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	Long Wittenham CE School
Number of pupils in school	93 (at census)
Proportion (%) of pupil premium eligible pupils	27% (at census)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22
Date this statement was published	07/12/21
Date on which it will be reviewed	01/7/22
Statement authorised by	Gillian Seymour
Pupil premium lead	Gillian Seymour
Governor lead	Tom Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33625
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35625

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Long Wittenham School will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in core subjects
2	Attitude to learning
3	Self-management skills
4	Self-confidence
5	Social, emotional and mental health and resilience
6	Range of life experiences and cultural capital
7	School attendance and healthy lifestyle
8	English as an Additional Language

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
Pupils with PP make good progress from their starting points in maths, reading and writing so that more children in this group attain ARE	Data from Target Tracker provides evidence that all pupils make good progress from starting points in maths, reading and writing
Pupils with PP engage positively with learning and develop independent learner skills	QCA scores provide evidence that pupils' attitudes to learning and behaviour have improved
Pupils with PP develop resilience by learning and using self-regulation strategies	Staff and pupils provide evidence that pupils are able to use the Zones of Regulation toolkit strategies
Pupils with PP develop self-confidence and extend the range of their experiences	Staff and pupils provide evidence that pupils' self-confidence and cultural capital has increased
Pupils have a healthy breakfast and attend school regularly	Attendance data provides evidence that pupils attend school (and breakfast club)
Pupils have the English language skills they need to be able to access the curriculum	Pupils with EAL make accelerated progress from starting points and the attainment gap with their peers is closing

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: £ 250 + £2000 +£480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and resources: *Zones of Regulation*	EEF Teaching Learning Toolkit: *Social and emotional learning approaches have a positive impact +4.* EEF Teaching Learning Toolkit: Metacognition and Self-regulation *Very high impact for very low cost based on extensive evidence+7*	5 (1, 2, 3, 4)
Staff CPD and resources including Diagnosis, Therapy, Testing and Revisiting for improving outcomes: *Pixl*	PiXL (Partners in Excellence) works with schools to raise educational standards and develop character in young people. EEF Teaching Learning Toolkit: Feedback: *Very high impact for very low cost based on extensive evidence +6*	1 (2, 3, 4)
Staff CPD and resources to support curriculum and teaching EAL	Impact statement available on the website https://www.learningvillage.net/sites/default/files/impact_of_the_Learning_Village.pdf	8
CPD: Drawing and Talking	Drawing and Talking Therapy Training is an experiential rather than theory based training programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health.	5 (2, 3, 4)

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

Budgeted cost: £200 + £250 + £4180 + £870 + £9896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Gold	Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. Reading improves by 12 months in a term and spelling by 10.5 months. EEF Teaching Learning Toolkit: Individualised Instruction +4 *There is evidence that digital technology can be used effectively to provide individualised instruction.*	1 (2, 3, 4)

LetterJoin	EEF Teaching Learning Toolkit: Individualised Instruction +4 *There is evidence that digital technology can be used effectively to provide individualised instruction.*	1 (2, 3, 4)
1:1 tuition	EEF Teaching Learning Toolkit: *High impact for moderate cost based on moderate evidence +5*	1 (2, 3, 4, 5, 6)
Reading Eggs	EEF Teaching Learning Toolkit: Individualised Instruction +4 *There is evidence that digital technology can be used effectively to provide individualised instruction.*	1 (2, 3, 4)
1:1 and pair tuition (EAL)	EEF Teaching Learning Toolkit: *High impact for moderate cost based on moderate evidence +5*	1, 8

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

Budgeted cost: £120 + £3705 + £3344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Picture News	Weekly lesson resources include learning about cultural, social, moral and environmental issues, religion, British Values and provide opportunities to extend cultural capital.	6 (1)
Breakfast and ASC provision for PP pupil	EEF Teaching Learning Toolkit: Extending School time +3 *Moderate impact for moderate cost based on limited evidence*	7 (5)
Forest School	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ **Confidence:** children had the freedom, time and space to learn and demonstrate independence **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play **Communication:** language development was prompted by the children's sensory experiences **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment	4, 6

Total budgeted cost: £ 25494

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.

Pupil Premium Report 2020 - 2021

SUMMARY INFORMATION			
Total number of pupils:	82	Total pupil premium budget:	£13,415
Number of pupils eligible for pupil premium:	8	Amount of pupil premium received per child:	£1345 (x8 pupils) £310 (x1 pupil armed forces) £2345 (x1 pupil special guardianship order [SGO])
		Total spent	£13,415

BARRIERS TO EDUCATIONAL ACHIEVEMENT FACED BY ELIGIBLE PUPILS	HOW THE GRANT WAS SPENT TO ADDRESS THESE BARRIERS: OBJECTIVES	THE REASONING BEHIND THIS STRATEGY: OUTCOMES FOR FOCUS PUPILS	HOW THE IMPACT WAS MEASURED
Attainment in core subjects	Staff CPD to narrow gaps in English and maths	Pupils achieve good progress from starting points	End of year assessments in core subjects
Attainment in core subjects	Dyslexia Gold to narrow gaps in English and maths	Pupils achieve good progress from starting points	End of year assessments in core subjects
Attainment in core subjects	Additional TA hours to support 1:1 interventions	Pupils achieve good progress from starting points	End of year assessments in core subjects
Attitude to learning Self-management skills Self-confidence	Art Therapy to develop emotional regulation strategies	Pupils engage positively with learning	Behaviour monitoring Pupil voice
Social, emotional and mental health and resilience	Healthy School Programme to foster growth mindset and independent learner skills	Pupils develop strategies to strengthen mental health and learner behaviours	Behaviour monitoring Pupil voice
Range of life experiences Self-confidence Healthy lifestyle	Payment for clubs and to extend and enrich the curriculum and provide physical activity	Pupils develop improved self-confidence, social skills, build vocabulary and wider cultural capital and achieve good progress from starting points	End of year assessments in core subjects

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
Dyslexia Gold	Engaging Eyes Ltd
Healthy School Programme	Health & Wellbeing Service, Leeds Council Children's Services directorate
Forest Schools	Forest Schools
Art Therapy	Clear Sky Children's Charity
From November Learning Village	Across Cultures
Drawing and Talking	