

# 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.

Please be aware some of the information normally included in this document is not available due to Covid -19

### School overview

Metric	Data
School name	Primary School
Pupils in school	179
Proportion of disadvantaged pupils	10.00%
Pupil premium allocation this academic year	£26,338.00
Academic year or years covered by statement	2018-21
Publish date	November 2020
Review date	July 2021
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	No data
Writing	No data
Maths	No data

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data
Achieving high standard at KS2	No data

### 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 including our disadvantaged and vulnerable children, have daily access to high quality texts within lessons and individually. To ensure every child is able to read fluently by the time they reach Year 6. To ensure every child has a strong understanding of reading for life and reading for love.</p>
Priority 2	<p><u>High standard</u></p> <p>To enable a greater number of disadvantaged and vulnerable children to achieve the higher standard in all core subjects. Ensure all staff (LSA &amp; Teachers) have the skills and expertise to provide skilled intervention and class teaching to provide pupils with the best chance of achieving the higher standard in reading, writing and maths.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>-Ensuring staff sign post children to high quality texts that will challenge and interest them.</li> <li>-Staff guiding children with their choice of book</li> <li>-Staff exposing children to high quality texts in reading and class sessions.</li> <li>-Using exemplars of high-quality writing to support expectation and to give learners something to aim for.</li> <li>-Ensure all staff have the resources to teach high quality reading sessions.</li> <li>- To make sure there are book resources available for children to borrow, read and listen to.</li> <li>-Training to be a priority with support staff and teaching staff to ensure high quality intervention.</li> </ul>
Projected 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	Achievement at greater depth 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
Personalised targets have been set. Due to the small numbers (3 pupils) these are kept as an Appendix and are not published		

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Buy and embed use of class texts across key stage 1 &amp; 2, use of them to support the English curriculum both reading and writing.</p> <p>Re stock the current reading scheme for Key stage 1 and ensure that they match the reading curriculum and the phonic stages of teaching.</p> <p>Enhance the reading scheme for key stage 2 and ensure the texts are challenging, varied and high quality.</p> <p>1 x Staff twilight session on teaching of reading, and what this looks like within the English curriculum and for whole class teaching and intervention.</p> <p>Targeted interventions using Pixl therapies</p>
Priority 2	<p>Establish small group maths, reading and writing interventions for disadvantaged and vulnerable pupils who may be able to reach a higher standard.</p> <p>Use of Pixl resources to support these interventions.</p> <p>Wellbeing and relationship activities such as; 'Tyzack tea time' to support children's attitudes to learning and resilience</p> <p>Mentoring programme for disadvantaged and vulnerable children.</p> <p>Breakfast interventions with breakfast and drinks included.</p>
Barriers to learning these priorities address	<p>Encouraging wider reading at home</p> <p>Cost of staffing</p>

	Staffing of therapy groups (limited support staff) Transport for breakfast club (children based in)
Projected spending	£5500

### Wider strategies for current academic year

Measure	Activity
Priority 1	PSE within school curriculum and beyond. Supporting the emotional needs of our disadvantaged pupils and their mental health long term.
Priority 2	To ensure disadvantaged and vulnerable pupils have technology at home to support them in completing homework activities and extra learning task.
Priority 3	Creating places in after school club to provide support for homework and also a range of craft activities after school.
Barriers to learning these priorities address	Staffing to ring fence ELSA time Technology costs for pupils to take devices home Staffing of after school provision
Projected spending	£4000 (cost each year for Ipads to go home)

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching of reading	Ensuring enough time is given over to allow for staff professional development	Use of 1 PD day (Spring term) Use of twilight sessions during Autumn, Spring & summer. Team teaching and peer to peer support to be used throughout the year. Time work with the English lead and observe good practice. Work with Lauren Meadows to support the books spine and creating exciting book lists for each class.
Targeted support	Protecting time and staff to support therapy groups to ensure higher outcomes	MW assigned to Year 5 & 6 and not pulled for cover Look at time of staff and allocate teacher time to support disadvantaged and vulnerable learners. Change in PPA to realise the HLTA to support individuals in morning sessions. Use for initial tests and Q&A from most recent Pixl papers to identify the key areas for intervention. This to be completed for all children.

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. Continue to build positive relationships with families and the wider community to enable support to be given.
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
<p><u>Reading</u> 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. Every child is able to read fluently by the time they reach Year 6.</p>	<p>There were no end of year assessments last year, however there improvements in reading attainment throughout the year. This aim will continue throughout the next academic year to ensure the quality of reading for our disadvantaged and vulnerable learners.</p>
<p><u>High standard</u> Ensure all staff (LSA &amp; Teachers) have the skills and expertise to support disadvantaged and vulnerable pupils to gain high standard in reading, writing and maths</p>	<p>Disadvantaged and Vulnerable learners were on track to reach the higher standard in maths. This aim will continue as the profile of aspiration for all learners continues to be developed and built upon.</p>
<p><u>Wellbeing</u> To support the emotional wellbeing of our disadvantaged pupils</p>	<p>ELSA support working well within school, some restrictions on time but positive outcomes since the role was started. Continue with ELSA</p>