

Witchampton C of E First School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Witchampton C of E First School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	9% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2021 to July 2024
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Hancock
Pupil premium lead	Jo Hancock
Governor / Trustee lead	Emma Vowles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415
Recovery premium funding allocation this academic year	£2000
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	£11,415

Part A: Pupil premium strategy plan

Statement of intent

Learning needs

Our intention is that all pupils make good progress across all subject areas irrespective of the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are high attainers.

Quality First Teach will be at the heart of this approach with a focus on those areas where our disadvantaged pupils need most support. This approach will not only support our most disadvantaged pupils but will also support sustained and improved progress and attainment for all pupils in school.

Teaching.

Our teachers invest time in knowing the children well, developing strong relationships with them and understanding their challenges. The teachers will be mindful of these challenges each lesson, each day. We have categorised the challenges into the following:-

- Learning needs including setting appropriate challenges, having high expectations and intervening early when a need is identified.
- Attendance, including persistent absence
- Information on well being, mental health and safeguarding
- Access to technology and curricula materials

The staff are involved in continuous professional development to enhance the quality of their teaching and these will include

- Principles of Instruction with a particular focus on Questioning and Feedback
- High quality, timely interventions
- Heartsmart with a particular focus on developing resilience and self esteem

We prioritise the teaching of reading. National Tutoring funding has been put in place to support phonic catch up sessions before school. . Funding will also be prioritised for a new phonic scheme to compliment the current Letters and Sounds used during the school day.

Absence and persistent absence

Good attendance is crucial to improved outcomes. Some pupils in receipt of pupil premium have a history of poor attendance and lateness. It is essential that our pupils

in receipt of pupil premium have good attendance and attend school on time in order for them to make good progress.

Information on well being, mental health and safeguarding

We prioritise our pupils' readiness to learn. We make sure that our pupils feel happy to come to school and are confident to engage in learning and full school life. Sensory circuit sessions, emotions coaching, social thinking interventions and support and wellbeing sessions support this within the classroom. Heartsmart is embedded into all aspects of school life.

Access to technology and curricula materials

Some Pupil Premium Children have free access to Before and After School wrap around care. During these sessions they are supported to complete their homework and have the opportunity to read to a member of staff and listen to stories.

Pupil Premium Pupils have access to chrome books to access remote learning and homework.

As a WAT school Ambition 24

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations and statutory tests suggest a significant number of our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Some limited oral language and lack of access to a language rich environment leads to poor reading, comprehension, vocabulary and writing skills
3	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

	This has also impacted on some children's behaviour.
4	Some children have poor attendance and lateness. Our assessments and observations indicate that absenteeism is negatively impacting some of our disadvantaged pupils' progress.
5	50% of our PP children receive SEN support. Some children enter the school with low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.

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 reading attainment among disadvantaged pupils.	Children will pass the Year 1 Phonic screen. Pupils will make greater than chronological progress in Star Reader or Salford.
Improved oral language skills and vocabulary among disadvantaged pupils.	Foundation Stage Profile assessment will indicate improved oral language skills among disadvantaged pupils. Engagement in lessons, book scrutiny and ongoing formative assessment will also indicate improvement in oral language skills.
Improved maths attainment	Children will make good progress in maths and achieve at or above Age Related Expectations.
Children develop socially and emotionally and are supported to learn effectively.	Children are happy and feel safe in school - questionnaire Sustained high levels of wellbeing: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● Increased engagement in lessons. ● An increase in participation in enrichment activities, particularly among disadvantaged pupils ● Pupils are able to self-regulate successfully

Children attend at least in line with school average attendance	Strong attendance and improving attendance from children. Above PP for other schools and close to school overall average
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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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1`
Pre-teach and scaffolding training for teachers and teaching assistants.	Five evidence-based strategies to support high-quality teaching	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Further development of our mixed age maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements in school and to access Jurassic Maths Hub resources	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

and CPD (including Teaching for Mastery training).		
CPD - Quality First Teaching - teaching WALKTHRU's (Rosenshine's principles of Instruction)	EEF-Maximising Learning EEf - High Quality Teaching 15 Key lessons Learned	

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

Budgeted cost: £ 6250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition led by qualified teacher</p> <p>1:1 year 1 and year 2 phonics tuition before school x 0.5 hours 3 times a week.</p> <p>Year 2 Small Group (2 pupils) Phonics and Spelling tuition x 0.5 hours 3 times a week.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Spelling and Reading Support: Nessy</p>	<p>EEF Toolkit recommended as very high impact</p>	
<p>Precision Teach 1:1 for reading, spelling</p>	<p>Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency</p>	

and maths towards automaticity.	and comprehension in primary school pupils compared to a control group. Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils. Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers. Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ollie and his Super Powers delivered by an Emotions coach x 6 hours 1:1 for targeted pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(education endowment foundation.org.uk)	1,3 and 4
To improve attendance: Funded breakfast club for some identified families to provide a settled start to the day with good nutrition and ensuring children arrive in school on time and ready to learn at the start of the day. Engagement with Early Help	EEf - No child has to learn when hungry. EEF School Breakfast Clubs	1,2,3,4

TAF meetings		
Supply for teacher to engage in the PLACE project - 'Five ways to Well-being': Be Active, Connect, Keep Learning, Be Mindful and Give. Young people will be empowered, and through increased agency become local community change agents able to think and act on global, inter-connected issues.	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.	
Steps Training. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Uniform support / residential trip support / trip remittance/ free clubs (£350)	EEF Participation in Physical Activity EEF participation in Arts Activities	

Total budgeted cost: £11,450

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. We collected the following data to understand the progress of our children and highlight their needs accurately:-

- Test base end of year assessments for Y3&Y4.
- Foundation Stage Profile
- SATs question papers for Y2.
- Mock phonic screen scores
- Star reader and Salford reading ages

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our planned pupil premium funded improvements to teaching and targeted interventions. We continued to provide a high quality curriculum to all children whether learning remotely or those learning in school during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our investment in Bug Club online and Sumdog. Chrome books were provided to those children who did not have access to remote learning from home. However, many of our intended outcomes relied on Quality First Teach. The lockdown from January to March challenged this. We operated remotely and children in school were not always taught by their class teacher. Weekly calls to pupil premium pupils and some live remote interaction daily supported those pupil premium children whose parents and carers had elected to keep their children at home.

On re entry to school in March 2021, our immediate focus on this group to understand where their learning was and appropriate support. Carpenters 5 pillars were implemented. Relationships /Community / Transparent curriculum / Metacognition / Space. Transition meetings also had a high focus on PP children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil

premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach this year.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.