

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	241
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Tracy French, Executive Headteacher
Pupil premium lead	Matthew Morgan, Head of School
Governor / Trustee lead	Huw Grove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,865
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,550

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to support all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve highly across all subjects, through high quality teaching of knowledge and skills across a wide curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Staff have high expectations for all pupils, including those who are disadvantaged, to ensure that we strive to overcome any barriers to learning to give every individual the best possible chance.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Teaching staff support pupil wellbeing and those classed as most vulnerable have additional support from our family link and pastoral support worker. We believe that an important aspect of children's personal development is the opportunity to gain experiences, alongside gaining knowledge and skills, and therefore we encourage and assist disadvantaged pupils to take part in extra-curricular activities, including school visits and residential camps.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
2	<p>Internal assessments and observations indicate that in the past three years disadvantaged pupils have arrived at Wicklea lacking key maths</p>

	skills and understanding, most likely as a result of the pandemic. This negatively impacts their development as mathematicians.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally arrive at Wicklea knowing less of their phonics than their peers. Disadvantaged pupils also tend to read less and are read to less at home. This negatively impacts their development as readers.
4	Our assessments (including a wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to separation anxiety, isolation from peers and friends and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between on average 2.8% lower than our overall attendance. In addition, last year 77% of all 'persistently absent' pupils were disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 maths attainment for disadvantaged pupils at the end of KS2.	End of KS2 maths outcomes in 2024/25 show that more than 61% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	End of KS2 reading outcomes in 2024/25 show that more than 61% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, intervention data and teacher observations • a significant increase in participation in enrichment

	activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 96.5%, 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 disadvantaged pupils being no more than 2% lower than their peers.

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: £13,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school utilising the Boolean Hub maths mastery resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1 & 2</p>
<p>Utilising our chosen DfE validated Systematic Synthetic Phonics programme 'Bug Club' to provide strong phonics teaching for those pupils still requiring it.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 3</p>

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

Budgeted cost: £17,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilize the recovery premium and further funding to provide a blend of small group and 1:1 tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 & 3</p>
<p>Additional reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 3</p>

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

Budgeted cost: £44,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Retain free access to breakfast club for disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>To ensure pastoral needs are met so pupils can access learning.</p>	<p>Our experience and that of other local schools is that an increased number of pupils are suffering from social and emotional issues since the start of the pandemic. These can be mitigated through:</p> <ul style="list-style-type: none"> • Having arrival procedures in place for those children with separation anxiety • Leading specific regular social and emotional interventions; such as social stories, raising self-esteem, building resilience, friendships, anxiety, bereavement support, etc. • Using an open-door policy to empower children to 'drop in' to share worries or concerns and helping to resolve these • Working alongside children that are struggling to concentrate on learning, understanding and addressing the underlying reasons 	<p>4</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>Our experience and that of other schools nationally is that disadvantaged families can be costed out of sending their children on residential camps and trips, which results in these children missing out on vital memorable experiences and enhancements to their learning.</p>	<p>4</p>
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Total budgeted cost: £75,550

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 2021 to 2022 academic year.

Our internal assessments and end of key stage 2 external assessments during 2021/22 show that attainment of disadvantaged pupils was lower than their non-disadvantaged peers in all areas across the school. However, the progress of disadvantaged pupils across the year was good or better and in nearly all areas across the school they have begun to close the attainment gap to their non-disadvantaged peers.

Our assessment of the reasons for these outcomes' points primarily to the ongoing impact of the Covid-19 pandemic, which disrupted all subject areas to varying degrees. Throughout the year we utilized our recovery and catch-up funding to employ skilled teaching assistants to deliver targeted reading, writing and mathematical interventions, in the main to disadvantaged pupils. This had a significant impact on the excellent progress made by these children across the year.

We also used some of the catch-up funding to support the breadth of speech and language needs across the school by delivering weekly interventions to individual pupils. This was supported through our access to a speech & language therapist, who also carried out regular reviews of all the pupils on the caseload. All these children made significant progress across the year. This progress was seen both within individual sessions and through application of skills in the classroom, as well as increased confidence with overall communication and interaction.

Throughout the 2021-22 academic year, we continued to have a significant number of children that required pastoral support, compared to pre-pandemic levels. The most common reasons for support were increased anxiety, separation issues and social/friendship issues. Our family link & pastoral support worker provided daily, weekly and ad-hoc sessions for children, as well as daily support at drop off in the mornings. Additionally, she attended drawing and talking training and began delivering this therapeutic intervention.

The work of the family link & pastoral support worker has supported children in attending school regularly, engaging with their learning and improving their overall wellbeing.

The attendance of disadvantaged pupils last year was 92.4%. This is significantly lower than the whole school attendance of 94.8%. A major contribution to the lower disadvantaged attendance (and overall attendance) last year was the continuing

disruption of the Covid pandemic. A free breakfast club should have a positive impact on raising attendance of disadvantaged pupils and this remains a focus of our current plan.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle Ltd
Bug Club	Pearson