



2021 – 2024 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	West Wittering Parochial CE Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	17% (16chn)
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 2022
Statement authorised by	Nick Matthews
Pupil premium lead	Nick Matthews
Governor / Trustee lead	Lesley Handford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20175
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4597
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	£26,802



Part A: Pupil premium strategy plan

Statement of intent

As children of God, we are all unique and have our own bespoke experiences and challenges. No two children in our school are the same and we value the uniqueness and individuality of all our children that God created. We believe strongly that all of our children should have the opportunity to flourish in their learning, to grow and become confident and life-long learners.

Our intention is that all pupils, irrespective of their previous history, backgrounds, or challenges they have been presented with, make good progress and achieve high attainment across the curriculum. The focus of our Pupil Premium Strategy is to ensure that these disadvantaged children get the support they need to meet this goal and to become the best version of themselves, being the best that they can be, whether faced with significant educational challenges, or being highly attaining already.

Within our school community, we also have a number of vulnerable children and this strategy plan will identify activities which will be used to support these children, regardless of whether or not they are disadvantaged or not.

The core of this plan will be centred around our approach to developing quality first teaching in the classroom, and supporting our children to recover the gaps and damage that two previous COVID lockdowns have caused. We know from EEF research that disadvantaged children missed out the most during lockdown periods and these children need the greatest support to reach their ambitious targets. There is a noticeable gap in attainment of disadvantaged pupils compared to their non-disadvantaged peers here at West Wittering, most significant in Key Stage 2, and research shows that High quality teaching with clearly identified targets and areas for development, by qualified teaching staff, have the greatest impact on closing the disadvantaged gap.

Many of our disadvantaged pupils, currently 56%, also have an additional SEND and so the activities in this plan will also support these children with additional challenges on top of their disadvantage.

This Pupil Premium Strategy is part of our wider whole school development plan looking at developing attainment across the school in light of two years of disrupted learning from school closures. Our wider school 'Catch Up Tutoring' programme is in place to support the accelerated progress of pupils who have been affected the most, many of whom are disadvantaged, by Covid lockdown and as a school we deliver this through our own qualified teaching staff, who know the children and their needs explicitly. It is important to us that our children, including those that are disadvantaged, leave school with the skills to communicate effectively, to speak with clarity and expression, to formulate their own ideas and beliefs and to make connections in their learning. Mathematically, we aim for our children to be problem solvers, to be analysts, to have quick retention of number facts and to be confident exploring and manipulating numbers. Children should be confident readers, read fluently, should be able to make connections between texts and real life and to draw opinions on what they have read. All children, regardless of challenges, should experience a wide range of enrichment opportunities, from developing their skills at computing and game design, through to representing the school in a competition, and to visiting exciting and educational places of interest. Most importantly we aim that our disadvantaged children feel no different to any other child. Our pupil premium spending is about equity, not equality. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, over the next three years we will:

- Build on our quality first teaching to ensure that disadvantaged children are carefully planned and targeted in lesson time.
- Ensure that disadvantaged children are a key focus group in pupil progress meetings each term and their progress is carefully scrutinised.
- Regularly (termly) review PPG plan



- Ensure the PPG is a whole school approach and staff take appropriate accountability for the progress and attainment of PPG pupils.
- Have an individualised approach to supporting children to meet both their emotional and educational needs.

Challenges

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

Challenge number	Detail of challenge
1	Observations, discussions with children and staff and our current work all shows that a significant proportion of our children need additional support in dealing with their emotional and social wellbeing. This has been further exacerbated by the lockdowns and the isolation of bubbles in school resulting in less socialisation. This often leads to disruptive behaviour which takes the teacher away from teaching and disrupts children's learning.
2	Assessments, observations and discussions with children identifies significant gaps in vocabulary and underdeveloped oracy skills in our school. These are typical from entry point in reception, across the school, through to upper key Stage 2. Lack of access to nursery positions during the lock down have meant that some language development has been on hold
3	Our internal assessments and external where possible, show that maths attainment in our disadvantaged is significantly lower than their non-disadvantaged peers, in Key Stage 2. Current internal data, from the end of last year, showed that there was no significant gap at KS1 between non-disadvantaged and disadvantaged, (62% non, 67% disadvan). However, at KS2 the gap was significant with 36% of disadvantaged working at ARE, compared to 72% of non-disadvantaged. Therefore, the gap significantly broadens at KS2.
4	Observations, assessments and internal data all show that the attainment of disadvantaged children in reading and phonics is significantly lower compared to their non-disadvantaged peers across the school. At the end of last the year KS1 the gap is 29% and at KS2 the gap is 41%, so it grows slightly as you move through the school. We know that reading skills help with the development of writing, which we will tackle once reading is stronger.
5	Our attendance data over the past three years shows that the attendance of disadvantage pupils is currently between 92-93% and in non-disadvantaged it is around 95-96%. When looking at persistent absence over the past three years we see between 13-14% persistent absence for disadvantaged and 1-3% for non-disadvantaged. Absence, particular persistence absence is a much more significant challenge in disadvantaged pupils. We know that attendance issues significantly impacts overall attainment and progress in education.



6	Low aspirations are evident in a significant number of families in the school, many of whom are disadvantaged children. These children are less motivated to engage with teaching and learning as well and subsequently make less progress. Often parents of these children choose not /are not able to support learning at home and children do not therefore consolidate learning at home.
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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
Children will have improved emotional wellbeing enabling them to engage in learning more rapidly and to feel better about themselves.	Children will have a range of strategies and techniques to help them to regulate their emotions. Children will come to school ready to learn. Reduction in behavioural challenges in class.
Improved language and oracy skills for all disadvantaged children so children are able to articulate more effectively.	Through triangulated evidence, including data, and internal assessment we will see a significant improvement in the language use and communication skills of our disadvantaged children.
Improved maths attainment for all pupils, particular disadvantaged, at end of Key Stages.	KS1 and KS2 Math SAT results show that at least 80% of all disadvantaged children are making the expected standard in maths and 100% are making at least good progress.
Improved reading attainment for all pupils, particular disadvantaged, at end of Key Stages.	KS1, KS2 and Phonics check results will be show 80%+ of all disadvantaged students reaching the expected standard, with 100% making at least good progress.
To achieve and sustain increased attendance for all pupils, particularly those whom are our disadvantaged pupils.	Gap between disadvantaged and non-disadvantaged students to considerably decrease by 2024. Overall school percentage for all pupils will be at least 96.5%, national average for 2020/21.
To improve the perception of school, its value and purpose, for our children with the lowest aspirations.	Sustained positive perception of school by: <ul style="list-style-type: none"> - At least 85% of disadvantaged parents engage in supporting learning at home. - 100% of invited parents and children attend Impact/Next Steps sessions Decreased low level disruptive behaviours in class. Pupil satisfaction scores are increased in pupil surveys/pupil voice.





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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase and use NFER Hub to analyse reading and maths results to diagnostically assess next steps for identified children. This in turn will be used to provide intervention and catch-up support.</i>	Clear support and next steps in learning for targeted interventions mean that teachers know exact next steps for children at key assessment points. This will ensure that QFT can take place. See EEF Toolkit standardised assessments.	2,3, 4
<i>Provide quality CPD to enhance teachers' mathematical pedagogical knowledge in key areas identified by Maths lead/teachers.</i> <i>Provide additional release time for teachers and subject leader to work through key DfE and NCETM guidance and put into action. Maths leader to support curriculum development with teachers.</i>	CPD in developing teachers' mathematical pedagogical knowledge is identified by the EEF as one of the keys to raising the quality of teaching and knowledge in the classroom. See 'Improving mathematics at key Stage 2 and 3' by EEF. NCETM have worked with DfE to produce evidence informed approaches to curriculum development.	3
<i>Introduce fortnightly phonic activities into staff meeting so all staff are developing their understanding of phonics to upskill to support those children who are less secure in phonics.</i>	<i>Evidence from English Hubs support this idea as continuing CPD for teachers in providing high-quality teaching.</i>	2, 4
<i>Embed opportunities for dialogic activities across the school to enhance reading, oracy and vocabulary skills. Introduce Voice 21 style activities into the school and classes and use for CPD with staff.</i>	<i>The Oral Interventions Section of the EEF toolkit provides evidence that suggests that this is a cheap to implement measure that has a potential gain on +6 months in for learners.</i>	1, 2, 4
<i>As a staff engage in CPD on developing effective marking and feedback, looking at research into what makes effective feedback and implementing that into a whole school agreed policy.</i>	<i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i> <i>EEF Toolkit shows low cost and +6 months progress</i>	2, 3, 4



<p>Introduce 'Peer mentoring' to our maths and English teaching and learning, enabling children to support one another with learning. Staff will need additional training to support the setup and delivery of this effectively.</p>	<p><u>This is a relatively cost effective</u> activity that according to EEF this has a positive gain of +5 months additional progress.</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop phonic interventions carried out by TA in the afternoons for children in KS2 who did not complete the phonics programme.</p>	<p><u>EEF research shows that Phonics</u> 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>4</p>
<p>Catch Up Tutoring will continue to support our children to plug gaps in learning as identified by assessment/teacher. All PPG children to receive 15 hours additional CUT support in Year 2021/22</p>	<p><u>EEF finds that small group tuition</u> has an average impact of four months' additional progress over the course of a year.</p>	<p>2, 3, 4, 6</p>
<p>Targeted ELSA Support sessions led by our ELSA practitioner & Emotional Wellbeing work with Riva our emotional wellbeing dog, to enhance emotion regulation.</p>	<p>The EEF findings show that <u>social and emotional learning</u> approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	<p>1, 2</p>
<p>Teacher and TA led interventions looking at 'Pre-teaching', 'Precision teaching', 'Same Day Interventions', Plus 2 (or equivalent), 'Sensory Circuits', Lego Therapy and other relevant intervention sessions targets at children's specific needs.</p>	<p><u>Teaching assistants</u> can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p>	<p>2, 3, 4,</p>
<p>Research and purchase reading intervention to support PPG pupil, such as Lexia Core 5</p>	<p>EEF research suggests that +2 months additional progress is made using computer aided <u>Lexia CORE 5</u></p>	<p>2, 4</p>
<p>Set up Community Readers for regular reading support with our children.</p>	<p>From our own professional experiences, we know that many of our young people do not get the chance to read at home and that exposure to reading to an adult helps progress in sight reading and comprehension.</p>	<p>2, 4</p>

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



Budgeted cost: £ 2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school emotional register implementation and recording each day so TA's can support children in meeting their emotional needs each morning.	The EEF findings show that 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	1
Purchase of technology so that some PPG children have access at home and in school for retention and consolidation of learning.	We know that some families do not have access to technology and so we need to support them with the tools they need to access learning, both in school and at home.	2, 3, 4, 5
Additional funding to support low socio-economic income families with enrichment activities each year to ensure children are not disadvantaged. This is also the same for uniform and school resources / learning resources needed.	Children from disadvantaged backgrounds often do not have the opportunities to engage in the full range of enrichment activities. Research from Therapeutic Thinking suggests that disadvantaged children need the most enrichment to ensure that they do not turn to negative learning behaviours.	1, 5, 6
Youth Support worker to visit weekly to support children in class and at break time with their Social and emotional development.	The EEF findings show that <u>social and emotional learning</u> approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	1, 5, 6
Implement new attendance officer role for tracking attendance and monthly check ins with attendance offenders.	The DfE paper improving attendance at school states: Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. 9. They have little chance of catching up their peers if their attendance is bad. If they fail to succeed early on in their school careers, they are likely to get further behind; disillusionment with education sets in and they become excluded or begin to truant.	5, 1
Enrol on Therapeutic Thinking behaviour course (NM) and implement over the next year.	Research about TT shows a strong correlation between TT and positive behaviour, which in turn creates a more effective learning environment and a desire, from children, to thrive.	5, 6
Invite aspirational people into school, set up career	Professional experience tells us that children who are immersed and	5, 6



days and promote different visitors to create enrichment activities within the school.

surrounded by positive role models have higher aspirations that those not, as they have a reference point of what to aspire to be like.

Total budgeted cost: £ 26,800

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, and 2020 to 2021 results were not used to hold schools to account. Data was very limited last year due to the fact that we saw the second Covid shutdown of schools for all those children who were not key workers or vulnerable and children moved online for approximately 7 weeks of the Spring term, a term that is synonymous for progression. Our internal data suggested the same as national research that this lockdown had the biggest impact on our disadvantaged students. Our numbers are too small to break down into Year groups, they become meaningless, but we can see that at the end of last year our results showed:

% of children reaching the expected standard in Reading, Writing and Maths

	KS1 Disadvantaged	KS1 non-disadvantaged	KS2 Disadvantaged	KS2 non-disadvantaged
Reading	33	62	36	77
Writing	33	69	18	58
Maths	67	62	36	72

Last Year's Targets:

To provide catch up tutoring sessions for those children who have fallen behind the most in R, W, M as a result of Covid 19 lockdowns.

This was achieved, we had a success Catch Up Programme in place for children in a rolling 6-week block. Most PPG pupils engaged in at least one block of support and the impact of the sessions was positive, more identifiable in maths than it was reading. We were able to run for approximately 20 weeks over the year, given lock down and restrictions.

Improve writing opportunities for children so they can improve the speed, accuracy and quality of writing, through trialling new English resources and developing more rich quality text topics.

Although book looks and learning walks did identify lovely opportunities for writing, overall COVID lockdown played a negative role on the progress of writing in the school.

KS2 Phonic interventions to improve the outcomes of reading and phonics across the school.

Due to delayed training from our Hub School, as a result of COVID, we did not start this as early as we would like. However, we were able to assess all KS2 children and get this running for the last half term. The limited timescale means it is difficult to evaluate, but it was proving successful and marginal gains could be seen by class teachers.

To provide time and space to explore and discuss children's emotional literacy to ensure they are getting these basic needs met, so they are ready and able to access learning.

This target was well met. Our ELSA practitioner was trained over the course of the year and time was made daily by support staff to pick up on any emotional needs of the children in their classes. This meant that children could settle to learning much quicker than when we did not make this time. One TA became our children's wellbeing lead.

Increase the access to mobile technology in our school for pupils with PPG. Ensure that there all PPG children have access to mobile technology in the event of another school lockdown and that technology in school is reliable.



This was fully completed. Last year we restocked our supply of mobile technology and now have 38 Chromebooks for children to use, ten of which are earmarked as home machines should we need to resort to home learning. We even provided Chromebook training to TA's and issued them with their own device to assist in home learning.

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
Times Tables Rockstar's	Maths Circle Ltd
Happy Centred Schools	Laughology
Sumdog	Sumdog
Accelerated Reader	Renaissance Learning

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

Further information (optional)

In addition to the above we use Accelerated Reader to support the reading development of pupils already in the school.