

Pupil premium strategy statement for Wicklewood Primary School and Nursery

School overview

Metric	Data
School name	Wiklewood Primary School and Nursery
Pupils in school	215
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£26035
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Julia Brooks
Pupil premium lead	Lucy Leaford
Governor lead	M Talbot

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data available
Writing	No data available
Maths	No data available

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data available
Achieving high standard at KS2	No data available

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 PHONICS	Ensure appropriate ratio of teaching staff to pupils who need phonics intervention.
Priority 2 SOCIAL AND EMOTIONAL	Ensure social, emotional and mental health needs of all pupils are met.
Barriers to learning these priorities address	Phonics – lack of phonic knowledge and inability to read. Low aspiration of parents. SEMH – low confidence in ability; achievement and progress.
Projected spending	£26,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain current level of progress in KS2 which at present is above National (from July 2019)	July 2021
Progress in Writing	Achieve national average progress scores in KS2.	July 2021
Progress in Mathematics	Maintain current level of progress in KS2 which at present is above National (from July 2019)	July 2021
Phonics	Maintain National average expected standard in Phonics Screening	July 2021
Other – Foundation stage	Maintain National average at GLD	July 2021

Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1. (Testing to take place Autumn 2020 for year 2 children).

Targeted academic support for current academic year

Measure	Activity
Priority 1	Employ staff to deliver the recommended Read, Write Inc intervention across the school (afternoons)
Priority 2	Employ staff to deliver ELSA, nurture and Forest School sessions.
Barriers to learning these priorities address	Phonics - providing catch-up in phonics. SEMH – supporting pupil's mental health needs
Projected spending	£21,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that there is suitable support for pupils during playtimes.
Priority 2	To further develop the wildlife / garden / outdoor areas to provide a place of sanctuary.
Barriers to learning these priorities address	SEMH – supporting pupil's mental health needs
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Employment of appropriate staff and ensuring suitable training is provided.	Appropriate appointment and deployment of staff.
Targeted support	Ensure timetabling of interventions has maximum impact and minimum disruption to pupil's learning.	Interventions delivered on a rota basis to ensure that children do not always miss the same lesson.
Wider strategies	Appropriate use of space available to be able to offer a variety of activities.	Space utilised to ensure that quiet areas are used appropriately and are well-managed.

Review: last year's aims and outcomes

Aim	Outcome
Children are able to talk about their feelings in a controlled way and acknowledge problems can be resolved.	2019/20 – owing to COVID 19 we will review this in January 2021
Children make expected or better attainment and talk with enthusiasm about their academic achievements.	2019/20 – owing to COVID 19 we do not have the data to review this aim.
More able children identified for specific learning initiatives to ensure that accelerated attainment and progress is achieved.	2019/20 – owing to COVID 19 we will review this in January 2021

Termly Review

Term	Review Notes	Progress Towards Aim
Autumn (15.12.20)	Priority 1: catch up phonics two afternoons a week for year 1 and 2 children, HLTA timetabled to support year 2 and 3 for phonics interventions, additional HLTA role planned for Spring term Priority 2: forest school delivered to year 6, once safe to do so ELSA sessions resumed (5 children across the term), forest school nurture for 1 child based on emotional needs	Far above expectations Above expectations As expected Below expectations Far below expectations
Spring		Far above expectations Above expectations As expected Below expectations Far below expectations
Summer		Far above expectations Above expectations As expected Below expectations Far below expectations