

Wicklea Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wicklea Academy
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Heather Morris, Principal
Pupil premium lead	Heather Morris, Principal
Governor / Trustee lead	Harriet Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,587
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,587

Part A: Pupil premium strategy plan

Statement of intent

At Wicklea Academy accept responsibility for pupils experiencing disadvantage and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We want each child to have a love of learning and acquire skills and abilities to fulfil both their aspirations and potential as an adult.

We are committed to supporting improved outcomes for our pupils experiencing disadvantage. In order to help our pupils overcome their barriers to learning and be happy and successful we are guided by the following principles:

- Whole school ethos of **aspiration and attainment for all pupils**.
- **Inspire** our disadvantaged pupils to see and strive to meet their full potential.
- Through providing a range of effective **pastoral support**, children are able to overcome any emotional barriers and be able to focus on their learning.
- **Utilise evidence** (especially Education Endowment Fund) to decide which strategies are likely to be most effective in overcoming barriers to learning.
- Aim to instil a **life long passion** for learning in all pupils by providing strong grounding in English and Maths, along with knowledge and skills acquired and applied through a rich and varied curriculum.
- Belief that **high quality teaching** is essential for high attainment and needed to meet the needs of all pupils.
- Focus on the importance of ensuring all day-to-day teaching meets the needs of all pupils, rather than relying on interventions to compensate for teaching that is less than good. **Quality first teaching** is paramount.
- Have **high expectations** and avoid stereotyping pupils experiencing disadvantage as all facing the same barriers to learning or having less potential to succeed.
- Systematically focus on giving pupils **clear and useful feedback** about their work and ways that they could improve it.
- Deploy staff effectively (teachers & TAs) to work with pupils who need the more support and training is provided where necessary to support pupils learning
- **High quality and early interventions** in place and needs identified through use of a variety of assessments and tracking system.
- Provide well **targeted support** to improve attendance and behaviour or links with families where these are a barrier to pupil's learning.
- Creating opportunities to gain different experiences through taking part in **extracurricular experiences** including camps and clubs.

Challenges

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

Challenge number	Detail of challenge
1	Emotional regulation, separation anxiety and wellbeing
2	Lower attainment across all subjects
3	Lower vocabulary and access to books
4	Low attendance in comparison to peers
5	Lower range of experiences

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 attainment for pupils experiencing disadvantage at the end of KS2.	End of KS2 outcomes in 2026/27 show that attainment for pupils experiencing disadvantage is in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly those experiencing disadvantage.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, intervention data, teacher observations & SDQs • Pastoral interventions show positive impact as recorded on Hamish & Milo dashboard
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 95%, and the attendance gap between disadvantaged pupils and overall attendance being within 1% • the percentage of all pupils who are persistently absent being below 5% and the figure among

	pupils experiencing disadvantage being no more than 2% lower than their peers.
Pupils experience a wide curriculum and visit places outside their local community	Behaviour and attitudes to learning are good from all pupils Uptake for Y6 & Y6 camp is high from pupils experiencing disadvantage Visitors to school provide additional experiences and positive role models

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: £10,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole staff understanding of what quality first teaching is and how they can embed this into their own practice.</p> <p>Continue to work with other schools and the Trust to further PD of staff.</p>	<p>The EEF guidance on cognitive science. The <i>Cognitive science approaches in the classroom systematic review</i> will investigate approaches to teaching and learning inspired by cognitive science that are commonly used in the classroom, with a particular focus on acquiring and retaining knowledge.</p> <p>Early career framework https://www.gov.uk/government/publications/early-career-framework used as a base to support teaching & learning.</p>	<p>2 & 3</p>

<p>Develop oracy to improve language, vocabulary and confidence across the school</p>	<p>EEF research shows</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs 	<p>2 & 3</p>
<p>Intervention training for TAs Phonics in line with our new phonics scheme</p>	<p>EEF research show that highly trained and highly skilled have maximum impact on the pupils they support. Current TAs are not training in delivering specific interventions as recommended by the EEF.</p>	<p>2 & 3</p>

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

Budgeted cost: £26,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilize additional teachers to work with pupils experiencing disadvantage in smaller groups to provide more targeted support for low attaining pupils.	Additional support in classes facing the most barriers will enable pupils to receive more targeted support and raise attainment.	1, 2 & 3
Additional reading sessions targeted at pupils experiencing disadvantaged who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2 & 3
Deliver interventions in Reading, Writing & Maths by TAs to ensure current gaps are closed and no new ones arise.	EEF research show that children make more progress when a school adopts evidence-based structured interventions that are delivered in full. A structured approach to interventions enables tracking to take place and impact to be measured. By adopting this approach gaps will be closed in learning and children will meet their individual targets.	1, 2 & 3
Promote and encourage a love for reading at KS2 through the use of Accelerated Reader	Research from numerous bodies proves how important the ability to read and love of reading is to future learning. Through the use of a structured reading approach at KS2 this builds on KS1 learning and develops comprehension, vocabulary and confidence.	3

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

Budgeted cost: £39,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the attendance of pupils experiencing disadvantage through consistently applying the Trust attendance policy and working with Impact Ed to track and improve attendance.</p>	<p>If pupils are not in school, they cannot catch up on missed learning and their gaps in learning just keep getting wider. Historically, as a group, pupil premium children have lower attendance than non-pupil premium children. Pupil premium children need to have exception attendance and meet the target of 95% so that they consistently receive teaching that meets their needs and interventions that narrows gaps in learning.</p> <p>DfE has produced new guidance to work together to improve attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Impact Ed https://www.evaluation.impactgroup.uk/</p>	<p>4</p>
<p>Free breakfast club for pupils experiencing disadvantage to support improved attendance and attainment</p>	<p>The charity, Magic Breakfast, has worked with school for over 20 years to ensure the most disadvantaged children have a nutritious breakfast. Hungry children cannot concentrate on learning. Breakfast club at Wicklea is free for pupils experiencing disadvantage so that they have access to a free breakfast and can use breakfast club to ensure they are not late for school.</p>	<p>4</p>
<p>Family link worker support (FLW)</p>	<p>Many studies and professional bodies recognise that a child's emotional needs to need to be met before they are able to focus on their learning. FLW predominantly supports pupils experiencing disadvantage and directs them to outside agencies as needed. She works directly with pupil premium children to support their wellbeing and mental health to allow them to concentrate in lessons and focus on their learning.</p>	<p>1</p>
<p>Structured wellbeing and behaviour interventions delivered by Pastoral Team</p>	<p>Increase in the number of pupils who are unable to regulate their emotions. This leads to them being dysregulated and not able to</p>	<p>1</p>

<p>to improve readiness and ability to learn and regulate their emotions</p>	<p>focus on their learning, leading to reduced progress towards their individual attainment targets.</p> <p>https://hamishandmilo.org/</p> <p>Supported by evidence over two years of qualitative data the research demonstrates how Hamish & Milo schools are seeing real change in children's peer relationships, emotional regulation, self-confidence and social and emotional literacy skills. There is a significant positive influence on educational engagement and reduction of emotional school-based avoidance, anxiety and challenging behaviours.</p>	
<p>To support disadvantaged families with the cost of attending trips and residential overnight camps to add context to learning and inspire pupils.</p>	<p>Historically experiences of pupil premium children are less than their peers. School trips are planned carefully to be the cheapest they can be and not at financial pinch point times for families. School camps are 50% funded for pupils experiencing disadvantage to ensure as many pupils as possible can attend. This allows them to experience vital memorable experiences and enhancements to their learning.</p>	<p>5</p>

Total budgeted cost: £76,756

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.

Attendance: PP 57/246 chn 23%

- Yearly attendance: 90.3%
- Persistent Absence: 8.7%

Year 4 Multiplication Tables Check

- Average PP: 15.7 – 14 of 52 children in the cohort

Year 6 / Key Stage 2 (14/72 chn PP)

- Reading: 50% - 7 of 14 children meeting expected standards
- Writing: 43% - 6 of 14 children meeting expected standards
- Maths: 21% - 3 of 14 children meeting expected standards
- Reading, Writing and Maths Combined at expected standards: 21% - 3 of 14 children

Teacher assessment outcomes:

Year 3 Total number of PP: 11 (19%)

o Reading: 73% o Writing: 55% o Maths: 55% o RWM 45%

Year 4 Total number of PP: 14 (26%)

o Reading: 36% o Writing: 36% o Maths: 36% o RWM 36%

Year 5 Total number of PP: 13 (25%)

o Reading: 46% o Writing: 46% o Maths: 46% o RWM 38%