



Witley C of E Infant 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	Witley C of E Infant school
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	8 = 8.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Helen Szczepanski Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
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	£12,760

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
Improved reading attainment among disadvantaged pupils.	KS1 results evidence more disadvantaged children pass phonics screening (Year 1) and end of Key Stage 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: £ 5325

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</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 Phon-ics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle SSP Programme</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.</p> <p>Accessing Maths Hub resources and CPD (including Teaching for Mastery 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
---	--	------

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

Budgeted cost: £ 4685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led small group interventions to target low attainment in phonics and maths	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5

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

Budgeted cost: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA support extended to Year 1 and Year R (targeted support)</i></p> <p><i>Trickbox Programme</i></p> <p><i>After-school clubs</i></p> <p><i>Huckleberries Nurture Farm</i></p>	<p>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.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 4, 5

Total budgeted cost: £ 12760

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.

Teacher interventions continued, however observations indicated that the lack of continued support impacted progress across the cohorts, particularly Year 1 (2020/21). Internal assessments and moderation also indicated a dip in attainment with the main area of concern being phonics. More significantly a noticeable drop in confidence and resilience was evident which highlighted the need to address this area moving forward with the training of an ELSA, the introduction of a phonics and PHSE programme. The work we started last year will continue.

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