



Pupil premium strategy statement 2023 - 2026



This statement details our school's use of pupil premium 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	Wickford Primary School
Number of pupils in school	519 as of 14/09/2023
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs L Ramet
Pupil premium lead	Miss L Withers
Governor / Trustee lead	Mr K Freitag

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Based upon October 2022 Census</i>	£148,365 100 PPG - £1,455 per child (£) 1 LAC - £2,530 per child 1 service child - £335 per child
Recovery premium funding allocation this academic year	£29,252 £13,992 (Recovery Premium Funding) £15,260 (School-Led Tutoring)
Pupil premium funding carried forward from previous years	£7,319
Total budget for this academic year	£184,936

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child has the ability to achieve their potential regardless of background. We will provide opportunities to overcome the challenges of social economic disadvantage and ensure high aspirations for all pupils.

Key strategies include:

- Understanding and knowing our pupils.
- Supporting pupil well-being and promoting attendance.
- A shared vision by all staff of achievement for all.
- Targeted provision that is based on a sound analysis of individual needs.
- Teaching staff accountability for the progress of disadvantaged pupils in their classes.
- Rigorous evaluating of data and effective use of feedback, planning, support and interventions to close the attainment gap in all subjects.
- Providing full access to the curriculum at home, within the school day and through extra-curricular opportunities.

Challenges

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

	Detail of challenge														
1	<u>Attendance</u> Our whole school attendance for all pupils is currently 95% compared with disadvantaged pupils, for whom it is 91% (July 2023). National = 89.3% (all) Whole school persistent absence (PA) is currently 16% compared with disadvantaged pupils, for whom it is 35%. (July 2023) National = 17% (all) and 11% for Disadvantaged Pupils.														
2	<u>Progress / Attainment in English</u> Attainment data in current Year 1 and Year 2 classes has identified key groups of pupils who have not made expected progress in writing due to a lack of accuracy in spelling and use of vocabulary. R / W <table><tr><td>YR = 25 / 25% ARE</td><td>83 / 67% Progress from baseline</td></tr><tr><td>Y1 = 14 / 0% ARE</td><td>57 / 57% Progress from end of EYFS</td></tr><tr><td>Y2 = 50 / 43% ARE</td><td>73 / 55% Progress from end of EYFS</td></tr><tr><td>Y3 = 47 / 12% ARE</td><td>77 / 65% Progress from end of Y2</td></tr><tr><td>Y4 = 64 / 52% ARE</td><td>88 / 68% Progress from end of Y2</td></tr><tr><td>Y5 = 57 / 43% ARE</td><td>69 / 38% Progress from end of Y2</td></tr><tr><td>Y6 = 63 / 69% ARE</td><td>68 / 68% Progress from end of Y2</td></tr></table>	YR = 25 / 25% ARE	83 / 67% Progress from baseline	Y1 = 14 / 0% ARE	57 / 57% Progress from end of EYFS	Y2 = 50 / 43% ARE	73 / 55% Progress from end of EYFS	Y3 = 47 / 12% ARE	77 / 65% Progress from end of Y2	Y4 = 64 / 52% ARE	88 / 68% Progress from end of Y2	Y5 = 57 / 43% ARE	69 / 38% Progress from end of Y2	Y6 = 63 / 69% ARE	68 / 68% Progress from end of Y2
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3	<u>Progress / Attainment in Maths</u> Attainment data in current Year 1, Year 2 and Year 3 classes has identified key groups of pupils who have not made expected progress in their maths due to a lack of mathematical fluency and recall. <table><tr><td>YR = 33% ARE</td><td>67% Progress</td></tr><tr><td>Y1 = 14% ARE</td><td>57% progress</td></tr><tr><td>Y2 = 36% ARE</td><td>55% Progress</td></tr><tr><td>Y3 = 53% ARE</td><td>77% Progress</td></tr><tr><td>Y4 = 60% ARE</td><td>84% Progress</td></tr></table>	YR = 33% ARE	67% Progress	Y1 = 14% ARE	57% progress	Y2 = 36% ARE	55% Progress	Y3 = 53% ARE	77% Progress	Y4 = 60% ARE	84% Progress				
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	Y5 = 50% ARE Y6 = 63% ARE	46% Progress 63% Progress
4	<u>Emotional Well-Being & Behaviour</u> We have 20% of pupils on our whole school Social, Emotional and Mental Health (SEMH) needs register, of which 7% are disadvantaged pupils (July 2023). Pupils with SEMH needs often display unexpected behaviours and require a high-level of additional support in order to regulate their emotions and access their 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 increase the attendance of disadvantaged pupils and reduce the percentage of persistent absences for disadvantaged pupils.	Narrowed gap between children eligible for PPG and those who are not. Less than 24% across the school (FFT July 23).
To raise the percentage of children achieving ARE compared to their peers at the end of KS1 and KS2 in writing.	A higher % of attainment compared to the previous academic year and at least in line with National.
To raise the percentage of children achieving ARE compared to their peers at the end of KS1 and KS2 in mathematics.	A higher % of attainment compared to the previous academic year and at least in line with National.
Children make good progress against their SEMH targets and have fewer incidences of dysregulation.	Children to have progressed at least 2 steps from their baseline Stars assessment within an academic year cycle.

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

Budgeted cost: **£114,871**

Activity	Evidence that supports this approach	Challenge addressed
Ongoing CPD for teaching staff to ensure consistently high quality teaching, adapted to pupils' needs across all subject but specifically writing and maths.	Ofsted PP guide <i>High Quality Teaching - Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for pupils.</i> High Quality Teaching EEF Phonics (+5) <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i>	2, 3
SLT to disseminate TPP training down to other staff.	Essex TPP statement <i>'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors'</i> p7 of TPP Handbook.	2, 3, 4

	Essex Infolink – Social, Emotional & Mental Health Portal.	
Focussed Pupil Progress meetings, specifically documenting needs.	The Key for School Leaders Pupil Progress Meetings: How to Run Them Improving Pupil Progress Meetings	1, 2, 3, 4
Learning Mentor employed full time and School Counsellor employed part time by school to support disadvantaged pupils and those with SEMH needs.	Roles in schools – Learning Mentor Learning Mentors Improve Behaviour Learning Mentors School based counselling School Counselling – Good therapy Counselling in Schools: A Blueprint for the Future (Gov.uk)	1, 4
Experienced, qualified teachers employed by the school to work with groups of children and provided focussed interventions. (2 x part time teachers & 2 x HLTAs)	EEF Phonics (+5) <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i> The Essex Approach (Marc Rowland) EEF Small Group <i>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller group, or work which is more closely matched to learners' needs explains this impact.</i>	2, 3

Targeted academic support

Budgeted cost: **£36,079**

Activity	Evidence that supports this approach	Challenge addressed
Tightly focussed, SMART targeted interventions.	EEF Phonics (+5) <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i> The Essex Approach (Marc Rowland) EEF Small Group <i>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller group, or work which is more closely matched to learners' needs explains this impact.</i>	2, 3

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

Budgeted cost: **£33,986**

Activity	Evidence that supports this approach	Challenge addressed
Improving attendance: - Phone calls home - Attendance meetings with SLT - Learning mentor support - Reduced cost wraparound care: breakfast club free, after school club 50% subsidisation	School Attendance – Gov.UK Pupil Absence – Gov.UK Maximising School Attendance <i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i> Essex TPP statement <i>'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors'</i> p7 of TPP Handbook. Essex Infolink – Social, Emotional & Mental Health Portal.	1, 2, 3, 4
In school and home resource packs to include, but not limited to: workbooks, learning resources, additional supportive activities, Stationery.	EEF – Pupil Premium The Essex Approach (Marc Rowland) Closing the gaps: Test and Learn (Gov.uk) Closing the Gaps with the new Primary National Curriculum (gov.uk) Using Pupil Premium: Guidance for School Leaders (gov.uk) Closing the Achievement Gap – David Laws Speech (March 2013)	2, 3, 4
Extra-curricular activities, swimming and trips	Ofsted PP guide <i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'help with the cost of educational trips or visits'.</i> The Essex Approach (Marc Rowland) Parents report that using the Pupil Premium Funding to pay for the cost of educational trips/visits and uniform was the most useful for them.	2, 3, 4
Payment for breakfast club, subsidisation of after school club, supplying uniform and school equipment e.g. PE kits, sleeping bags etc.	FSM Guidance for local authorities, maintained schools, academies and free schools. (gov.uk) Going Hungry? – Young People's Experiences of Free School Meals Magic Breakfast evaluation – EEF Attainment Gap Report – EEF	1, 2, 3, 4

Total budgeted cost: £184,936

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 2022 to 2022 academic year.

% Expected progress from September 2022 at the end of each key stage (for disadvantaged pupils) is as follows:

YR R83%, W67%, M67%, CL58%, PSED83%, PD92%

Y2 R73%, W55%, M55%

Y6 R68%, W68%, M63% (progress from KS1)

Please Note: R = reading, W = writing, M = maths, CL = Communication & Language, PSED = personal social & emotional development, PD = physical development

% of pupils attaining age-related expectations

RWM		Sum 2023	
	No.	PP	Non PP
EYFS (GLD)	12	25%	73%
Y1	7	0%	46%
Y2	14	36%	51%
Y3	12	12%	48%
Y4	24	52%	51%
Y5	14	40%	59%
Y6	16	53%	57%

National Y6 data (provisional) for disadvantaged pupils R = 60%, W = 58% & M = 59% (2022)

Attendance

Due to rigorous monitoring and regular attendance meetings, attendance for disadvantaged pupils was reported as:

Year group	PP	Non-PP
EYFS	86%	95%
Y1	93%	95%
Y2	89%	96%
Y3	91%	95%
Y4	91%	96%
Y5	93%	96%
Y6	92%	96%

Evidence from Pupils

SLT monitoring report shows that pupil's show an enthusiasm for learning – eager to share facts that they have recently learnt in class and specific areas of learning from POS in foundation subjects.

Targeted maths intervention with female student has, again, been successful with all the pupils reaching their individual targets and engaging well with the sessions. During a recent maths survey, it was established that Disadvantaged Pupils feel challenged and enjoy the set work.

Targeted writing interventions with male students have also been successful. The pupils have reached their individual targets and have enjoyed the sessions.

Social & Emotional Well-Being

Based upon monitoring and assessment completed by our school Learning Mentor, 100% of disadvantaged pupils receiving support from her, have made expected progress towards their targets.

Breakfast club attendance = 16% of pupils attending are disadvantaged pupils compared with 19% during the previous academic year.

Twilight club attendance: 20% of pupils attending are disadvantaged pupils compared with 6% during the previous academic year.

Trips subsidised: 100% of disadvantaged pupils accessed subsidised trips. This includes the Year 6 residential trip.

Swimming: £2116.11 of pupil premium funding has been spent on enabling disadvantaged pupils to access swimming lessons as part of our PE curriculum.

We automatically subsidise every trip by 75% for each PP child, and ask the parent to contribute the remaining 25%, whether this amount is paid or not the child will still be able to attend, with the residential we subsidise 50% of the total cost but the child can only attend if the parent pays the other half.