference. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and accomplish high attainment across all subject areas. It is used to help our pupils to overcome any challenges they may encounter, embedding our whole school vision of Inspiring and Achieving Together, "Wherever the river flows, life will flourish" (Ezekiel 47:9). We believe that all children, irrespective of their background, should be inspired to achieve together developing a lifelong love of learning and have high aspirations and ambitions for their future.

Our approach will carefully consider and be responsive to the challenges faced by our vulnerable pupils with the appropriate activity outlined in this statement being chosen to specifically support their needs. Inevitably, this will have an impact on the whole school. The actions will be identified through the use of diagnostic assessments, not assumptions or generalisations made around disadvantage. The data will be triangulated using a range of methods involving all stakeholders and the actions used will have proven success and thoroughly researched. Similarly, the approaches we adopt will complement each other to support pupils in fulfilling our vision, ensuring that they are challenged in everything that they do. To ensure the Pupil Premium Funding is used with maximum effect the actions identified are firmly rooted within the whole school development plan.

We believe that quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure that our strategy and actions are effective, we firmly believe in a whole school approach where there is no bias or discrimination and everyone takes responsibility for ensuring the disadvantaged cohort flourish, intervening as early as possible.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that the attendance of the disadvantaged cohort is not in line with the rest of the school or reaching the schools target of 97%
2	KS1 have a robust phonics system in place for the teaching of reading. However in KS2, our approach to whole class reading needs to be revisited as monitoring has identified there is not a consistent approach and there is a lack of engagement.
3	From a range of assessments, discussions and observation of our disadvantaged cohort it is clear that there is lack of confidence in expressing their opinions and that there are gaps in their vocabulary all of which may be having an impact on their attainment.
4	Our Parent Liaison Advisors are working hard to support the pupils and parents with their individual needs however there is a proportion of our disadvantaged cohort that are reluctant to engage with this process.

## 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
To achieve and sustain improved attainment for our disadvantaged pupils.	Attendance for the disadvantaged cohort is at 97% or greater. Attendance for the disadvantaged cohort is the same as or greater than the rest of the school. Attendance for the disadvantaged cohort will be maintained at these levels.
All disadvantaged pupils are receiving quality reading lessons in KS2.	KS2 Pupils are engaging in with whole class reading Progress and attainment in reading show a significant improvement
Improved oracy, listening skills and vocabulary amongst our disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among the disadvantaged cohort. This will be apparent when combined with other sources of evidence; including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved engagement between reluctant pupils	Disadvantaged pupils will show greater enthusiasm and engagement when working with the PLA's and be able to identify for themselves when they need their support.

and parents and the parent liaison advisors (PLA's).	Parents of disadvantaged pupils will have greater knowledge of the support available to them from the PLA's and engage with them for support.
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Oracy Project</b> To take part and implement strategies from a county run project using the resources.	The frameworks and publications from Voice 21 have the capability to strengthen the ability of teachers and school leaders to practically understand what works and how to develop a high quality oracy education. Alongside this the EEF identify and acknowledge the importance of oracy and work closely with Voice 21. The research they have collected identifies that quality oracy projects and activities can on average, have a high impact on pupil outcomes of 6 months additional progress.  <a href="https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/voice-21</a>	3
<b>Early Excellence Continuous Provision Project</b> The implementation of play based learning into Year 1.	The EEF highlight that research for play based learning is not consistent. However, as an average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	1, 3
<b>Lighting Up Learning Curriculum</b> The employment of an outside company to develop a school specific approach to	Light up learning describe themselves as <i>"catalysts, who seek to support leaders and teachers to make the changes they want and to ensure that young people of today become the adults of tomorrow; the articulate, confident, free thinking leaders they need to become."</i>  <a href="https://www.lightinguplearning.com/about-us">https://www.lightinguplearning.com/about-us</a>	1, 3

'topic teaching'.		
<b>KS2 Whole class Reading using Fred's Teaching</b> Reading lead to develop and implement with LA support a robust scheme for delivering whole class reading	<p>FRED's Teaching is a resource that features a huge variety of revolutionary reading resources that have been used by thousands of teachers in classrooms all around the world! It is described as "The place to come if you want to revitalise and revolutionise the way you teach reading and enjoy outstanding pupil progress too!"</p> <p><a href="https://www.fredsteaching.com/about/">https://www.fredsteaching.com/about/</a></p>	
<b>Hub Meetings</b> Disadvantaged lead to attend and work with the hub pupil premium group 3 times per year.		1, 2, 3, 4

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MITA Project	<p>MITA is an agency who provide consultancy and training for school leaders, teachers and TA's to help ensure TA's thrive in their role and contribute to improved outcomes for pupils.</p> <p>An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</p> <p><a href="https://maximisingtas.co.uk/impact.php">https://maximisingtas.co.uk/impact.php</a></p>	2, 3, 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of Parent Liaison Advisor team</b> The PLA team will be used to support parents and pupils with arising needs on a regular or one off basis.	<p>Parent Liaison Advisors roles as identified by the government are guided by: <i>"three underpinning principles: rights and responsibilities: supporting parents to meet their responsibilities to their children; progressive universalism: support for all, with more support for those who need it most; and prevention: working to prevent poor outcomes for children, young people and their parents from developing in the first place"</i></p> <p><a href="https://dera.ioe.ac.uk/6658/1/DCSF-RW020.pdf">https://dera.ioe.ac.uk/6658/1/DCSF-RW020.pdf</a></p> <p>The EEF identifies that working with parents in a range of ways to support their children can have a positive impact of +4 month's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 4
<b>Breakfast Club and Daily Snacks</b> To provide wrap around care and food to pupils who need to be dropped off early. To provide nutrition to those who are unable to provide a midmorning snack for themselves.	<p>The EEF evaluation of school breakfast clubs, found that a model free, universal, before school club was a cost effective way of raising pupil attainment and attendance in primary schools. Similarly, breakfast and snack provision helps ensure that no child has to learn when they are hungry.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-statement-republication-of-the-evaluation-of-school-breakfast-clubs">https://educationendowmentfoundation.org.uk/news/eeef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</a></p>	1, 4
<b>After School Clubs, Trips (including residential)</b>	<p>Additional non-academic activities can provide free or low cost alternatives to sport, music, and other enrichment activities (such as trips or camps) that more advantaged families are more likely to pay for</p>	1, 4

<p><b>and Music Tuition</b></p> <p>To provide non-academic opportunities to those who are unable to fund these fully</p>	<p>outside of school. Having the option to attend these after school can also have an impact on attendance due to the requirement to be in school in order to attend.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
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**Total Budgeted cost: £ 51,225**

## 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 2022 to 2023 academic year.

As we conclude the initial year of our current three-year strategy, it is evident that the impact of several identified strategies has varied significantly. This variance can primarily be attributed to two factors: some strategies are still in their early stages of implementation, while others have undergone a shift in strategic direction.

#### **Oracy Project**

Throughout the year, the key staff members have actively participated in all the training sessions offered by the Voice 21 project. Additionally, they have visited various schools where oracy takes precedence in classroom practices. Since term 5, the staff members have undergone training and have begun exploring this approach in their respective classrooms. Furthermore, all staff members have been encouraged to observe a lesson delivered by one of the projects lead, allowing them to identify how this methodology can be incorporated into their own teaching practices.

The current year 4 students have become familiar with the oracy protocols introduced to them, and the focus now lies in replicating this approach throughout the rest of the school. Considering this, the Oracy Project will continue to be a part of the pupil premium strategy, as it has not yet reached all students.

#### **Early Excellence Continuous Provision Project**

The implementation of continuous provision in year one is still in its early stages and will continue to be a part of the strategy for the upcoming year. The staff members involved have been actively involved in training sessions facilitated by Early Excellence and have also visited schools where this practice has been recognised as ranging from good to outstanding.

Collaborating closely with our partner school, the Year 1 teacher and Executive Head have identified the specific model of continuous provision that will be adopted at Wick Primary. They are enthusiastic about commencing this journey in September and eager to witness its positive impact on the students.

#### **Lighting Up learning Curriculum**

The introduction of the Light Up Learning curriculum this year has been immensely successful, and as we enter its second year, we will be making small refinements to further enhance its effectiveness. Dedication to planning our new enquiry-based curriculum has been evident through every INSET day held during the past year, resulting in a rich and engaging learning experience for all our students.

The monitoring of this innovative approach has yielded highly positive feedback, with the children expressing their satisfaction with the learning they have received. In line with the outcomes highlighted in our recent Ofsted report, which emphasised the need to ensure all pupils have opportunities to recall and reinforce previous learning while clearly outlining essential knowledge to be acquired, our next steps for this project will address these areas.



To address the identified areas, we will continue utilizing INSET days throughout the year, focusing on refining our approaches to facilitate effective recall and rehearsal of previous learning. Additionally, we will work towards refining the curriculum to explicitly outline the key knowledge we aim for our pupils to acquire.

### **Hub Meetings**

The Pupil Premium lead has actively participated in the majority of hub meetings organised this year, and this engagement will continue into the following year. During the final meeting of the academic year, our Challenge Support Partner provided training on effectively supporting disadvantaged pupils. The focus was on fully understanding the needs of disadvantaged pupils and utilising our collective time as a group to enhance productivity within our hub.

### **Little Wandle Interventions**

Little Wandle, our phonics program, has continued to thrive and demonstrate considerable progress throughout the year, thanks to the effective leadership of our phonics lead. During our recent Ofsted visit, it was evident that reading holds great importance within our school, and the teachers responsible for delivering the Little Wandle program possess exceptional skills. Whenever necessary, successful support mechanisms are in place to ensure that children remain on track.

Furthermore, recognising the significance of maintaining progress and rigor, the phonics lead has assumed responsibility for assessing Little Wandle's impact across Key Stage 1. As a result, children's progression has been closely monitored and upheld.

Given the tremendous success of Little Wandle in promoting reading skills, our focus now shifts toward replicating the same standards of teaching in Key Stage 2. Consequently, Little Wandle will be removed from the existing strategy, making way for a renewed emphasis on delivering high-quality whole-class reading in Key Stage 2, overseen by our dedicated phonics lead.

### **Parent Liaison Team**

Throughout the year, the parent liaison team has been actively engaged and consistently present, providing continuous support to our parents in various capacities. A notable achievement has been their collaboration with our SENDCo in arranging small group meetings centred around themes that hold significance for the Wick community. The positive outcomes of these initiatives have led to the decision to continue this valuable work in the upcoming year.

Our dedicated lead Parent Liaison staff member has remained committed to collaborating with the Educational Welfare Officer to maintain close monitoring of attendance and hold parents accountable for ensuring their child's regular school attendance. Presently, our whole school attendance stands at 95%, which falls below our desired expectations. Therefore, we will persist in our efforts and continue working closely with the Educational Welfare Officer to address this matter and improve overall attendance rates.

### **Breakfast Club and Daily Snacks**

The breakfast club has played a vital role in supporting disadvantaged pupils, ensuring they are well-prepared to begin their school day. Its presence has proven to be an invaluable resource for many of our families, and we will continue offering ongoing support to those in need.

**After School Clubs and Trips**

The implementation of our new enquiry-based curriculum has facilitated numerous school trips throughout the year. To ensure equal opportunities for all children, a contribution towards these trips has been instrumental in supporting our disadvantaged families. We are committed to continuing this support for our disadvantaged pupils, enabling them to participate in and benefit from school trips alongside their peers.

**School Uniform**

Throughout the year, all of our children have taken pride in wearing their school uniforms. In cases where some children have needed specific items, we have been able to provide them from our well-stocked second-hand collection. This resource has proven to be invaluable in meeting the needs of our students, and we are committed to continuing its use as our primary option before considering the purchase of new items.

## Externally Provided Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service Pupil Premium Funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further Information (optional)

### Additional Activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium funding. This will include:

- **Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.** Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- **Embedding more effective practice around feedback.** EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- **Robust monitoring of attendance**
- **Maintaining ACE's tracker**
- **Second Hand School Uniform**