



Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	317
Proportion (%) of pupil premium eligible pupils	16%
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 2022
Date on which it will be reviewed	December 2023
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	£141,665
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2267
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	£152,632



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 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 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 phonic check will be in line with national
3/4 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 lists.
5 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to improve phonics teaching and reading	Ensure all relevant staff have received training to understand the teaching and learning of phonics. This to be disseminated to TAs	2
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	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. CPD to be carried out by SENCo and teaching staff via recorded delivery.	4

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

Budgeted cost: £142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings looking at internal progress data Monitoring of Pupil Premium class lists Filling of gaps in learning, highlighted by PiXL tests.	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. New Raising Standards Lead to actively involve teachers in clear targeting of pertinent learning gaps.	1 & 2

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	Teachers and TAs to lead high quality small group interventions to plug gaps in learning.	
Reading interventions will take place daily across the school.	Higher attainment in reading indicates better life chances. Reading for pleasure, of a wide variety of genres, supports vocabulary acquisition.	1
School led tutoring: TAs to take on further responsibility leading catch up tutoring.	Four TAs leading in school tutoring across different year groups. Targeted support following in school assessments and prior attainment. Staff feel skilled and confident leading interventions, ensuring clear communication with teaching staff each in turn seeing better progress from these children.	1, 2 & 3

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

Budgeted cost: £8000

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.	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.	5
Engaging with families	Using Class Dojo to share communication, targets and achievements thus supporting the involvement of parents in their children's academic learning. Providing 50% cost of school trips for those families facing deprivation.	5

Total budgeted cost: £152,000



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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

The EEF's Becky Francis has commented that 'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic and we know that these students will also face the biggest challenges in educational recovery.'

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
How did you spend your service pupil premium allocation last academic year?	<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>Wellbeing Club was once again able to operate post Covid bubbles. In addition, sensory room time was allocated to those children requiring more individual support. Time to Walk and Talk was also set up for individuals who needed greater involvement to be able to speak to someone. Following the previous year and the prioritisation of wellbeing, clear, data led, interventions were continued to ensure gaps in learning were addressed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<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

Whilst the Centre is supported by the Community Covenant Fund, time with the Family Support Worker is invaluable in the support of disadvantaged children. 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. They also support the Early Help process.