

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Witton Church Walk CE Primary School and Nursery
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	25% (62/245) <small>Excluding Nursery</small>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2026/27
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024 <a href="#">Updated strategies for 2023-24 in blue</a>
Statement authorised by	Kathryn Magiera
Pupil premium lead	Lisa Kenyon
Governor / Trustee lead	Paula Harrop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,345
Recovery premium funding allocation this academic year	£5,365
School-Led Tutoring Programme funding	£4,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127,435

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions regarding the use of our Pupil Premium funding, we have carefully considered the context of our school alongside the current challenges we are facing. We have also taken into account our own research projects, in addition to those conducted by the EEF. Our intention for all pupils, including those who are disadvantaged, is that they understand the value and importance in taking, and making the most of the opportunities they are presented with in our school. Our aim is that all pupils embrace what it means to be a learner and show confidence in their achievements.

Principles:

Our expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability. We target underachievement at all levels.

We ensure all teaching and learning opportunities are targeted to meet the needs of all children at Witton Church Walk School.

We identify vulnerable groups, including the needs of those pupils deemed socially disadvantaged, through appropriate assessment and tracking.

We recognise that not all pupils who qualify for the pupil premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered as pupil premium. We therefore focus on the holistic needs of all our pupils.

Pupil premium funding will be allocated through careful analysis of relevant data, which will identify classes, groups or individuals. It is likely that groups receiving additional support will be a mix of pupil premium and non-pupil premium pupils.

We must acknowledge that before we accelerate progress there may be other barriers that we need to address: attendance, social and emotional factors and early intervention family support.

We ensure that all pupil premium children benefit from the funding, not just those who are underperforming.

All our work through pupil premium is aimed at accelerating pupil progress and moving children to at least age-related expectations, initially in English and maths, and closing the gap between disadvantaged pupils and their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Vocabulary development
2	Low attainment on entry to school in all areas, in particular speaking and understanding
3	Additional needs within the family
4	A continued need to raise the aspirations of our children.
5	Low self-belief and confidence levels
6	Cultural capital deficit

## 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 progress and attainment in reading.	The percentage of disadvantaged pupils reaching the expected standard in reading will be above 65% and all will make expected or better progress in KS1 and KS2 by 2023/24.
Improved progress and attainment in writing.	The percentage of disadvantaged pupils reaching the expected standard in writing will be above 65% and all will make expected or better progress in KS1 and KS2 by 2023/24.
Improved progress and attainment in maths.	The percentage of disadvantaged pupils reaching the expected standard in maths will be above 65% and all will make expected or better progress in KS1 and KS2 by 2023/24.
All children will be supported to engage in a wide range of enrichment opportunities particularly our disadvantaged pupils.	Increased participation, especially among disadvantaged pupils, in enrichment activities such as school clubs, curriculum led additional activities and residential visits will be seen by 2023/24.
All children will be supported in improving their well-being through developing their self-belief, confidence and aspirations, particularly our disadvantaged pupils.	Improved well-being evidenced by 2023/24 through pupil voice, pupil and parent surveys, teacher observations of engagement and contributions in lessons

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased percentages of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker by 2023/24.</p> <p>Increased number of parents who will engage with family learning sessions and courses offered by school by 2023/24.</p>
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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: £ 90,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to ensure <b>Quality First Teaching</b> for all.	<b>EEF Toolkit-</b> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2
<b>Effective use of Teaching Assistants</b> for maths and English lessons.	<b>EEF Toolkit-</b> Teaching assistants can provide a large positive impact on learner outcomes, when effectively deployed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2
<b>ECT training</b> and support from experienced teachers.	<b>EEF Toolkit-</b> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <b>EEF Guide to Pupil Premium-</b> the tiered approach indicates that teaching is the top priority including CPD and support for Early Years Teachers. <a href="file:///C:/Users/lkenyon/Downloads/EEF%20Pupil_Premium_Guidance_iPDF%20(1).pdf">file:///C:/Users/lkenyon/Downloads/EEF%20Pupil_Premium_Guidance_iPDF%20(1).pdf</a>	1, 2
Use of <b>Power Maths</b> across all year groups providing a progressive, consistent, mastery approach to maths teaching.	Evidence from DfE and NCETM guidance on teaching mathematics has informed our decision to follow a mastery, small steps teaching programme.  <a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a> <a href="#">Improving Mathematics in the Early Years and KS1</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1, 2, 5

<p><b>Grouping of children for maths lessons</b> in KS2- allowing small teaching groups for lower attaining pupils.</p>	<p><b>EEF Toolkit-</b> The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><b>EEF Toolkit-</b> Teaching assistants can provide a large positive impact on learner outcomes, when effectively deployed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 5</p>
<p><b>Pathways to Read</b>, to ensure teaching of whole class shared reading is delivered in a progressive and consistent way across both key stages, with explicit teaching of vocabulary and reading comprehension skills.</p> <p><a href="#">Pathways to Spell and Letter-join handwriting programme, to ensure consistent and investigative approach to teaching of transcription skills across years 2-6</a></p>	<p><b>EEF Toolkit-</b> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><i>Closing the vocabulary gap</i> and <i>Closing the reading gap</i> by Alex Quigley- research and approaches to implement supporting reading and vocabulary development within our school.</p>	<p>1, 2, 5</p>
<p><b>Little Wandle Systematic Phonics Programme</b> delivered by experienced and trained staff.</p>	<p><b>EEF Toolkit-</b> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 5</p>
<p><b>Additional support for reading (including phonics)</b> as needed in Y2 and KS2.</p> <p><a href="#">KS2 support to focus on fluency- use of Reading HUB Fluency Intervention Programme.</a></p> <p><a href="#">Y2 Little Wandle Fluency Programme as</a></p>	<p><b>EEF Toolkit-</b> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>EEF-</b> research from Professor Timothy Rasinski about the importance of teaching reading fluency</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	<p>1, 2,</p>

<p>continuation from LW phonics programme.</p> <p>Non-teaching time for English and Phonics Lead to monitor and support teaching of early reading.</p>		
<p><b>My Happy Mind</b> programme to support children's mental health and well-being.</p>	<p>My Happy Mind and NHS impact report states that after a year of following the programme, schools can see a 67% decrease in pupils needing SENCo support, a 60% decrease in external exclusions and a 43% reduction in CAMHS referrals.</p>	1, 2, 3, 4, 5,
<p><b>NFER assessments</b> standardised tests to ensure consistent and accurate data is collected.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">EEF Assessing and Monitoring Pupil Progress</a></p>	1, 2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech and Language</b> interventions.</p>	<p><b>EEF Toolkit-</b> The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2,
<p><b>School-Led Tutoring</b> providing targeted academic support.</p>	<p><b>EEF Toolkit-</b> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><b>EEF Toolkit-</b> Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1, 2, 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<b>1:1 Precision Teaching</b> with trained specialist	<p><b>EEF Toolkit-</b> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 5
<b>Small group TA led interventions</b> to ensure gaps are targeted and learning is embedded.	<p><b>EEF Toolkit-</b> Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>EEF Toolkit-</b> Teaching assistants can provide a large positive impact on learner outcomes, when effectively deployed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 5

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

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise our <b>Family Support Worker</b> in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice.	<p><b>EEF Toolkit-</b> The average impact of 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of leaning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant than the school.'</p>	3, 4, 5,

<p>Deliver <b>Social and Emotional interventions</b> as needed, including:</p> <p><b>ELSA</b> with a trained Teaching Assistant.</p> <p><b>Play Therapy, Thera-play and Lego Therapy</b> which can involve parents along with their children.</p> <p><b>Art Therapy</b> with trained specialist for individual pupils.</p> <p><b>School-based Counselling</b> with an external, trained therapist.</p>	<p><b>EEF Toolkit-</b> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>EEF Toolkit-</b> The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>There is evidence to suggest that targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p>	<p>2, 3, 4, 5,</p>
<p><b>Trauma Training</b> for whole school staff to support behaviour management approaches and enrich school ethos.</p>	<p><b>EEF Toolkit-</b> The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>2, 5</p>
<p>Building <b>Cultural Capital</b> through ensuring provision of, and subsidising, school trips, residential visits, after school clubs, outdoor learning, visitors to school, sports and other local events.</p>	<p><b>EEF Toolkit-</b> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2, 3, 4, 5, 6</p>
<p>Continue with embedded <b>whole school focus on Characteristics of Learning</b>, including the</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with DfE guidance: Mental Health and Behaviour in Schools, which states that 'Schools offer important opportunities to prevent mental health</p>	<p>2, 4, 5,</p>

<p>Learning pit and a Growth Mindset, alongside teaching the HeartSmart principles and the introduction of My Happy Mind.</p>	<p>problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.'</p> <p>'In addition, Emotional intelligence is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.'</p> <p>We have also considered information from the Ofsted document 'Unknown children- destined for disadvantage' (July 2016), which acknowledges that achievement in English and maths 'is built on a child's understanding that everyone has something to say – ideas, views and opinions are what make us unique.'</p>	
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**Total budgeted cost: £ 127,935**

## 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.

Intended outcome	Impact
Improved progress and attainment in reading.	At the end of KS2 the attainment of PP children at Age Related exceeded that of non PP children in Reading by 9%. Progress was slightly below for PP children- just 1 pupil in the whole cohort not making expected or better progress. It is acknowledged that all children are benefitting from whole class shared reading lessons, with individual pupils receiving additional small group or individual support to target their learning needs. This approach will continue in 2023-24.
Improved progress and attainment in writing.	Gap of 19% between PP and non PP children at the end of KS2, with progress being in line. For almost all cohorts, our end of year internal data showed that progress for PP children was in line with or exceeding that of non PP children. Targeting of transcription skills is to continue to be a priority for 2023-24, with the spelling and handwriting programmes to continue to be followed consistently. A new long term planning document has been created for each Key Stage to ensure clearer progression in all writing skills, including small step progression in Grammar and Punctuation.
Improved progress and attainment in maths.	At the end of KS2 attainment for PP children in maths was in line with non PP pupils, with progress for PP children exceeding that of non PP pupils. For almost all cohorts, our end of year internal data showed that progress for PP children was in line with or exceeding that of non PP children. Impact of the mastery approach and grouped teaching in KS2 is being seen, which will continue in 2023-24. School to research impact of reading comprehension skills on performance in maths assessments will be undertaken.
All children will be supported to engage in a wide range of enrichment opportunities particularly our disadvantaged pupils.	Residential visits took place for children in years 2, 4 and 6, with places for Pupil Premium children being partly funded. Each year group attended at least one school trip, as well as a whole school visit to the pantomime. Pupil Premium children's places were subsidised or fully funded.  Pupil Premium pupils were given priority for places at after school clubs.

	<p>All children benefited from engaging with visitors into school- for example a theatre production experience, visitors from different faiths, as well as having the opportunity to engage with virtual events such as a live author event and music workshop.</p> <p>These approaches will continue next year, with even greater emphasis on bringing visitors into school for all of the children to work with and learn from.</p>
All children will be supported in improving their well-being through developing their self-belief, confidence and aspirations, particularly our disadvantaged pupils.	My Happy Mind ran successfully with positive feedback from children in all year groups. Pupil voice commented on the usefulness of happy breathing, enjoyment in learning about, and being able to use terminology relating to, their brain and mental health, as well as being able to apply their learning when expressing their emotions.
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Support from our Family Support Worker is targeted through single agency or Team Around the Family. A number of families were supported as the need arose throughout the year which impacted positively on pupil attendance, pupil behaviour and attitudes towards learning, pupil and parent relationships, pupil and parent mental health and parental engagement with school.

## Externally provided programmes

Programme	Provider
Pathways to Read	The Literacy Company
Pathways to Spell	The Literacy Company
Power Maths	Pearson Active Learn
Little Wandle Systematic Synthetic Phonics Programme	Wandle Learning Trust
NFER assessments	National Foundation for Educational Research
Letter-join handwriting scheme	Green and Tempest Ltd
Mastering Number	NCETM

## Service pupil premium funding (optional)

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