



## 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 2023 to 2024 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	90
Proportion (%) of pupil premium eligible pupils	2 = 2.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	Nov 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Helen Szczepanski Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Victoria Woods

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3759
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5759

## 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/visits and external provider support
5	Access to interventions to enable opportunity inc. 'catching up' sessions

### 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 and Art Therapy feedback.

Improved reading attainment among disadvantaged pupils.	Identified disadvantaged children access additional support through interventions/catch up sessions KS1 results evidence more disadvantaged children pass phonics screening (Year 1) and by the end of Key Stage 1 make sustained progress to meet expected standard.
Improved maths attainment	Identified disadvantaged children access additional support through interventions/catch up sessions KS1 results evidence more disadvantaged children make sustained progress to reach expected standard
Improved attendance and opportunities at after school clubs, external visits	Children from disadvantaged groups regularly attend after school clubs/access trips/music opportunities

### 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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) teaching and learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Jigsaw PSHE Programme – 2023/24 (£360 paid for by FWS)</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><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	1
<p>Staff CPD Training through DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle SSP Programme £750</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 5

### Targeted academic support (e.g., tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led small group interventions to target low attainment in phonics and maths £3,664 (AB - 4 x 20 mins per week literacy/4 x 20 mins maths/3 hours per week handwriting/reading)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 5

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

Budgeted cost: £9,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ELSA support for Year 2 – higher need £3,240  Happy to be me programme (no charge)	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.  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1
Home School Link Worker £4,000	Working proactively with families, children and the school to provide early interventions, signposting, support and guidance to support attendance, behaviour and wellbeing. To provide group and/or one to one support to vulnerable families through transition to junior school phase	1, 4
Therapeutic Art sessions £1710 (3 sessions x 38 week x £15)	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> Research evidences positive impact of SEL support.	1
Extracurricular/after school club/trips £60	Disadvantaged children have the opportunity to gain team building skills and promotes self-esteem leading to a sustainable healthy living attitude.	4

**Total budgeted cost: £5,759**

**Total spend: £13,424**

This additional £7,665 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 2022 to 2023 academic year.

- All staff are confident and trained to teach Little Wandle and catch up interventions. New staff continue to be trained. 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.
- Therapeutic Art continues to be enjoyed by individuals (pupil voice)
- HSLW supported attendance working collaboratively with the school to secure a place at special school at the end of KS1
- 100% PP children passed the Y1 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
Jigsaw PSHE	Jigsaw
Little Wandle SSP	Little Wandle

### 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