

Pupil premium strategy statement – Wicklewood Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	28 (15.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Louise Clements McLeod

Pupil premium lead	Laurence Hughes
Governor / Trustee lead	Holden Cooke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33280
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£33280

Part A: Pupil premium strategy plan

Statement of intent

At Wicklewood Primary School, we wish to ensure that pupils subject to disadvantage are given the same opportunities to succeed as all children. We will proactively intervene to ensure that these children are given focus, spotlighted in pupil progress meetings and always given extra opportunities to achieve well. It is the responsibility of all staff to ensure that actions are always taken to counter any possible disadvantage to ensure children subject to disadvantage thrive. We will particularly intervene in the core subjects to ensure children can access a broad curriculum and are able to experience as much of life beyond the school curriculum as possible so that their experience is enhanced. We will always ensure that we judge outcomes and progress by empirical evidence from assessment and not from anecdotal evidence. We will ensure that our strategies to effect improvement are based on evidence. We will endeavour to make sure that any strategies employed are beneficial to the wider school population.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes in writing	Progress and attainment in writing is lower than national expectations
2 Outcomes in maths	Progress and attainment in maths is lower than national expectations
3 Pastoral	Early childhood trauma, family issues or behaviour
4 SEND	Additional needs to access the school curriculum fully

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
Pupils with PP/D funding make good or better progress each year in writing	Data from NFER summative testing, SATs, phonics assessments, writing moderation indicates good yearly progress against prior results
Pupils with PP/D funding make good or better progress each year in reading	Data from NFER summative testing, SATs, multiplication check, indicates good yearly progress against prior results
Pupils with PP/D have good behaviour for learning in school and good level of personal development	No incidents of serious incident letters, fixed-term exclusions. Pupils are represented in student councils, sports teams and responsibilities as prefects, etc.
Pupils with PP/D and additional needs access the curriculum and are supported to make good or better progress	Adjustments and provision for all additional needs in place. Pupils with SEND make good progress against planned targets

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching assistant retention	Enables pupils to access consistent targeted support and feedback during lessons. Enables pupils to be supported in building consistent learning relationships over time.	1, 2, 3, 4
Talk4Writing CPD & support/resources	Enables support for boys' writing, a key area of focus. Enables the development of oracy for writing as well as vocabulary development.	1, 4
Mathematics Mastery	Enables all pupils to access high quality maths	2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARK Mathematics Mastery	Enables all pupils to access high quality maths	2, 4
Times Table Rock Stars	Enables all pupils to practise and learn times tables at home and at school supporting better understanding of reasoning and arithmetic in UKS2	2, 4
Boxall profiling	Enables teaching staff to understand and tailor specific approaches to enable all pupils to learn	3, 4
Clicker 8	Enables pupils with literacy difficulties to access all areas of the curriculum.	1, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Trips and visits, residential trips	Enables all pupils to access broad range of educational and cultural experiences, widening access and understanding of the curriculum	3
Playground/lunchtime resources	Enables all pupils to access a range of activities in key social times allowing better play and context for learning as well as improving wellbeing	3
Sports coaching, club membership and inter-school competitions	Enables all pupils to access sporting and cultural/group activities away from home with a range of other pupils, adults and experiences	3
Musical instrument tuition	Enable specific pupils to access instrumental tuition, developing a range of skills more widely applicable	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6

2 pupils



Combined Min WTS 2 pupils (100%) EXS 0 pupils (0%)

Maths WTS 1 pupil (50%) EXS 1 pupil (50%)

Writing WTS 0 pupils (0%) EXS 2 pupils (100%)

Reading WTS 1 pupil (50%) EXS 1 pupil (50%)

Year 5

Sum mid-term	Total pupils (avg colour for each subject)	Ungraded	Working Below, Well Below Expected (<85)	Well Below Expected (85 - 89)	Below Expected (90 - 94)	Just Below Expected (95 - 99)	Working Towards	Working At, Expected (100 - 104)		
Combined Min (based on lowest of subjects)	5		1 20%				2 40%	2 40%	4 80%	2 40%
NC Maths	5		1 20%				1 20%	3 60%	4 80%	3 60%
NC Writing	5						3 60%	2 40%	5 100%	2 40%
NC Reading	5						3 60%	2 40%	5 100%	2 40%

Year 4

<i>Sum mid-term</i>	Total pupils (avg colour for each subject)	Ungraded	Working Towards	Working At,Expected (100 -104)		
Combined Min (based on lowest of subjects)	4		2 50%	1 25%	3 75%	1 25%
NC Maths	4	1 25%	2 50%	1 25%	3 75%	1 25%
NC Writing	4	1 25%	1 25%	2 50%	3 75%	2 50%
NC Reading	4	1 25%	1 25%	2 50%	3 75%	2 50%

Year 3

<i>Sum mid-term</i>	Total pupils (avg colour for each subject)	Ungraded	Working Below,Well Below Expected (<85)	Well Below Expected (85 - 89)	Below Expected (90 - 94)	Just Below Expected (95 - 99)	Working Towards	Working At,Expected (100 -104)	Just Above Expected (105 - 109)	Greater Depth,Above Expected (110 - 114)
Combined Min (based on lowest of subjects)	7		4 57.1%				1 14.3%	2 28.6%		
NC Maths	7		2 28.6%				3 42.9%	2 28.6%		
NC Writing	7		3 42.9%				2 28.6%	2 28.6%		
NC Reading	7		4 57.1%				1 14.3%	1 14.3%		1 14.3%

Year 2

<i>Sum mid-term</i>	Total pupils (avg colour for each subject)	Ungraded	Working Below, Well Below Expected (<85)	Well Below Expected (85 - 89)	Below Expected (90 - 94)	Just Below Expected (95 - 99)	Working Towards	Working At, Expected (100 -104)
Combined Min (based on lowest of subjects)	3		1 33.3%				1 33.3%	1 33.3%
NC Maths	3						2 66.7%	1 33.3%
NC Writing	3		1 33.3%				1 33.3%	1 33.3%
NC Reading	3		1 33.3%					2 66.7%

Year 1

<i>Sum mid-term</i>	Total pupils (avg colour for each subject)	Ungraded	Working Towards	Working At, Expected (100 -104)
Combined Min (based on lowest of subjects)	2		1 50%	1 50%
NC Maths	2		1 50%	1 50%
NC Writing	2		1 50%	1 50%
NC Reading	2		1 50%	1 50%

Reception

<i>Summer Mid-term</i>	Total pupils (avg colour for each subject)	Ungraded	Working Below, Well Below Expected (<85)	Well Below Expected (85 - 89)	Below Expected (90 - 94)	Just Below Expected (95 - 99)	Working Towards	Working At, Expected (100 - 104)
Combined Min (based on lowest of subjects)	4		1 25%		1 25%			2 50%
Number	4			1 25%		1 25%		2 50%
Writing	4		1 25%		1 25%			2 50%
Word Reading	4		1 25%		1 25%			2 50%