



WITTERSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Strategy Statement

We strive to cooperate and work alongside 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, and experiences that promote courage 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 2024
DATE OF NEXT REVIEW: JULY 2025
REVIEWER: STELLA COULSON
GOVERNOR: JANE BURNETT

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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	137
Proportion (%) of pupil premium eligible pupils	17%
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)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stella Coulson Acting Headteacher
Pupil premium lead	Stella Coulson Acting Headteacher
Governor / Trustee lead	Jane Burnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35.130
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>	£0
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>	£35.130

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Part A: Pupil premium strategy plan

Statement of intent

At Wittersham Church of England Primary School, we value every child as an individual, and we believe that social mobility is fundamental to our Christian approach to education. Our intention is for all pupils, regardless of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in reaching these goals, including progress for those who are already high attainers.

We recognize the specific challenges faced by vulnerable pupils, including those with a social worker or those receiving Early Help. The activities outlined in this statement are designed to support their needs, regardless of their disadvantage status.

High-quality teaching is at the core of our approach, particularly in areas where disadvantaged pupils require the most support. This strategy has been proven to effectively close the attainment gap while also benefiting non-disadvantaged pupils in our school. Implicit in our intended outcomes is the goal that the attainment of non-disadvantaged pupils will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy aligns with broader school plans for educational recovery and is informed by best practices and funding that suit our school context. We will adopt a responsive approach that addresses common challenges and individual needs, rooted in robust diagnostic assessments rather than assumptions about the impact of disadvantage.

To ensure the effectiveness of our strategy, we will:

- Challenge disadvantaged pupils with appropriately demanding work.
- Act early to intervene as soon as needs are identified.
- Foster a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations for their achievements.

Challenges

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

Challenge number	Detail of challenge
1	Our first challenge is to narrow and eventually close the attainment gap that exists for many pupils in our pupil premium cohort, a gap that has been exacerbated by the Covid-19 pandemic. Assessments and external testing reveal that disadvantaged pupils in Key Stage One and Early Years Foundation Stage (EYFS) face significant barriers in achieving success in phonics compared to their peers. This struggle with phonics creates challenges in early reading, which in turn affects their ability to access the curriculum as they progress to higher year groups.
2	Our second challenge is to narrow and ultimately close the attainment gap for many pupils in our pupil premium cohort, a gap that has been exacerbated by the Covid-19 pandemic. Assessments and pupil progress reviews indicate that attainment among disadvantaged pupils in Key Stage Two continues to fall below that of their non-disadvantaged peers in Reading, Writing, and Maths, with the most significant gap observed in Writing.
3	Our third challenge is to foster sustainable wellbeing and positive learning behaviours among our pupil premium cohort. Observations and discussions with pupils and their families have highlighted that many students face social and emotional challenges, which are particularly pronounced within our pupil premium group.
4	Our fourth challenge is associated with language as we are aware that many pupils are entering school with underdeveloped oral language, communication skills, and vocabulary gaps, particularly among our disadvantaged pupils. These early deficiencies present barriers to achievement as children progress through their primary education 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
<ul style="list-style-type: none"> Improved phonics and early reading outcomes among disadvantaged pupils in EYFS and Key Stage One. 	Phonics outcomes for disadvantaged pupils demonstrate progress within each child's individual context. This progress can be measured using the Year 1 screening test, but is more accurately reflected through reading stages and other assessments based on their starting points.

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<ul style="list-style-type: none"> • 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. 	<p>Evidence of excellent progress is reflected in both school-based and national assessments, as well as in the individual learning profiles of our children.</p>
<ul style="list-style-type: none"> • Wellbeing and readiness to learn improve for pupil premium children 	<p>Visible progress from starting points is evidenced through Boxall profiling, Leuven scale assessments, and data gathered from pupil and teacher voice.</p>
<ul style="list-style-type: none"> • Improved oral, language and communication skills. 	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This improvement is triangulated with various sources of evidence, including engagement in lessons, vocabulary use (e.g., sentence stems), book scrutinies, and ongoing formative assessments, such as reports from speech link interventions.</p>
<ul style="list-style-type: none"> • Improved attendance for disadvantaged pupils 	<p>We aim to significantly improve the attendance rates of disadvantaged pupils by implementing targeted support strategies and fostering a positive school environment that encourages regular attendance and engagement in learning.</p>

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.

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to employ an additional class teacher for Year 1 children to allow the school to split the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) into distinct cohorts. This restructuring will create more opportunities for children in both EYFS and KS1 to meet age expectations and will enable class teachers and teaching assistants to provide increased support and intervention.</p>	<p>Quality First teaching to accelerate attainment and achievement of all children and including disadvantaged.</p> <p>EEF tiered approach to Pupil Premium spending.</p>	<p>1,3,4</p>
<p>We will embed research-led high-quality teaching practices across the school, such as the effective use of prior learning, pupil management of cognitive load and retrieval practice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	<p>1,2,4</p>
<p>We aim to further implement and embed a shared understanding of the school's synthetic phonics scheme while developing subject leadership skills to enhance the effective teaching and leadership of phonics across the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1).</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>We will conduct a comprehensive review of the teaching practices, planning strategies, and resource utilization in mathematics for Key Stage 1 (KS1) and Key Stage 2 (KS2) to further elevate the effectiveness and engagement of math lesson delivery.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1729155230 (relevant for KS2)</p>	<p>1,2</p>

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths#:~:text=Use%20manipulatives%20and%20representations%20to,the%20mathematical%20ideas%20they%20represent. (KS1 and EYFS)	
We will undertake a thorough review of our teaching practices, planning methods, and resource use in English for Key Stage 1 (KS1) and Key Stage 2 (KS2) to enhance the effectiveness and engagement of our English lessons.	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english	2
We will develop understanding of Speech and Language Therapy (SALT) across the school through engagement with the Balance System and enhancing teaching assistants skills sets to deliver specific SALT interventions	https://democracy.kent.gov.uk/mgConvert2PDF.aspx?ID=123938#:~:text=Provide%20assessment%2C%20diagnosis%2C%20advice%2C,that%20these%20children%20and%20young	4

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and early reading sessions targeted at all pupils (including Disadvantaged) who require further support as well as the more able.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,4
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/maths-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: £ 7,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to employ a Family Liaison Officer (FLO) to enhance and promote children's school attendance and punctuality. This role will involve engaging in supportive conversations and implementing tailored actions in collaboration with the Headteacher and class teachers. The FLO will also focus on fostering relationships with targeted pupil premium families, creating greater opportunities to support each child's progress and wellbeing within the school environment.</p>	<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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>In March 2016, the DfE published a report into the links between absence and attainment in KS2 and KS4. It found: 'This link between overall absence and attainment is evident whether we look at increasing overall absence rates or increasing number of weeks missed.'</p>	<p>1,2,3,4</p>
<p>We will support children's emotional development and wellbeing through a whole-school approach to social and emotional learning and self-regulation, utilizing the Zones of Regulation framework. This will include focused and targeted support through counselling services and outdoor learning provisions, ensuring that each child receives the guidance and resources they need to thrive emotionally and socially.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4</p>

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	The 'Improving Social and Emotional Learning in Primary Schools' publication by the EEF makes six recommendations for improving social and emotional learning in primary schools. Social and emotional learning has an impact of +4 months	
We will meticulously map all students eligible for the pupil premium at an individual level to ensure that every child has the opportunity to participate in an extracurricular club or sporting event. Our goal is to help each child discover an activity they enjoy and are passionate about, thereby promoting increased 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
We will provide subsidized access to a range of essential services, including breakfast club, after-school clubs, school uniforms, and enrichment opportunities. This will encompass music lessons and residential trips, ensuring that all students have the resources and support needed to fully engage in their educational experiences.	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

Total budgeted cost: £ 35,130

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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	Righteous Oaks