



Wickham Common Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2023-2024 academic year 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	8.1%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rebecca Williams
Pupil premium lead	Rebecca Williams
Governor / Trustee lead	Zung To Browne

Funding overview

2023/2024 Funding	Amount
Pupil premium funding allocation this academic year	£44,590
Pupil premium funding carried forward from previous years	£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	£44,590

Part A: Pupil premium strategy plan

Statement of intent

We are aware that, although our school is not in an area of high deprivation, we have pupils who experience challenges during their time with us that mean they are considered to be disadvantaged. We always strive to ensure that all our pupils, irrespective of their background or the challenges they face, not only fulfil their academic potential but also feel safe, secure and happy whilst 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 disadvantaged or not.

We also appreciate that circumstances can and do change across the academic year and that vulnerability is a spectrum that children, and their families, can move in and out of at different times.

Our main focus to address disadvantage will always be high-quality first teaching, in every classroom. 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 improved, whether they be identified as disadvantaged or not. We always strive for excellence in Wickham Common and we pride ourselves on our children attaining the best they can in all areas of school life, whatever their start points.

We use robust and ongoing assessment to respond to common challenges and individual needs and do not make assumptions about the impact of disadvantages. 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 to identify 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 global issues in the past few years, including the current cost of living crisis, have had an adverse effect on many of our children and families. The number of children presenting with poor mental health nationally has risen considerably over the last few years. 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 do not have access to therapeutic input quickly if they are struggling with their mental health due to the pressures on local NHS services
2	There is a higher percentage of disadvantaged children than non-disadvantaged presenting with Literacy difficulties that are Dyslexic in nature.
3	Many children are starting school 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
4	Some of our vulnerable children benefit from a longer day in the safe environment of school where they are fed and cared for.
5	Vulnerable children in Year 6 need additional support with their learning in order to achieve in line with their peers and meet their full potential.

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.	Sustained high levels of wellbeing from 2022-2023 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. A greater percentage of children who are Pupil Premium eligible accessing after school provision and enrichment opportunities
Children with lower literacy skills are equipped with greater strategies to help them experience success with reading and spelling in the classroom.	Pixl and Lexia assessment indicates that children with Dyslexic tendencies are making at least expected progress against 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. Safe space to be discussed and launched in assemblies.

All children in year 6 to achieve their full potential at the end of KS2 and any barriers to learning identified and addressed.	Children meeting/ exceeding their attainment targets by the end of the key stage
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6000

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
All teaching staff to receive quality first teaching support in scaffolding of sessions and accessing specialist support.	Small group teaching to address particular gaps in learning is an effective way of raising attainment	5

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL	Class data for reading and writing reviewed at PPR meetings https://idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research	3

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

Budgeted cost: £ 31,090

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/Play therapist 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 18 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	1, 2
Speech and Language Therapist working in school for half a day a fortnight with a speech and language assistant	Local NHS speech and language therapy service waiting list for assessment is 16 weeks and therapy is only delivered 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 more quickly and therapy delivered in school.	1,2, and 3

working for one day a week.		
Screener 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: £ 44,590

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.

Y1 Phonics and Year 6 data – 2023-2024				
Y1 Phonics	Whole Cohort (60)		Pupil Premium (7)	
	Pass	Did not pass	Pass	Did not pass
Y1 Phonics	62%	38%	42%	58%
National	80%	20%	68%	32%

	Year 6 Whole cohort (53)			Year 6 Pupil Premium (11)		
	Yes	No		Yes	No	
Combined	69.8%	30.2%		63.6%	36.4%	
	WTS	AR	GD	WTS	AR	GD
Reading	17.0%	83.0%	35.8%	27.3%	72.7%	18.2%
Writing	26.4%	73.6%	17.0%	27.3%	72.7%	9.1%
Maths	17.0%	83.0%	17.0%	27.3%	72.7%	9.1%

WTS- working towards the standard expected

AR- age related

GD-working at greater depth

Year One:

Children who were unable to pass the Phonics screening are being forensically monitored to maximise passing the resit in Year 2. Staff have been supported in identifying and addressing gaps by Phonics lead. SLT have also been tracking the impact of this support.

Year Six:

It is of note that within our Year 6 Cohort, 3 of 11(27%) Pupil Premium children also received SEN support. It was also a particularly transient year group, with 7 of 11(63%) Pupil Premium children joining Wickham Common after EYFS and 6 of 11 (54%) joining in KS2.

Over the course of the academic year, children in need of Reading support had access IDL or Lexia interventions or both. In addition to quality first teaching, teachers forensically analyse assessment question-level-analysis (QLA) to identify gaps in learning and address them through bespoke intervention. Children within Year 6 also had access to before or after school booster groups for core subjects facilitated by teaching staff in the Year 6 team.

Children who attended 'Speech Bubbles' were more confident, had much better vocabulary, oracy and showed a marked improvement in speaking and listening skills by the end of the programme (Speech Bubbles data collected at the start and end of the intervention).

Over 20 children in KS2 benefitted from IDL intervention and all showed improvement in reading age (IDL data).

A total of 14 children were able to access prompt therapeutic input with our school counsellors and therapy providers and play therapist with no more than a 4 week wait as opposed to a minimum 24 weeks wait for local NHS services.

A total of 36 children were on the caseload for our school speech and language therapist in July 2023. All these children had no more than half a term to wait for assessment and all received a full report, targets and therapeutic input either from the speech and language therapist, assistant or by our own teaching assistants. All Reception children were screened for speech and language difficulties on entry to school through our Baseline for Communication and Language.

All children were given equal access on the year 6 and 5 residential trips and on other educational day trips. No child did not attend because of financial hardship.

1 child was able to attend Treetops after school care which enabled him to play with other children in a safe and supervised environment which meant his social skills improved and he had fewer behaviour incidents in school time.

4 PP children requested music lessons last year and these were fully funded.

All PP children were given the opportunity to access and attend every afterschool clubs or before school clubs including karate, dance, art, cooking, cheerleading and coding. These were all funded through the PP strategy.

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
Speech Bubbles	Speech Bubbles
Pixl assessments and interventions	Pixl

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