



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Strategy Statement

We strive to support all members of our community to feel valued, nurtured and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences which promote school-based valour and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

'On a voyage of discovery; learning and growing together in the light of God.'

REVIEWED: SEPTEMBER 2023
DATE OF NEXT REVIEW: JULY 2024
REVIEWER: GEORGE HAWKINS
GOVERNOR: JANE BURNETT

Compassion

Courage

Cooperation

Pupil premium strategy statement - Wittersham Church Of England Primary School

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	136
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025 (2022-2023, 2023-2024,2024-2025)
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	George Hawkins, Headteacher
Pupil premium lead	George Hawkins, Headteacher
Governor / Trustee lead	Jane Burnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,905
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,770
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£42,675

Part A: Pupil premium strategy plan

Statement of intent

At Wittersham Church of England Primary School, we value every child as an individual and social mobility is fundamental as a Christian starting point for the education of our pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or Early Help. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery and following guidance as well as using funding in the best way possible to suit our school context.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	To narrow and eventually close the attainment gap that exists for many of our pupil premium cohort and that has been exacerbated by the Covid-19 pandemic. Assessments and external testing indicate that disadvantaged pupils in Key Stage One and EYFS find greater barriers to achieving well in phonics than their peers. This creates problems with early reading and accessing the curriculum as they move to other year groups.
2	To narrow and eventually close the attainment gap that exists for many of our pupil premium cohort and that has been exacerbated by the Covid-19 pandemic. Assessments and pupil progress review indicate that attainment among disadvantaged pupils in Key Stage Two remains below that of non-disadvantaged pupils in Reading, Writing and Maths, with the most notable gap evident in Writing.
3	To support the development of sustainable wellbeing and learning behaviours amongst our pupil premium cohort. 4 Our observations and discussions with pupils and families have identified social and emotional issues for many pupils; these challenges are particularly affecting our pupil premium cohort.
4	Pupils are entering school with poor oral language, communication skills and vocabulary gaps. This is especially evident amongst our Disadvantaged pupils. These early gaps are a barrier to achievement as the children move through their primary educations and beyond.

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 phonics and early reading outcomes among disadvantaged pupils in EYFS and Key Stage One.	Phonics outcomes for disadvantaged pupils shows progress within a child's own context. This could be measured on Year 1 screening test but more likely on reading stage etc. from starting point.
Learning gap of disadvantaged pupils in Key Stage Two is narrowed in Reading, Writing and Maths, with pupils making excellent progress from their starting points.	Evidence of excellent progress is seen in school-based and national assessments as well as in children's individual learning profiles.
Wellbeing and readiness to learn improve for pupil premium children	Visible progress from starting points. Evidenced through boxall profiling, Leuven

	scale assessments and progress collated via pupil and teacher voice.
Improved oral, language and communication skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is triangulated with other sources of evidence including engagement in lessons, use of vocabulary in e.g. sentence stems, books scrutinies and ongoing formative assessment: such as speech link intervention reports.

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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional class teacher of Yr 1 children to enable the school to split EYFS and KS1 into distinct cohorts of children. This will provide further opportunities for children within EYFS and KS1 to meet age expectations and enable CTS and TAs to provide increased support and intervention.	Quality First teaching to accelerate attainment and achievement of all children and including disadvantaged. EEF tiered approach to Pupil Premium spending.	1,3,4
Embed research-led high quality teaching practice across the school e.g. effective use of prior learning, spaced retrieval, interleaving.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1,2,4

<p>To further implement and embed a shared understanding of the school synthetic phonics scheme.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</p>	<p>1,4</p>
<p>To review and improve teaching of Writing</p> <p>Writing diagnostic pathway to be developed with resulting Keep up/Catch up interventions implemented across the school</p>	<p>Any changes to current practice will be research-led.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2,4</p>
<p>Provide specific CPD to TAs in which to strengthen the shared pedagogy and teaching of maths across the school.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1706590467</p>	<p>2</p>

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and early reading sessions targeted at all pupils (including Disadvantaged) who require further support as well as the more able.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,4</p>

To develop children's Maths fluency and reasoning.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary	2
Develop school interpretation of the ready to progress document to provide school staff with specific targets and strategies to support children with when working in small groups social	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3 https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/ https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf	1,2,4

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

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a school Family Liaison Officer to support/promote children's school attendance and punctuality through supportive conversations and tailored actions in line with HT and Attendance Officer.</p> <p>Appointment of FLO will also promote engagement with targeted PP families, enabling greater opportunities to support child's progress and wellbeing in school</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,3,4
Support children's emotional development and wellbeing through a whole school approach to social and emotional	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools	1,2,3,4

learning and self-regulation, via zones of regulation. Focussed and targeted support via counselling and outdoor learning provisions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Map all those eligible for the pupil premium at individual level, ensuring that every single child is able to attend an extra-curricular club / sporting event, finding something that they enjoy and love doing and promoting attendance and engagement in school events.	Every alteration to current practice will be made based on a combination of research, school team experience and advice from experts in specific needs.	3
Subsidised provision of breakfast club, after school clubs, uniform and enrichment opportunities, including music lessons and residential trips.	To support families of pupils eligible for pupil premium to attend breakfast club with a view to supporting attendance/punctuality and readiness for learning.	1,2,3,4
Embed strategies to support and empower children to self-regulate themselves and others	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3

Total budgeted cost: £ 43,000

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars and Numbots	Maths Circle Ltd.
Picture News	Picture News Ltd.
Kapow Curriculum Elements	KAPOW
Literacy Shed Plus	Education Shed Ltd.

Spelling Shed	Education Shed Ltd.
Maths Shed	Education Shed Ltd.
Language Link/Speech Link	Speech Link Multimedia Ltd.
Discovery Coding	Discovery Education Europe Ltd.
Digimaps	The University of Edinburgh
Learning by Questions	Learning by Questions
Widgit	Widgit Software
Fishing for Schools	Fishing for Schools
Forest School Provision	Onodrim and Righteous Oaks