

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the three year period spanning 2025-2028 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 (2025-2026) and the effect that last year's spending (2024-2025) of pupil premium had within our school.

## School overview

Detail	Data
School name	Wickham Common Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 Year 1 of a 3 year plan 2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Williams
Pupil premium lead	Rebecca Williams
Governor / Trustee lead	Karen Williams

## Funding overview

2025/2026 Funding	Amount
Pupil premium funding allocation this academic year	£40,340.81
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40, 340.81

# 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 intend for all of our pupils to leave us as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have opportunities to compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading and writing, than their non-disadvantaged peers.
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	Our assessments, observations, and discussions with pupils and families have identified a socio-economic gap. A high proportion of our disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points at EYFS and some join during key-stage 2. The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide. This results in challenges for some of our disadvantaged pupils, including behaviour and attitudes and impact on attainment. These challenges particularly affect disadvantaged pupils who have special educational needs.
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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved English attainment among disadvantaged pupils. These children with lower literacy skills are equipped with greater strategies to help them experience success with reading and spelling in the classroom.	All assessment indicates that children with Dyslexic tendencies are making at least expected progress against their starting points. This is also echoed in all children identified with lower starting points in literacy year on year. KS2 reading and writing outcomes in 2026/27

	<p>show that more than 95% of disadvantaged/all pupils met the expected standard and that there is significant improvement towards this in the interim years.</p> <p>All pupils to have met the expectation of the PSC by the end of key stage 1.</p>
Children to be confident to talk about their feelings, their learning and generally express their needs to others	<p>Children observed to be engaging in lessons and communicating effectively with others about their learning and next steps.</p> <p>Soft Start to be utilised and have impact on children's engagement in sessions.</p> <p>Therapy room to be used across the day as safe space for all.</p>
To achieve and sustain improved, behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through a values-based ethos	<p>Sustained high levels of wellbeing by 2025/26 and 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>-a significant reduction in behaviour incidents</li> <li>-a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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

## 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: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on Dyslexia, Trauma informed teaching, bereavement and de-escalation strategies delivered by SENCO and Bromley Inclusion Team.	<p>Bromley borough have identified supporting pupils with Dyslexia as an area of weakness for teachers in the Borough and we have a rise in children being identified with dyslexic traits and tendencies.</p> <p>Trauma informed teaching is to enable all teaching staff to gain a</p>	3, 4

	broader understanding of behaviours and outcomes.	
All teaching staff to receive quality first teaching support in scaffolding of sessions and accessing specialist support. Fully utilise all Walkthrus to ensure fully inclusive classrooms to support all learners.	Small group teaching to address particular gaps in learning is an effective way of raising attainment and has been used previously to boost confidence and morale within subjects.  All learners thrive when accessing a challenging curriculum  <a href="http://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,4 and 5

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

Budgeted cost: £15,678.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. ( <i>English speaking and listening</i> ) <b>Update 2025-26, Leader for Oracy, speaking and listening frameworks</b>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3
Writing, adaptation of our current framework and to adapt teaching of writing early to provide a clear support structure for teachers and support staff to work within.	Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes <a href="#">EEF, combining reading and writing outcomes</a> <a href="#">EEF, improving literacy at key stage 2, 7 stages</a>	1,2, 3 and 4
Purchase of phonics materials and phonics sessions targeted at	Phonics approaches have a strong evidence base	2,3 and 4

<p>disadvantaged pupils who require further phonics support to develop their reading and writing fluency.</p> <p>Access to additional (x3 per week) intervention sessions for phonics by trained staff member.</p>	<p>indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Small group &amp; individual teaching for pupils who are working towards expectations. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1,3
<p>To continue to foster a love of reading through enrichment opportunities, including wider family intervention such as rocket readers.</p>	<p><a href="#">The DfE reading framework</a></p>	2 and 3
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2 and 3

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

Budgeted cost: £16,162.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning through a refresh of our Values-based ethos and the implementation of the Inner Curriculum</p> <p>VBL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF Values Based Education</a></p>	<p>1,3 and 5</p>
<p>Embedding principles of good practice set out in the updated 2024 DfE's guidance on <a href="#">working together to improve school attendance</a>.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2 and 3</p>
<p>Disadvantaged children to be funded for school trips/residential visits</p>	<p>Children who able to have enriching experiences outside the home and school achieve higher academically</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1 and 5</p>
<p>School counsellor/Play therapist employed by the school seeing children and parents face to face in school hours.</p>	<p>Waiting list in Bromley for initial assessment for mental health referral 18 weeks. If CAMHS is needed the waiting list is much longer still.</p> <p><a href="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">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</a></p>	<p>1, 2</p>
<p>Speech and Language Therapist working in school for half a day a fortnight with a speech and language assistant working for one day a week.</p>	<p>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</p>	<p>1,2, and 3</p>

	language difficulties and so employing our own therapist and assistant means children can be seen more quickly and therapy delivered in school.	
<p> Screener used to assess every child starting in Reception and every child new to KS1</p>	<p> 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.</p>	<p> 1, 4</p>

**Total budgeted cost: £ 40,340.81**

## 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 2024 to 2025 academic year.

#### Y1 Phonics and Year 6 data – 2024-2025

Year 1 Phonics	Whole Cohort (58)		Pupil Premium (0)	
	Pass	Did not pass	Pass	Did not pass
Year 1 Phonics	83.6%	16.4%	/	/
National	79.9%	20.1%	/	/

	Whole Cohort (60)			Pupil Premium (4)		
	Yes	No		Yes	No	
Combined	63%	37%		25%	75%	
	WTS	AR	GD	WTS	AR	GD
Reading	26.7%	73.3%	21.7%	75%	25%	25%
Writing	23.3%	76.7%	16.7%	50%	50%	25%
Maths	25%	75%	33.3%	75%	25%	0%

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 and ensuring that training needs are met.

## Year Six:

It is of note that within our Year 6 Cohort, the 4 Pupil Premium children also received SEN support across the years. It is also a transient year group with some children joining Wickham Common after EYFS joining in KS2.

Over the course of the academic year, children in need of Reading support had access Lexia interventions and support across the curriculum. 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.

A total of 18 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 28 children were on the caseload for our school speech and language therapist in July 2024. 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.

5 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 gardening. 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*

<b>Programme</b>	<b>Provider</b>
Pixl assessments and interventions	Pixl

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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