



Witley C of E Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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	Witley C of E Infant school
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	3 = 3.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	March 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Helen Szczepanski Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Jo Fulterer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,194
Recovery premium funding allocation this academic year	£2,000
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	£10,194

Part A: Pupil premium strategy plan

Statement of intent

Learn, love and flourish together

Learning is at the heart of Witley strengthened through our values of confidence and resilience. We recognise that a lack of confidence and resilience are barriers to progress particularly with the challenges in recent years. We aim to equip our children with a 'can do' attitude enabling them to flourish. Our strategy sets out to empower our disadvantaged children to achieve and thrive through:

- Improve self-esteem, social skills and wellbeing through nurturing support*
- Opening the doorway to learning through the power of phonics and reading*
- Excellence in teaching through the delivery of phonics, maths, PSHE and personal development.*

Challenges

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

Challenge number	Detail of challenge
1	Social skills and interaction, wellbeing, mental health and poor self-esteem across the cohorts
2	Weak phonological skills preventing children from using phonics to support reading and writing development. Data continues to evidence poor performance by disadvantaged groups
3	Disadvantaged children performing poorly in maths
4	Access to wider experiences and personal development i.e. after school clubs and external visits
5	Access to interventions to enable opportunity inc. 'catching up' sessions
6	Staff training, Teachers and TAs, to ensure excellence in teaching

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 social and emotional learning across the school resulting in sustained confidence and resilience with learning	Higher levels of wellbeing evidenced through teacher observations, pupil voice and parent surveys and ELSA feedback.

Improved reading attainment among disadvantaged pupils.	KS1 results evidence more disadvantaged children pass phonics screening (Year 1) and end of Key Stage 1 meet expected standard.
Improved maths attainment	KS1 results evidence more disadvantaged children reaching expected standard
Improved attendance and opportunities at after school clubs, external visits	Children from disadvantaged groups regularly attend after school clubs

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: £ 2,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Introduction of Jigsaw PSHE Programme – January 2022 - £360</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 5, 6
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle SSP Programme - £750</p> <p>Challenge Books (Harper Collins) £167</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 5, 6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Accessing Maths Hub resources and CPD (Mastering Number training).</p> <p>(2022/2023) onwards</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3, 6

White Rose Subs £372		
Rising Stars Subs £250	Good quality curriculum planning helps support teaching and learning leading to better outcomes. Staff CPD and pedagogical strategies enhance provision through skilled practitioners. As evidenced in the Ofsted Research Reviews for NC subjects.	6
Twinkle Subs £410		
Kapow Subs £235		
Access Art Subs £96		
After School football club £350	Disadvantaged children have the opportunity to gain team building skills and promotes self-esteem leading to a sustainable healthy living attitude.	4

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

Budgeted cost: £ 5,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led small group interventions to target low attainment in phonics and maths £3,557 (AB - 4 x 20 mins per week literacy/4 x 20 mins maths/3 hours per week handwriting/reading)	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5
Therapeutic Art sessions £1710 (3 sessions x 38 week x £15)	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Research evidences positive impact of SEL support.	1, 5

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

Budgeted cost: £6,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support extended to Year 1 and Year R (targeted support) - £3,142</i>	Evidence suggests that social and emotional learning has a positive impact on academic outcomes and that being able to effectively manage emotions is beneficial to children. Children's attendance will improve with home/school links.	1, 4, 5

<p><i>Home School Link worker - £3,775</i></p> <p><i>Happy to be me programme (no charge)</i></p>	<p>Working preventatively with families, children and the school to provide early interventions, signposting, support and guidance, particularly in times of change and stress. To provide group and/or one to one support to vulnerable families through transition to junior school phase</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £10,194

Total spend: £15,174

This additional £4,980 has been added to the Pupil Premium Funding from the Revenue Funding to cover the range of spends benefitting all the children, some of which is also reported in other expenditure areas.

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.

- All staff are confident to use Little Wandle and catch up interventions following training. Phonic assessments indicate children are making good progress and highlights areas to improve.
- Phonic screening assessments have identified the areas in which the PP children will need extra support next year.
- Attendance was very good for most PP children.
- All children were able to access clubs and trips. This is to continue next academic year.
- ELSA and Happy to be Me programmes have shown improved self-esteem and resilience. Pupil voice has evidenced increased engagement in attendance and learning.
- 66% PP children passed the Y2 phonic screening assessment

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