

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 | Wickham Common Primary School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Debz Allis |
| Pupil premium lead | Bethan Liston |
| Governor / Trustee lead | Sarah Fletcher |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £30,530 |
| Recovery premium funding allocation this academic year | £4,028 |
| 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 | £34,558 |

Part A: Pupil premium strategy plan

Statement of intent

We know that although our school is not in an area of high deprivation, we still have pupils who experience challenges during their time with us that mean they are disadvantaged. We strive to ensure that all pupils, irrespective of their background or the challenges they face, not only fulfil their academic potential but also feel safe and happy while in our care. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We appreciate that not all our vulnerable children will meet the criteria for Pupil Premium and so the strategy outlined in this statement is also intended to support their needs, regardless of whether they are 'financially' disadvantaged or not.

We also appreciate that circumstances can and do change and that vulnerability is a spectrum that children can move in and out of at different times.

Our main focus to address disadvantage will always be high-quality classroom teaching. 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. Implicit in curriculum content, planning and teaching is that all children's attainment will be sustained and improved, whether they be disadvantaged or not.

We use robust assessment to respond to common challenges and individual needs and do not make assumptions about the impact of disadvantage. We have high expectations of all our pupils at all times. We strive to ensure all pupils are challenged while also intervening early to address dips in progress or specific needs. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and wellbeing.

In addition to academic attainment we also recognise that the Covid 19 pandemic has had an adverse effect on many of our children and families. Bereavement, financial hardship and remote education have presented considerable challenges for many of them, alongside the reduced opportunity to have enriching experiences outside home and school. We aim to embed promotion of positive mental health across our curriculum and consider it in any decisions we make.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children have had reduced opportunities to have enriching experiences beyond school or home due to the Covid 19 pandemic. This has particularly been the case for disadvantaged children. |
| 2 | Children do not have access to therapeutic input quickly if they are struggling with their mental health due to the pressures on local NHS services |
| 3 | There is a higher percentage of disadvantaged children than non-disadvantaged presenting with Literacy difficulties that are Dyslexic in nature. |
| 4 | Children have had significant amounts of time in the past 18 months with reduced social contact which has resulted in some children struggling with oracy, social interaction and confidence to speak out in a larger group. This has been noted especially in some of our disadvantaged children |
| 5 | Some of our children on child protection plans would benefit from a longer day in the safe environment of school where they are fed and cared for. |
| 6 | Years 2 and 6 are vulnerable to not achieving their expected progress outcomes for attainment at the end of Ks1 and 2 due to missed prior learning. |

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 wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Children with Dyslexia learn strategies to help them experience success with reading and spelling in the classroom. | Class, PiXL and IDL assessment information indicates that children with Dyslexic tendencies are making at least expected or better progress from their starting points. |

| | |
|---|--|
| Children to be confident to talk about their feelings, their learning and generally express their needs to others | Children observed to be engaging in lessons and communicating effectively with others. |
| All children in year 2 and 6 to achieve their full potential at the end of KS1/2 and any barriers to learning identified and addressed. | Children meeting their attainment targets by the end of the key stage |

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: £16,558

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training for all teaching staff on Dyslexia delivered by SENCO using training materials from Bromley Inclusion Team | Bromley borough have identified supporting pupils with Dyslexia as an area of weakness for teachers in the Borough | 3 |
| Additional teacher working for half a day a week in Years 1 & 2 for the Spring & Summer terms 2022 and a TA working every afternoon in Year 6 teaching targeted groups of children throughout the school who have been identified as potentially not reaching their learning progress targets. | Small group teaching to address particular gaps in learning is an effective way of raising attainment | 6 |
| Training and release time for support staff with speech & language activities | Speech & Language specialists working with support staff has been identified as a highly effective use of resources having a significant and positive impact on pupil outcomes | 4 |

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

Budgeted cost: £7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|---|-------------------------------|
| IDL – Dyslexia programme of study | Class data for reading and writing reviewed at PPR meetings | 3 |

| | | |
|--|--|-----|
| | https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research | |
| Speech Bubbles – drama therapy | Increased engagement in lessons and confidence in speaking and listening observed by teachers and recorded in Speech Bubble monitoring format https://www.speechbubbles.org.uk/research-reports-writing | 1,4 |
| Additional hours for support staff to offer 1:1 or small group work to in-fill gaps in learning as identified by teachers. | Small group teaching to address particular gaps in learning is an effective way of raising attainment, enabling pupils to overcome barriers and achieve their potential | 6 |

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

Budgeted cost: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Disadvantaged children to be funded for school trips/residential visits | Children who able to have enriching experiences outside the home and school achieve higher academically https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1 |
| School counsellor employed by the school seeing children and parents face to face in school hours. | 'Rates of probable mental disorders have increased since 2017; in 6 to 16 year olds from one in nine (11.6%) to one in six (17.4%)' Mental Health of Children and Young People in England 2021 - wave 2 follow up to the 2017 survey Waiting list in Bromley for initial assessment for mental health referral 16 weeks. If CAMHS is needed the waiting list is much longer still. https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey | 2 |
| Speech and Language Therapist | Local NHS speech and language therapy service waiting list is 16 weeks and therapy is only delivered | 4 |

| | | |
|---|---|------|
| working in school for half a day a fortnight with a speech and language assistant working for one day a week. | to children with EHCPs. We believe early intervention is essential for addressing speech and language difficulties and so employing our own therapist and assistant means children can be seen quicker and therapy delivered in school. | |
| Language link used to assess every child starting in Reception and every child new to KS1 | Early identification and speech and language difficulties and intervention to address them are essential to ensure they do not become a barrier to academic progress and emotional wellbeing. | 1, 4 |
| Funded places for Treetops after school care | Need for an extended school day identified on child protection plans | 1, 5 |

Total budgeted cost: £ 34,558

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 2020 to 2021 academic year.

Pupil wellbeing was our priority as well as continuing to deliver therapeutic services from external providers. Even throughout Lockdown, Speech and Language Therapy, Counselling and music lessons which were funded through Pupil Premium, were able to continue remotely. Pupil premium funding also contributed to teaching assistant support to offer wellbeing interventions both remotely and in school. Once school returned fully we also offered free places at Breakfast Club and After School care to our most vulnerable children.

IDL, a Dyslexia intervention, was accessed both in school and at home and was a valuable supplement to our online learning offer for our Dyslexic pupils.

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 |
|-----------|----------|
| IDL | IDL |

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.