

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	195
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Rob Cockle
Pupil premium lead	Beth Stephens
Governor / Trustee lead	Ffion Rhodes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,735
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	£42,735

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Wick CE Primary School, we want every child to feel supported, confident and excited about learning. Our use of Pupil Premium funding is all about making sure that every pupil, no matter their background or any challenges they may face, can achieve their best. This reflects our school vision, *Inspiring and Achieving Together*, and our belief that “Wherever the river flows, life will flourish” (Ezekiel 47:9). We want all children to enjoy school, love learning and believe in their own future.

We use Pupil Premium funding carefully and thoughtfully. Instead of making assumptions, we look closely at a wide range of information, teacher assessments, attendance, wellbeing and feedback from staff and families, to understand each child’s needs. This helps us choose the right support and ensures our decisions make a real difference.

High-quality teaching is at the heart of everything we do, because research shows it has the greatest impact on children’s progress. Alongside this, we offer additional help such as small-group teaching or one-to-one support when needed. We also focus on the wider things that can affect a child’s learning, including wellbeing, attendance and opportunities to take part in enrichment activities. Together, these approaches help all pupils, especially those who are disadvantaged, gain confidence, make progress and experience success. It is important to know that Pupil Premium funding is not given to individual children directly. Instead, it is used to support teaching and initiatives across classes or the whole school where they will make the biggest difference. Every member of staff contributes to supporting disadvantaged pupils, and we act early when needs are identified to make sure no child is held back.

As required by the Department for Education, we publish a Pupil Premium Strategy Statement each year. This explains how much funding we receive, the challenges faced by our disadvantaged and vulnerable pupils, how we plan to address these challenges and why we have chosen these strategies. We also review the impact of previous funding to make sure we are always improving and using our resources effectively.

Through this careful, inclusive and joined-up approach, we remain committed to helping every child at Wick CE Primary School succeed, grow and flourish.

Challenges

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

Challenge number	Detail of challenge
1	A challenge we are facing is improving attendance for a small group of pupils, even with the proactive support offered by our Parent Link Team. We are committed to deepening parental engagement and building even stronger school-home partnerships to help all pupils attend more regularly and thrive in school.
2	Play is essential for children's learning, wellbeing, and social development. At Wick CE Primary School, we want to build on and develop our current play opportunities, making them even more engaging and meaningful. Using the OPAL project, we aim to enhance our outdoor spaces and provide a wider range of play experiences that all children can enjoy and benefit from.
3	We have noticed the need to strengthen behaviours by establishing clear routines and a consistent approach across the school. This will help children focus, manage their learning, and feel confident, creating a calm and productive environment where every pupil can thrive.
4	Our challenge is to help children feel confident and excited about writing, encouraging them to explore their ideas more freely and develop a positive attitude towards the process. Through monitoring, we have identified this as an area to focus on, and we are committed to creating opportunities that make writing fun, engaging, and enjoyable for all pupils.

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
All pupils attend school regularly, supported by strong school-home partnerships, so they can fully engage with their learning and thrive both academically and socially.	<p>Attendance for the targeted pupils improves and reaches at least 95% over the school year.</p> <p>Families engage regularly with the school through meetings, check-ins, or communications.</p> <p>Pupils show increased participation and engagement in lessons.</p> <p>The Parent Link Team reports positive feedback from families about the support and partnership with school.</p>
All children at Wick CE Primary School have access to high-quality, engaging play opportunities that support their learning, wellbeing, and social development.	<p>Outdoor play spaces are well-resourced, safe, and inviting for all pupils.</p> <p>Children actively participate in a wide range of play activities during break and lunch times.</p> <p>Pupils demonstrate positive social interactions, creativity, and problem-solving through play.</p> <p>Staff observe and report increased engagement, enjoyment, and wellbeing during playtimes.</p>

<p>All children will benefit from a consistent approach to behaviour, with clear routines and expectations, helping them focus, manage their learning, take responsibility for their own behaviour and choices, and feel confident.</p>	<p>All classrooms consistently follow agreed routines and behaviour expectations.</p> <p>Pupils are able to focus on learning, complete tasks independently, and take responsibility for their behaviour and choices.</p> <p>Teachers observe fewer disruptions and more positive behaviour in lessons.</p> <p>The school environment is calm, supportive, and conducive to learning for all pupils.</p>
<p>All pupils feel confident and motivated to write, exploring their ideas freely and developing a positive attitude towards the writing process.</p>	<p>Pupils engage enthusiastically in writing activities and contribute ideas independently.</p> <p>Writing tasks are completed with creativity and effort across all subjects.</p> <p>Pupils show increasing confidence in sharing and discussing their writing.</p> <p>Teachers observe and report that writing is seen as enjoyable and meaningful by all pupils.</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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opal Project	<p>We have chosen the OPAL programme because evidence shows that high-quality play improves children's physical health, wellbeing, social skills, and engagement in learning. Schools using OPAL report fewer behavioural issues, happier and more active pupils, and smoother transitions back to lessons. Research also shows that OPAL makes play more inclusive, supporting children who might otherwise be less active or engaged. By building on our current play opportunities with OPAL, we can make playtimes more enjoyable, meaningful, and beneficial for all pupils, while fostering a calmer, positive school environment.</p> <p>https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/?utm_source</p>	2, 1
Colourful semantics	<p>We have chosen to implement Colourful Semantics to help children develop their speaking and writing skills. This approach uses colour-coded prompts to support pupils in structuring sentences clearly, building vocabulary, and communicating ideas with confidence. Research and guidance from UK sources, including the Peninsula Cerebra Research Unit and UK speech</p>	4, 3

	<p>and language therapy services, show that Colourful Semantics can improve sentence construction, grammar, and overall communication, particularly for children with language or learning difficulties. UK Schools have reported that using this approach helps pupils write complete, well-structured sentences and develop stronger narrative skills. By using Colourful Semantics, we help all children become more confident and effective communicators.</p> <p>https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Colourful-Semantics-2.pdf?utm_source</p> <p>https://www.pencru.org/whatstheevidence/evidence/colourfulsemantics/?utm_source</p>	
Zones of regulation	<p>We are using the Zones of Regulation to help children learn how to recognise and manage their feelings, behaviours and attention — supporting them to be calm, focused, and ready to learn. Research and school-based reports show that using Zones can lead to stronger self-regulation, more positive social behaviours, fewer emotional outbursts or disruptive behaviours, and improved overall wellbeing and learning behaviours.</p> <p>https://zonesofregulation.com/research-and-evidence/</p>	3, 1

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia to be used from year 2-6	<p>We use the Lexia digital literacy programme to help children strengthen key skills like phonics, vocabulary, and reading comprehension, which are essential for improving writing. Lexia adapts to each child's level, allowing them to learn at their own pace, while its interactive activities keep learning fun and engaging. Research shows that programmes like Lexia can make a real difference to literacy when used alongside high-quality teaching, helping every child become a more confident and capable writer.</p> <p>https://educationendowmentfoundation.org.uk/</p>	4, 3, 1

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

Budgeted cost: £33, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parent Link Team	<p>Research shows that when parents are actively involved in their child’s education, it can have a real impact on attendance. Strong school-home partnerships, like the support offered by our Parent Link Team, help families address challenges early and encourage children to attend school regularly. By working together, we can make sure every child is supported, engaged, and able to get the most out of their learning.</p> <p>https://educationendowmentfoundation.org.uk/</p>	1, 2
Breakfast Club and Daily Snacks	<p>We provide breakfast clubs because evidence shows that starting the day with a healthy meal can improve children’s concentration, behaviour, and readiness to learn. Breakfast clubs also give pupils a positive, supportive start to the school day, helping them develop social skills and confidence. Research indicates that these benefits are particularly valuable for disadvantaged pupils, supporting both their learning and wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/</p>	1, 2, 3
After School Clubs, Trips (including residential) and Music Tuition	<p>We use Pupil Premium funding to help cover the costs of school trips and music lessons, ensuring all children can take part and benefit from these opportunities. Research shows that providing this support can help disadvantaged pupils access important experiences, develop new skills, and fully engage in school life.</p> <p>https://educationendowmentfoundation.org.uk/</p>	1
EWO Support	<p>We work with an Education Welfare Officer (EWO) to help improve attendance for pupils who may be struggling to attend school regularly. The EWO works closely with families to offer support, address barriers, and put in place strategies to help children attend more consistently. Research shows that this targeted support can increase attendance, reduce truancy, and help pupils fully engage in their learning.</p> <p>https://educationendowmentfoundation.org.uk/</p>	1

Total Budgeted cost: £43,000

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 2023 to 2024 academic year.

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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:

- **Celebrating successes**
- **Mentoring** – all children have a staff champion who works with them once a term for 15-20 minutes
- **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.
- **Robust monitoring of attendance**
- **Second Hand School Uniform**