



Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wittering Primary School
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022 – 2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Charlotte Blake
Pupil premium lead	Claire Brant
Governor / Trustee lead	Jo Carnwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,135
Recovery premium funding allocation this academic year	£0 (N/A)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,135



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the spending of Pupil Premium funding, it is important to consider the context of the school and the challenges faced. Research conducted by EEF will then be used to support decisions around appropriate strategies and their value for money.

Common barriers to learning for disadvantaged children include possible decreased support from home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to be in line or exceed nationally expected progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that high quality, effective teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:



- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To provide high quality catch-up HLTA's to deliver focused work for small groups of up to 3 children, enabling gaps in learning to be filled.
- 1-1 support.
- Pupil Premium resources to be used to target able children on FSM to achieve age related expectations.
- The use of PiXL to support a school wide ethos of clear assessment to find learning gaps and address the gaps noted.

Challenges

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

Challenge number	Detail of challenge
1	Improve reading comprehension across the school. Enhance reading skills and influence reading for pleasure. Supporting parental engagement in reading.
2	Narrowing the attainment gap in phonics.
3	Access to high quality adult support via targeted interventions.
4	Many of our pupil premium children also fit into another vulnerable group such as having an additional special need or an Early Help.
5	Continue to develop school wide wellbeing opportunities, supporting social, emotional and mental health needs.

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
1 Progress in reading	<ul style="list-style-type: none"> • Achieve in line with national scores in KS2 reading. • PP children will develop a love of reading. • They will be heard regularly by an adult at home and an adult in school.

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	<ul style="list-style-type: none">• Daily comprehension sessions across school will support the acquisition of reading for understanding.
2 Narrowing of gap in attainment in phonics	<ul style="list-style-type: none">• % of children achieving a pass in the phonics check will be in line with national.
3 A strong professional dialogue will be kept open between all adults involved in the learning of our disadvantaged children	<ul style="list-style-type: none">• Clear feedback between teachers and HLTA tutors, via diaries.• Regular discussion between PP Lead, SENCo and lead governor.• Termly monitoring of the PP class provision maps.
4 Our disadvantaged children will feel happy and safe at school and will engage with their learning.	<ul style="list-style-type: none">• PP children will engage with the wider life of Wittering Primary School.• Pupil Voice surveys will report that PP children are happy and safe in school.



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD to improve phonics teaching and reading</p>	<p>Ensure all relevant staff have received training to understand the teaching and learning of phonics. This to be disseminated to TAs.</p> <p>EEF Teaching and Learning Toolkit: Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading.</p>	<p>2</p>
<p>SENCo and PP Lead work together to establish support staff who may benefit from further CPD eg in speech and language, motor skills, impact of deprivation on learning, raising the profile of looked after children and their wellbeing needs. SEND Hub and Learning Partnership to be utilised for appropriate training.</p>	<p>TAs become more confident with monitoring and evaluating interventions which take place and enable a good understanding of strategies that lead to good progress, how it is measured and next steps.</p> <p>EEF Teaching and Learning Toolkit: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>4</p>

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

Budgeted cost: £136,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress meetings looking at internal progress data.</p> <p>Monitoring of Pupil Premium provision maps.</p> <p>Filling of gaps in learning, highlighted by PiXL tests.</p>	<p>When class teachers are aware which pupil premium children are in their classes did not make good progress last academic year, they can identify these children as 'target' children.</p> <p>Raising Standards Lead to actively involve teachers in clear targeting of pertinent learning gaps.</p> <p>Teachers and TAs to lead high quality small group interventions to plug gaps in learning.</p> <p>EEF: Assessment is a crucial skill which provides teachers with up-to-date and accurate information about the specifics of what pupils do and don't know. Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track.</p>	1 & 2
<p>Reading interventions will take place daily across the school.</p>	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading for pleasure, of a wide variety of genres, supports vocabulary acquisition.</p> <p>EEF Teaching and Learning states that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of reading instruction.</p>	1
<p>TA support for phonics catch up (years 1 and 2)</p>	<p>EEF Teaching and Learning: oral language interventions create 6 months+ of progress</p>	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Workers support children who are having difficulty accessing learning through greater pastoral needs.	<p>Social and Emotional Learning – interventions through Time to Walk and Talk and Wellbeing Club, targets social and emotional learning which in turn leads to improvement in pupil's interactions with others and the self management of emotions aiding engagement in academic elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	5
Engaging with families	<p>Using Class Dojo to share communication, targets and achievements thus supporting the involvement of parents in their children's academic learning.</p> <p>Providing 50% cost of school trips for those families facing deprivation.</p> <p>EEF guide to Pupil Premium: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	5

Total budgeted cost: £141,000



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 2022 to 2023 academic year.

In EYFS and KS1 we continue to embed the phonics programme introduced last year which is working well with positive outcomes, only affected marginally by the transient nature of our children. This continues to be a focus for us this year.

Last year's Recovery Premium, in addition to Quality First Teaching, provided positive outcomes for children in year's 3, 5 and 6 in reading, a focus for last year (and maths). This allowed for gaps created by Covid-19 to be closed somewhat although work in this area must continue to ensure more children are attaining at least Age Related Expectations.

The Pupil Premium Lead and Pupil Premium Governor met termly to discuss strategies implemented in school to monitor the support provided for our disadvantaged children. This was a combination of adult voice, pupil voice and monitoring of quality first teaching and small group support plus to ensure a thorough, triangulated approach.

PiXL resources continue to provide a school wide resource from which we can clearly and effectively assess children's progress and attainment. Analysis of this progress allows us to address gaps in our pupil's learning and provide support where needed.

The wellbeing of our children has been, and continues to be, partly addressed through social and emotional interventions which has proven successful in supporting them in managing their own emotions. This has helped encourage greater engagement in the academic elements of their learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Service Premium was used to support TA hours, ensuring settling time was allocated for those new into the school and for those who were struggling with their wellbeing for numerous reasons ie death of parent, divorce, deployment</p> <p>A weekly Wellbeing Club took place to provide social and emotional support. In addition, sensory room time was allocated to those children requiring more individual support and Time to Walk and Talk took place for individuals who needed greater involvement. Following the previous year and the prioritisation of wellbeing, clear, data led, interventions were continued to ensure gaps in learning were addressed.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Our termly PiXL Tests were used to pinpoint gaps in learning and interventions were carried out from those points to target specific children.</p>



Further information (optional)

Wellbeing

As a school, the wellbeing of pupils has been at the forefront of our ethos for a number of years. As such, we have a weekly Wellbeing Club, which supports many issues, including death in family, divorce and deployment. This offers a clear time where children can socialise with each other and have the opportunity to speak with one of 4 adults who run the club.

Families Centre

Last year our centre continued to be supported by the RAF Benevolent Fund which provided a much needed service to children throughout our school. The Family Support Workers offer individual Time to Talk and support for many different areas of difficulty, including anxiety, problems at home, anger issues and more. This extends out to the entire family and is invaluable. Our family support workers also liaise with the Young Carers groups and Relate and work with two staff within school to support the Early Help process.