

Pupil premium strategy statement

Witherley Church of England Primary School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mark Essex (Chair of Governors)
Pupil premium lead	Debbie Middleton (Headteacher)
Governor	TBC (PP/Inclusion Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,120

Part A: Pupil premium strategy plan

Statement of intent

At Witherley Church of England Primary School we aim for all pupils to achieve their full potential. We work to ensure that socio-economic barriers are addressed so that all disadvantaged pupils who have the potential to meet or exceed national expectations do so.

A proportion of our disadvantaged pupils at Witherley also have additional educational needs (55%). Our focus for these pupils is to ensure they are well-supported throughout each phase of their primary education to make good progress and achieve to the best of their individual abilities.

This current plan (2023/24 to 2025/26) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support.
- Recruiting and training additional staff to provide support across all phases.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Building cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, revision materials etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Witherley's Strategy Plan are:

- To ensure all pupils across EYFS and Key Stage 1 access high quality early literacy and maths support, to provide them with the best possible start.
- To provide academic support for Key Stage 2 pupils in order to help them achieve their full potential in reading, writing and maths in readiness for their secondary education.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and wellbeing support for pupils.
- To support parents.
- To ensure equity of opportunity and experience for all our pupils.
- To build self-efficacy, confidence and responsibility.

Challenges

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

Challenge number	Detail of challenge
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1	High number of pupils (55% Dec 2024) in receipt of Pupil Premium funding who also have identified special educational needs (SEN)
2	Higher number of pupils and families requiring emotional wellbeing, behaviour, mental health or other-agency support
3	Significant disruption to early learning experiences for our current Key Stage 2 pupils has widened gaps in reading, maths and most significantly writing attainment.
4	EYFS & KS1 – a high proportion of disadvantaged pupils enter school 'below typical' against the development matters bands and struggle to achieve national expectations by the end of EYFS and KS1.

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
EYFS & KS1 Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	- Non-SEN Pupils achieve GLD by end of EYFS. - Pupils who enter EYFS 'below typical' and who do not achieve GLD by the end of EYFS are supported to close the gap between national expectations and their attainment by the end of KS. - SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1.
Y1 EARLY READING All pupils achieve the required standards in early reading by the end of Y1*.	- Non-SEN Pupils achieve 32+ in phonics check. - Non-SEN Pupils read age-appropriate texts and show solid fluency and understanding for their. - SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.
Y4 MATHS All pupils achieve the required standard in the multiplication check by the end of Y4*.	- Non-SEN Pupils achieve standard. - SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.
MORE ABLE PUPILS Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.	Early identification of GDS potential pupils by end of KS1.

	Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2.
ACHIEVEMENT BY END OF KS2 Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.	- All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. - KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). - Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.	- Individual needs are swiftly assessed and targeted with timely & appropriate support. - High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. - Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.
HOLISTIC & WELLBEING SUPPORT Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in: – improved mental health & well-being; – responsibility for own learning and improved self-efficacy – increased confidence and access to 'cultural capital' development opportunities.	- Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. - Residential, swimming and school trips subsidised/funded so that all pupils can access. - Trained Forest School Leaders run forest school sessions throughout the year to support pupils with independence, self esteem and well being.

**For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' national*

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training & resource purchase for staff in key areas: - Talk for writing - ASD/ADHD	Talk for writing is a structured writing programme that methodically teaches children how to write high quality texts. Research shows that disadvantaged/SEN pupils benefit from routines and structure when learning 4 out of the 5 children with additional needs show traits of ASD/ADHD and benefit from structure and routines. Training staff to recognise the signs and know how to support them in class helps to support both their well-being and learning	1, 3, 4

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

Budgeted cost: £7417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5/6 interventions. Small group & one-to-one tuition homework support & individual feedback from SLT, teacher & LSA in: - reading, writing & maths (tailored to individual needs)	EEF Teaching & Learning Toolkit: • Feedback: very high impact for very low cost (+6 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Metacognition and self-regulation: very high impact for low cost (+7 months).	1, 4
Y3/4 interventions. Carried out by teachers and LSA (small group & one-to-one) including: - phonics;	EEF Teaching & Learning Toolkit: • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months).	1, 4

- speech & language; - reading fluency & comprehension; - spelling & handwriting; - maths pre-teach/re-teach/catch-Up.	• Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months)	
Y2/1/R interventions. Small group & one-to-one including: - speech & language; - additional phonics; - Early maths; - handwriting/fine motor skills; - Early words.	EEF Teaching & Learning Toolkit: • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). EEF 'Preparing for Literacy' report recommendation: "Monitor the product and process of children's handwriting and provide additional support as necessary".	1, 4

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

Budgeted cost: £2225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support work carried out by SLT, SENCO and support staff across the school, including: - pastoral support; - attendance & lateness; - parental support; - behaviour support; - LAC support; - other-agency referrals & liaison.	<i>"Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address 'specific barriers to learning that hold back pupil premium students.'"</i> [https://www.nga.org.uk/News/NGA-News/July-2018-Sept-2018/Characteristics-of-the-most-effective-pupil-premiu.aspx]	1, 2, 3, 4
Support with funding of school trips and Breakfast	<i>"Breakfast consumption in children has been found to:</i>	3

Club and After School Club provision	• <i>Improve cognitive function, particularly memory, attention, and executive function</i> • <i>Improve academic performance, including school grades and achievement test scores</i> • <i>Increase on-task behaviour in the class”</i> [https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/] <i>“Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a ‘key source of unhappiness’, and worry about their parents in turn.”</i> [https://cpag.org.uk/child-poverty/effects-poverty] <i>“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.”</i> [https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures]	
Forest School Provision to help support character development and self-efficacy (also part-funded via PE Grant).	Research by NEF (new economics foundation) and Forest Research suggests that: <i>“Long-term contact with Forest School involving regular and frequent sessions is crucial in allowing children the time and opportunity to learn and develop confidence 75 at their own pace. The more relaxed and freer atmosphere provides a contrast to the classroom environment that suits many children who learn more easily from practical hands-on involvement.”</i> Jean Gross re importance of developing self-efficacy: <i>“When a disadvantaged child is underachieving, we often simply need to ask ourselves what we can do to make them feel more powerful in their own lives?”</i> [‘Reaching the Unseen Children: Practical strategies for closing stubborn gaps in disadvantaged groups’].	3

Total budgeted cost: £12,142

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact our pupil premium activity had on pupils in 2023/24 academic year

Aim	Outcome																
EYFS & KS1 Pupils who enter EYFS ‘below typical’ for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	- Non-SEN pupils achieved GLD by end of EYFS. 73% achieved GLD in 2023 73% achieved GLD in 2024. - Non-SEN pupils who enter EYFS ‘below typical’ and/or who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1. 100% are currently on track to achieve national expectations by the end of KS1. - SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1. All SEN pupils have been swiftly identified and additional services and support has been put into place as quickly as possible.																
Y1 EARLY READING All pupils achieve the required standards in early reading by the end of Y1*.	- Non SEN pupils achieved 32+ in their phonic screening. 81% passed the check in 2024 - SEN pupils make good or better progress in phonics and reading from their individual starting points. All SEN PP pupils in Y1 have received significant support, with the majority making solid progress from their low (below 10) starting point resulting in a mean score of 21.																
Y4 MATHS All pupils achieve the required standard in the multiplication check by the end of Y4*.	Non-SEN Pupils achieve standard. <table><tr><td></td><td>NATIONAL 2024</td><td>Witherley 2023</td><td>Witherley 2024</td></tr><tr><td>Mean average score for all pupils</td><td>20.6</td><td>19.7</td><td>20.2</td></tr><tr><td>Mean average score for pupils who receive PP funding</td><td>18.9</td><td>17.8</td><td>15.5</td></tr><tr><td>Mean average score for Non-SEN PP funded pupils</td><td>[Not available]</td><td>19</td><td>15.5</td></tr></table>		NATIONAL 2024	Witherley 2023	Witherley 2024	Mean average score for all pupils	20.6	19.7	20.2	Mean average score for pupils who receive PP funding	18.9	17.8	15.5	Mean average score for Non-SEN PP funded pupils	[Not available]	19	15.5
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	SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6. Multiplication fluency and mental arithmetic continues to be very well-supported for pupils across Y5/6 who do not meet the national standard at the end of Y4.																																													
MORE ABLE PUPILS Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.	- Early identification of GDS potential pupils by end of KS1. No KS1 pupils are identifying as being able to achieve GDS due to their additional needs. Focus therefore is on ensuring small steps progress is made. - Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2. 16% of disadvantaged pupils currently in KS2 have been identified as having the potential to achieve GDS by the end of Y6. Levels of progress have been maintained since KS1 ensuring pupil is on track but with the appropriate support progress in Year 6 has accelerated.																																													
ACHIEVEMENT BY END OF KS2 Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.	- All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. <table><tr><td></td><td colspan="4">Non-SEN PP Pupils achieving or exceeding expected standard in KS2 SATs 2022</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>GPS</td><td>Maths</td></tr><tr><td>2022</td><td>78%</td><td>89%</td><td>100%</td><td>78%</td></tr><tr><td>2023</td><td>100%</td><td>50%</td><td>100%</td><td>83%</td></tr><tr><td>2024</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr></table> Whilst there are no Disadvantaged pupils in the 2024 cohort attainment across all areas was better higher than national. - KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). <table><tr><td></td><td colspan="4">Non-SEN PP Pupils progress KS1 to KS2 SATs 2022</td></tr><tr><td></td><td>Reading</td><td>Writing</td><td>GPS</td><td>Maths</td></tr><tr><td>2022</td><td>-0.51</td><td>-0.56</td><td>n/a</td><td>-0.61</td></tr><tr><td>2023</td><td>tbc</td><td>tbc</td><td>tbc</td><td>tbc</td></tr></table> Due to a lack of KS1 data caused by the Covid 19 pandemic there are no progress measures available for 2023/24. In school tracking as well as end of key stage attainment shows 90% of pupils made expected or better than expected progress over key stage 2. - Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.		Non-SEN PP Pupils achieving or exceeding expected standard in KS2 SATs 2022					Reading	Writing	GPS	Maths	2022	78%	89%	100%	78%	2023	100%	50%	100%	83%	2024	N/A	N/A	N/A	N/A		Non-SEN PP Pupils progress KS1 to KS2 SATs 2022					Reading	Writing	GPS	Maths	2022	-0.51	-0.56	n/a	-0.61	2023	tbc	tbc	tbc	tbc
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	The Covid-19 pandemic affected the various starting points of children entering KS2, however monitoring & evaluation shows evidence of good progress.
SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.	• Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. • Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances. In school support and interventions are timely and tracking shows pupils make good progress from their starting points. An SEN review is being carried out in 2025 to refine and improve provision further. <i>NB: Delays in local health service appointments & issues with SEN support services have created significant barriers during the last 3 years.</i>
ATTENDANCE Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	• Attendance of disadvantaged pupil group is 95%+. 2021/22 attendance for disadvantaged pupils was 90.8%. 2022/23 attendance for disadvantaged pupils was 89.3%. 2023/24 attendance for disadvantaged pupils was 93.4% • Termly monitoring and swift intervention take place to monitor attendance of all pupils. • Effective communication between school and home identifies and addresses any barriers to school attendance. • Other-agency support sought where required. All in place: referrals made and other-agencies engaged. 2022/23 fixed-term penalties for term time holidays resumed. Includes pupils with individual reduced timetables and support packages.
HOLISTIC & WELLBEING SUPPORT Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in: – improved mental health & well-being; – good levels of activity and nutrition;	• Observations and monitoring of disadvantaged pupils show the majority have good self-esteem and self-efficacy where this is still developing targeted support is in place. • Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class and intervention sessions. • Pupils continue to access good nutrition, wider reading opportunities and opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including After School Club; Breakfast Club; active lunchtimes.

– responsibility for own learning and improved self-efficacy – increased confidence and access to 'cultural capital' development opportunities.	• Disadvantaged pupils across the school have access to free clubs after school e.g., choir, forest school. • A wide range of enrichment activities are offered and support is available for disadvantaged pupils to access these e.g., Residential trips, Young Voices • Forest School Leaders provide emotional & wellbeing support as required through a weekly forest school intervention.
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**For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally*