

Wickhambrook Pupil Premium Strategy Statement



Every child Every opportunity Every day

At Wickhambrook Primary Academy, we believe **EVERY** child should have **EVERY** opportunity to learn and develop **EVERY** day and be nurtured by **EVERY** adult in school.

We strive to ensure that every child at Wickhambrook will have access to quality learning every day, and will fully access all enrichment activities and every wider opportunity that the school provides throughout the year.

We believe **Every** child at Wickhambrook can reach their full potential when given **Every** Opportunity **Every** day by **Every** adult in school.

School overview

Metric	Data
School name	Primary School
Pupils in school	170
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£19800
Academic year or years covered by statement	2018-21
Publish date	November 2019
Review date	July 2020
Statement authorised by	Rosalind Towns
Pupil premium lead	Rosalind Towns
Governor lead	Peter Nicholson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	- 4.5
Writing	- 0.6
Maths	1.5

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	67%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><u>Reading</u></p> <p>Ensure quality first teaching of reading in every class and for every child. Ensure every child has daily access to high quality texts within lessons and individually.</p> <p>Every child is able to read fluently by the time they reach Year 6.</p>
Priority 2	<p><u>High standard</u></p> <p>Ensure all staff (LSA & Teachers) have the skills and expertise to support disadvantaged and vulnerable pupils to gain high standard in reading, writing and maths</p>
Barriers to learning these priorities address	<p>Ensuring staff sign post children to texts</p> <p>Ensure all staff have the resources to teach high quality reading sessions.</p> <p>To recognise and be aware of children's barriers and work to over come these on an individual level.</p> <p>Book resources – financial</p> <p>Training and staffing numbers – financial</p>
Projectd spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading 0.0	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing 0.0	Sept 21
Progress in Mathematics	Continue to achieve average KS2 Mathematics progress score 0.0	Sept 21
Attainment at Greater depth	Achieve Greater depth attainment in reading, writing and maths	Sept 21
Curriculum experiences	Improve opportunities for disadvantaged pupils; after school provision/clubs, wider curriculum experiences- trips, residential stays, physical activities and skills	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of class texts across keys stage Re stock the current reading scheme for Key stage 1 Re vamp the reading scheme for key stage 2 2 x Staff training days on teaching of reading and the whole school approach Fluency testing Targeted interventions using Pixl therapies
Priority 2	Establish small group maths, reading and writing interventions for disadvantaged pupils to secure higher standards. Use of Pixl resources to support this 'Wreathall's wonderful Wednesday' morning club for all year 6 children
Barriers to learning these priorities address	Encouraging wider reading through book club, use of 'audible', books to take home and a greater range of genres for reading Cost Staffing of therapy groups Training to ensure all staff are fully skilled to support reading to a high level.
Projected spending	£6500

Wider strategies for current academic year

Measure	Activity
Priority 1	Look at transport for those who cannot attend the Wednesday morning club and provide a solution to ensure they have access
Priority 2	Creating places in after school club to provide support for homework and also a range of craft activities after school.
Priority 3	To support the emotional wellbeing of our disadvantaged pupils
Barriers to learning these priorities address	Transportation to afterschool clubs Staffing to ring fence ELSA time Staffing of after school provision
Projected spending	£4000

Monitoring and use of EEF Implementation Guidance

Area	Challenge	Mitigating action
Teaching of reading	Ensuring enough time is given over to allow for staff professional development	Use of 2 PD days (one provided by the Trust) Team teaching and peer to peer support to be used throughout the year.
Targeted support	Ensuring time and staff to support therapy groups	MW assigned to Year 5 & 6 and not pulled. Possible introduction of a 1/ ½ day a week teacher to support small group teaching Change in PPA to realise the HLTA to support individuals in morning sessions. Ma
Wider strategies	Engaging the families facing most challenges	Working closely with families to share and ensure they take up our initial offer and look to support families with wider opportunities in community and local area. To use EEF parental involvement and wider evidence base to support.

Review: last year's aims and outcomes

Aim	Outcome
Improve the effectiveness of supporting PP pupils with SEND so that they achieve at an accelerated rate and the gap between them and non-SEND PP and non-PP narrows.	The gap has been decreased in some year groups, however this is not yet the case across the school. Therapies and individually tailored support to be a focus next year for these individuals
Improve the provision for supporting emotional needs within school and in the home context within specific year groups.	ELSA support working well within school, some restrictions on time but positive outcomes since the role was started. Continue with ELSA
Improve progress and achievement for PP pupils in cohorts of concern.	This has been the case in maths and writing, but there is still a larger gap in reading, this is across the school.
Parents fully engaged with the school and the class teachers	This is inconsistent across the school; more work is needed to engage a few parents.