

Pupil premium strategy statement 2022-2023

Witchampton C of E First 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	61
Proportion (%) of pupil premium eligible pupils	9.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Jo Hancock
Pupil premium lead	Mrs Jo Hancock
Governor / Trustee lead	Mrs Emma Vowels

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,655
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£11,655

Part A: Pupil premium strategy plan

Statement of intent

Our Context:

Witchampton C of E First School is a small rural first school and is part of Wimborne Academy Trust consisting of 4 middle schools, 8 first schools and 1 upper school. Our catchment is very small and we have a very wide demographic area. Currently 9.83% (6) of pupils are disadvantaged which includes 1 GSO and 1 Adopted Child. We also have One forces child. Currently only 3 PP children are also SEND.

Our intention is that all pupils make good progress across all subject areas irrespective of the challenges they may face by removing barriers to learning created by poverty, family circumstance and background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are high attainers.

We will focus on the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and the activities in this statement are also meant to support their needs, regardless of whether they are disadvantaged or not.

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.

Our key principles follow the recommended tiered model:

High Quality Teaching

- All staff taking responsibility for vulnerable pupils' outcomes
- All staff having high expectations for achievement and progress
- Provision of high quality teaching for all pupils
- Ensuring all pupils have access to a rich and varied vocabulary

Targeted Academic Support

- intervening early when a need is identified.

Wider Strategies

- Spotting wider challenges such as attendance, including persistent absence
- Improving engagement in lessons
- Making sure that all pupils have equal access to their education especially with access to technology and curricula materials
- Ensuring the sharing of information on well being, mental health and safeguarding

Providing high quality teaching at all times is at the centre of our approach.

Our approach will make sure that pupils who are disadvantaged will be challenged in their work and that staff will be able to identify and respond early to emerging needs and challenges. We track attendance, behaviour and engagement and clear procedures allow us to continue to work in partnership with families and external partners in order to achieve the best outcomes for each of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations suggest that some of our disadvantaged pupils do not attain as highly in reading, writing or maths as their non disadvantaged peers</p> <ul style="list-style-type: none">- 40% PP at ARE / 83% non PP at ARE for reading- 20% PP at ARE / 73% non PP at ARE for writing- 40% PP at ARE / 79.6% non PP at ARE for maths
2	<p>Observations and informal assessments indicate that disadvantaged pupils have less mature vocabulary than their non disadvantaged peers.</p> <ul style="list-style-type: none">- 6 (10%) pupils require additional S&L support.- Limited vocabulary choices could have a negative impact on reading, comprehension and writing- Limited vocabulary could have a negative impact on communication and interaction skills which could, in turn, impact friendships
3	<p>Observations from 20/21 and 21/22 indicate that disadvantaged pupils are less likely to access curricular enrichment or extra curricular opportunities.</p> <ul style="list-style-type: none">- curricular enrichment opportunities to be accessed at home are made available to all pupils. Some disadvantaged pupils may not have the equipment to access the online opportunities provided- Participation in extracurricular activities can increase positive wellbeing and strengthen friendships. It can also provide a wider context to in class learning.

4	<p>Some families in receipt of pupil premium have a history of poor attendance and lateness.</p> <ul style="list-style-type: none"> - low rates of attendance could be resulting in knowledge gaps - low rates of attendance could have a negative impact on a pupil's ability to make and maintain friendships which, in turn could negatively impact on their wellbeing and behaviour - low rates of attendance and wellbeing could be having a negative impact on progress and achievement - Low rates of attendance and lateness could impact on accessing the Quality First Teach phonic lessons.
5	<p>Observations and data indicate that the SEMH needs of disadvantaged pupils may be impacting on their engagement, learning behaviours and consequently their academic achievement.</p> <ul style="list-style-type: none"> - Over 80% of our pupils in receipt of pupil premium have SEMH needs which could significantly impact on their behaviour and their engagement. - 50% of pupils in receipt of pupil premium have emotional support plans and 10% have outside agency support for their SEMH needs. - Disadvantaged pupils' engagement with online learning is not as frequent as their non disadvantaged 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
<p><u>Challenge 1</u> Improved reading, writing and maths attainment for pupils who are disadvantaged.</p>	<p>All disadvantaged pupils will have reading ages that are > or = to chronological ages</p> <ul style="list-style-type: none"> ● PP achievement in reading, writing and maths equals that of their non PP peers ● Star Reader data will show all PP children have a reading age in-line with or exceeding their chronological age by the end of KS1/Year 4. ● Tracking data (Sims) will show the majority of PP children are achieving at least ARE in reading. ● Results of the Phonic Screening Check at the end of Year 1, will show that all PP children have passed ● Tracking data will show an increase in the number of children achieving ARE in mathematics and writing and this will include our PP children.
<p><u>Challenge 2</u> Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● 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.
<p><u>Challenge 3</u> All children are able to have access to curricular enrichment and extracurricular activities.</p>	<ul style="list-style-type: none"> ● Data show that PP participation in extracurricular activities > or = to non PP participation

	<ul style="list-style-type: none"> • 100% of PP pupils have access to appropriate technology for use at home • 100% of PP pupils will have the equipment to participate in technology
<p><u>Challenge 4</u> The attendance of our PP pupils will have improved, particularly persistent absenteeism.</p>	<ul style="list-style-type: none"> • PP Attendance > PP National averages for Primary • PP Persistent absence < PP National averages for Primary • The gap between PP and non PP attendance and persistent absence will be <1%
<p><u>Challenge 5</u> Data shows that all PP pupils feel happy and safe in school and that their learning behaviours and engagement in lessons show increased resilience for all pupils.</p>	<ul style="list-style-type: none"> • Children are happy and feel safe in school - questionnaire. <p>Sustained high levels of wellbeing as indicated by:</p> <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. • Emotional Support Plans are reduced/ support required is reduced.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in planned CPD using the Walkthrus programme	EEF professional development click here The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and	1 and 2

	reflect on others' actions in the classroom.	
Embedding the Unlocking letters and sounds phonics programme.	EEF phonics click here 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:	1 and 2
Pre-teach and scaffolding training for teachers and teaching assistants.	EEF evidence based strategies click here Effective scaffolding ensures success for all learners. Pre-teaching will allow pupils to participate with increasingly mature vocabulary, particularly with subject specific vocabulary.	1, 2 and 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	EEF Oral language interventions click here On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,3 and 5
Further development of our mixed age maths teaching and curriculum planning in line with DfE and EEF guidance.	DfE Maths KS 1 and 2 guidance click here Using this to support our long term, medium term and short term planning to ensure that the most important elements underpinning the curriculum are taught at the right time and to ensure consistency and continuity. EEF Improving maths KS2 and 3 guidance click here These eight recommendations will be embedded into the teaching of maths to ensure that there is appropriate support and challenge in all lessons	1 and 5

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

Budgeted cost: £ £3745

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>EEF 1:1 tuition click here</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions for up to ten weeks, appears to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Small groups click here</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective.</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>	1,2 and 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF phonics click here</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</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>	1,2 and 5
<p>Small group / 1:1 Spelling and Reading Support for those who require further intervention</p>	<p>EEF reading comprehension click here</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF improving literacy click here</p> <p>Recommendation 6 suggests that the explicit teaching of spelling strategies will improve literacy.</p>	1 and 2

<p>Precision Teach 1:1 for reading, spelling and maths towards automaticity</p>	<p>Precision Teaching research click here</p> <p>Precision Teaching improving reading click here</p> <p>Precision Teaching improving maths click here</p> <p>Precision Teaching improving word reading skills click here.</p> <p>The use of precision teaching is well documented to have high impact, particularly with literacy skills but also with maths.</p>	<p>1,2 and 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance:</p> <p>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.</p>	<p>EEF Magic Breakfast click here</p> <p>Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1.</p>	<p>3, 4 and 5</p>
<p>Provide support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families.</p>	<p>EEF Parental engagement click here</p> <p>EEF Physical activity click here</p> <p>EEF Arts activities click here</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month).</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Support given to parents to ensure home learning is of high quality can impact progress. Providing practical</p>	<p>3, 4 and 5</p>

	strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than asking parents for generic engagement.	
Work with targeted families to increase parental engagement with pupils' academic progress.	EEF Parental engagement click here The average impact of the parental engagement approaches is on average an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3, 4 and 5
Provide financial support to ensure access to residential visits, educational visit costs and access to externally provided clubs	EEF Physical activities click here The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. EEF Arts activities click here Overall, the average impact of arts participation on other areas of academic learning is approximately an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools	1, 3 and 5

Total budgeted cost: £11, 655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.
- Phonic screen scores
- Star reader and Salford reading ages

As evidenced in schools across the country, the previous COVID school closures were 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. During the pandemic, 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. However, the impact of this lost learning is still prevalent and we are ensuring that rapid progress is at the forefront of our teaching.

Results for PP phonics testing in year 1 showed an improvement in phonic knowledge that we continue to build on.

There is still a gap between PP and non PP pupils for attainment and progress and we continue to work on this for year 22/23 and beyond.

Attendance rates for PP pupils are close to those of Non Pupil Premium Pupils. Breakfast Club has demonstrated a positive impact on attendance of Pupil Premium Pupils., We continue to provide support for attendance and wellbeing.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.