



2021 – 2024 Pupil premium strategy statement

December 2023 Review

This statement details our school's use of pupil premium 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	98
Proportion (%) of pupil premium eligible pupils	14% (14chn)
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nick Matthews
Pupil premium lead	Nick Matthews
Governor / Trustee lead	Stella Hadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18480
Recovery premium funding allocation this academic year	£995
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	£19,475



Part A: Pupil premium strategy plan

Statement of intent (December 2022)

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.

A number of our disadvantaged pupils, currently 36%, 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.

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 three years of this plan will be to:

- 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. Many of these children do not have the skills they need to be able to regulate their emotions or respond when things go wrong. 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. When this plan was started in 2021 data 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 2021 the 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 showing 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.	<p>Sustained positive perception of school by:</p> <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 <p>Decreased low level disruptive behaviours in class.</p> <p>Pupil satisfaction scores are increased in pupil surveys/pupil voice.</p>



West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire... and be the best you can be

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: £ 4200

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. This will be led by the maths lead.</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.	3
<i>Standardised diagnostic assessments are purchased annually in the form of NFER assessments, which will allow for precise assessment and tracking.</i>	Standardised assessments allow teachers to target additional support and pinpoint what needs to be done next in learning.	2, 3, 4
<i>West Wittering is now a Voice 21 school and has completed Year 1 of the training. We now need to engage with the second year and start to embed our training into practice. Embed opportunities for dialogic activities across the school to enhance reading, oracy and vocabulary skills. Start a Voice 21 Theme week.</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>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.</i>	<i>This is a relatively cost effective activity that according to EEF this has a positive gain of +5 months additional progress.</i>	1, 2, 3, 4
<i>Dedicate staff meeting time to further developing Oracy roles across the school, to ensure that classrooms are consistent and have key focus on oracy development displayed.</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



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

Budgeted cost: £ 10,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement Phonic Interventions for children in KS2 who are not yet fully proficient in Phonics.</i>	<i>EEF research shows that 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.</i>	4
<i>Targeted ELSA Support sessions led by our ELSA practitioner & Emotional Wellbeing work with Riva our emotional wellbeing dog, to enhance emotion regulation.</i>	<i>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</i>	1, 2
<i>Develop new approach to teaching Times Tables so that more Yr. 4 children are secure in their Time Tables than previously, so they are ready for Yr. 5. Use of a school approved approach including TTRS and Sumdog.</i>	<i>Through a Collaborative Learning Approach, the group will be set challenges to work together to achieve higher scores in tables as a daily average. The EEF supports this method and it can have +5 months progress.</i>	3
<i>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.</i>	<i>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</i>	2, 3, 4,
<i>Teacher led guided reading intervention sessions to be carried out in UKS2</i>	<i>EEF toolkit shows that Reading Comprehension strategies have an average accelerated impact of 4 months if delivered effectively.</i>	2, 4
<i>Split UKS2 into separate Yr. 5 and Yr. 6 groups for English and Maths so that targeted support can be given to students to close the gap through small class teaching groups using Headteacher and HLTA to run sessions daily.</i>	<i>Despite being an expensive model, there is an impact of 2+ months for reducing class sizes and where the use of the headteacher or HLTA is involved the cost is reduced. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</i>	2, 3, 4
<i>Roll out another year of Community Readers for regular reading support with our children.</i>	<i>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</i>	2, 4



	<i>helps progress in sight reading and comprehension.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school emotional register implementation and recording each day so TA's can support children in meeting their emotional needs each morning.</i>	<i>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</i>	1
<i>Access to breakfast club for those families who need this access. This will either be fully funded or part funded, to enable all PPG children to access a good breakfast each day.</i>	<i>Research shows that for children to engage in learning effectively they need to have their basic needs of hunger met. Children need to start the day with a nourishing breakfast.</i>	1, 2, 3, 4, 5, 6
<i>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 as well as school clubs.</i>	<i>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.</i>	1, 5, 6
<i>Build an emotional workspace in the form of an Igloo for children to work in during ELSA and RIVA sessions. Currently they have nowhere to work.</i>	<i>In order to provide emotional learning, we need a space to do this. Currently the HT office is used, but this does not help the children who need these sessions. 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</i>	1, 5, 6
<i>Youth Support worker to visit weekly to support children in class and at break time with their Social and emotional development.</i>	<i>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</i>	1, 5, 6



<p>Develop an attendance tracking programme to ensure that attendance is closely being monitored so FPN are issued and attendance is quickly picked up upon.</p>	<p>The DfE paper improving attendance at school states: <i>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.</i></p>	<p>5, 1</p>
<p>Invite aspirational people into school, set up career days and promote different visitors to create enrichment activities within the school.</p>	<p>Professional experience tells us that children who are immersed and surrounded by positive role models have higher aspirations than those not, as they have a reference point of what to aspire to be like.</p>	<p>5, 6</p>

Total budgeted cost: £ 19,475

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 2023 academic year.

Intended outcome	Progress since start of plan.
<p>Children will have improved emotional wellbeing enabling them to engage in learning more rapidly and to feel better about themselves.</p>	<p>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.</p> <p><i>Significant improvements can be seen in the emotional awareness and support being made available to young people. Children talk more openly about worries and concerns and they have built a repertoire of coping strategies that can be seen used in and around school. There is still work to be done to roll this out further, but current indications are strong, this has made a significant difference to many children already.</i></p>
<p>Improved language and oracy skills for all disadvantaged children so children are able to articulate more effectively.</p>	<p>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.</p> <p><i>Classrooms have been developing the various different roles and staff are all trained in delivering Oracy learning. Language skills are beginning to rise, but it is still quite early days. Children are generally more confident speaking aloud, but the articulation and clarity still are not where we would like them to be as a whole. We have seen some lovely examples in learning walks of lessons that have high oracy focus.</i></p>



<p>Improved maths attainment for all pupils, particular disadvantaged, at end of Key Stages.</p>	<p>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.</p> <p><i>This target is not yet being met for attainment with just 44% meeting this.</i></p> <p>Attainment Overview for Pupils (from 2022-2023) who are pupil premium - 2022-2023 Summer - Main Assessment</p> <p><i>However, in terms of progress, 100% of pupils have made at least expected progress.</i></p> <p>Progress Overview for Pupils (from 2022-2023) who are pupil premium – 2022-2023 Autumn to 2022-2023 Summer Main Assessment</p>
<p>Improved reading attainment for all pupils, particular disadvantaged, at end of Key Stages.</p>	<p>KS1, KS2 and Phonics check results will be showing 80%+ of all disadvantaged students reaching the expected standard, with 100% making at least good progress.</p> <p><i>Numbers are too low to show values at KS1 and KS2 levels, so this is grouped data. Attainment:</i></p> <p>Attainment Overview for Pupils (from 2022-2023) who are pupil premium - 2022-2023 Autumn - Main Assessment</p> <p>Progress:</p> <p>Progress Overview for Pupils (from 2022-2023) who are pupil premium – 2022-2023 Autumn to 2022-2023 Summer Main Assessment</p> <p><i>This shows that all PPG students made at least the expected progress in this area, at either KS1 , KS2. Of the two PPG students who took the phonic stets, neither of them met the expected standard.</i></p>
<p>To achieve and sustain increased attendance for all pupils, particularly those whom are our disadvantaged pupils.</p>	<p>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.</p> <p><u>2022-2023 Attendance Figures:</u></p> <p><i>Overall Attendance: 94.3%</i></p> <p><i>Persistent Absence: 8.7%</i></p> <p><i>PPG Attendance: 92.3%</i></p> <p><i>PPG Persistent Absence: 30%</i></p>
<p>To improve the perception of school, its value and purpose, for our children</p>	<p>Sustained positive perception of school by:</p> <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



with the lowest aspirations.	<p>Decreased low level disruptive behaviours in class. Pupil satisfaction scores are increased in pupil surveys/pupil voice.</p> <p><i>No data yet captured to provide evidence to support or reject this target. We have to run Impact sessions as we struggled to get parental engagement in other areas prior to this. OFSTED parent view was a very positive experience for us which does give solid anecdotal evidence for this.</i></p>
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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)

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