

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	201
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers	3 Year Plan 1 st Year: 2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£53,600
Recovery premium funding allocation this academic year	£1,885
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	£55,485

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, 'Life in its fullness' (John 10:10). 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 and have clear links to the following objectives currently identified:

To develop a whole-school approach to oracy teaching and learning and model effective oracy teaching practice in their classrooms

To rethink Year 1 provision through the Early Excellence project to improve pupil evidence and outcomes

To develop an effective enquiry based curriculum that answers big questions

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	The implementation of the Little Wandle phonics scheme is not yet having the desired impact for the disadvantaged pupils with benchmarking reading levels showing that not all children are at or above their expected levels.
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 phonics lessons and interventions to boost their	All disadvantaged pupils will pass the phonics screening test.

reading and spelling knowledge.	Writing will show the impact of the Little Wandle phonics scheme on spelling, where year group specific common exception words are correct and all other words are correct or show how phonics knowledge has been used appropriately. All disadvantaged pupils will reach their age related benchmarking level.
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 and parents and the parent liaison advisors (PLA's).	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. Parents of disadvantaged pupils will have greater knowledge of the support available to them from the PLA's and engage with them for support.

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
Oracy Project 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. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/voice-21	3
Early Excellence	The EEF highlight that research for play based learning is not consistent. However, as an average, studies of play	1, 3

Continuous Provision Project The implementation of play based learning into Year 1.	that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	
Lighting Up Learning Curriculum The employment of an outside company to develop a school specific approach to 'topic teaching'.	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> https://www.lightinguplearning.com/about-us	1, 3
Hub Meetings 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
Little Wandle Interventions Training up the KS2 TA's to be able to deliver the Little Wandle Phonics scheme as interventions including the	Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. https://www.littlewandlelettersandsounds.org.uk/about-us/	2

use of the Little Wandle SEND programme.		
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parent Liaison Advisor team 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>https://dera.ioe.ac.uk/6658/1/DCSF-RW020.pdf</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 4
Breakfast Club and Daily Snacks 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	<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>https://educationendowmentfoundation.org.uk/news/eeef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	1, 4

snack for themselves.		
After School Clubs, Trips (including residential) and Music Tuition To provide non-academic opportunities to those who are unable to fund these fully	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 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 4
School Uniform To support some parents in providing quality uniform for their child.	There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. However there is not enough evidence to support these beliefs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 4

Total Budgeted cost: £ 56,000

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 to 2022 academic year.

We are now at the end of our three year strategy. The implementation of many of the strategies and actions identified have had varying impact due to many reasons with the primary one being the COVID pandemic. However, this final year has seen very little disruption and we have been able to embed and carry our intentions.

Starting Points in Reception: Historically we found children entering our reception class were slightly behind where we fond expect them to be. Following the multiple lockdowns and feedback from Nursery settings, we are predicticting an increase in need both for the child and their families. However, we have all of the required support in place from this focus in our last strategy and feel we are in a strong place to support the children joining us this academic year and beyond.

Interaction with Parents: Despite significant investment in improving our engagement from families and the support we offer, we feel there is further work to be done here. We intended to continue to build the relationship between the PLA team and our community. Evidence suggest we are improving outcomes for many of our most vulnerable children due to these relationships. This has had a positive impact on attendance, resilience and our working relationships.

Growth Mindset and Resilience: This was a focus having pinpointed our children struggled with resilience and how they approached challenging situations. Using our PLA team to lead this initiative we found our children were using a wide range of strategies to support themselves and peers when needed. We feel the PLA resource can now be reallocated to an alternative focus.

Attendance: Following the implementation of a new attendance strategy including the introduction of an EWO, we have seen improvement in our attendance especially after the COVID era. However, we are still not at our desired target so will continue to focus on attendance.

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**
- **Implementing Assess Plan Review passports for disadvantaged pupils**
- **Maintaining ACE's tracker**