

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	South Witham Academy
Number of pupils in school	86 (R-Y6) 120 including Nursery
Proportion (%) of pupil premium eligible pupils	36% total (40 pupils including Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	1 st November 2022
Date on which it will be reviewed	31 st October 2023
Statement authorised by	Mrs S Milner
Pupil premium lead	Mr Andy Atter
Governor / Trustee lead	Mr Simon Foulkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£not known
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	£
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Part A: Pupil premium strategy plan

Statement of intent

We aim to use the Pupil Premium Funding Grant to ensure that we are successful in identifying and narrowing any gaps in learning and raising achievement and accelerating progress for those children from disadvantaged backgrounds so that outcomes are at least in line with the national picture. This is particularly pertinent following a period of school closure during the Covid 19 pandemic when engagement with home learning was variable.

We have identified all children on role that are eligible for this funding. The needs of this group are varied, and these children are not all low achievers, so we ensure a broad and balanced provision for all eligible pupils to access. This includes an extensive extra-curricular programme.

- We have made sure that all teaching and non-teaching staff working with the children are aware of who these pupils are, and they are being clearly identified on lesson plans and all tracking data so that progress can be monitored and the impact of pupil premium spending can be measured
- We have recruited and deployed members of staff to work solely on supporting children's learning where gaps are identified
- We have a comprehensive programme in place to monitor and support children's mental health and wellbeing, including ELSA sessions (1.5 days per week)
- We aim to ensure that all teaching is consistently at least good so that the most vulnerable pupils have opportunities to succeed
- We recognise that early intervention is vital, and children have personalised interventions across both EYFS and Key Stage One
- We are utilising the expertise of existing members of staff to work creatively to motivate and inspire our children e.g. delivery of the Forest School programme, swimming, Young Voices, music provision, enterprise opportunities, STEM and gifted and talented projects as well as English as an Additional Language and emotional and support where needed
- We are continuing with research-based strategies that we already know work e.g. one-to-one support in class, using ICT to support learning, the delivery of daily phonics sessions, multi-sensory approaches to promote self-esteem and targeted interventions
- We offer extended school support at our breakfast and after school club as well as a range of different clubs for children to try new activities

- Using provision mapping to support the process of planning additional interventions South Witham Academy
- We work closely with families to support whole family wellbeing and approaches to learning so that children can be supported at home as well as in school. Family learning events have been very successful and parental engagement has improved
- Developing role play opportunities to develop language and communication skills
- Provide Governors with materials and training opportunities to develop their understanding of Pupil Premium funding so that they are better equipped to provide challenge

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs following the pandemic
2	Attendance
3	Positive Attitudes to Learning to have an impact on outcomes

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
The attainment and progress of Disadvantaged pupils is in line with or above the national figures.	Disadvantaged pupils are emotionally supported and able to fulfil their potential academically. Attendance is good for all pupils. Families have high aspirations for their children and can support their learning.

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: £13,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to have small class sizes and additional teacher support so that all pupils make the progress needed to reach ambitious target.	To increase self-confidence and support pupils' behaviours for learning. To raise achievement of pupils.	2,3

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

Budgeted cost: £6,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA intervention support groups	To increase the % of pupils achieving age related expectations	2,3
Additional intervention support	To enable accelerated learning for identified pupils	1,,3
Specialist SEN support (TA's to work in all classes)		1,2,3

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

Budgeted cost: £13,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups and counselling for vulnerable children	Small group and individual sessions for children with a professional to increase self-esteem and confidence Lunchtime Nurture sessions for children in small groups	1,3
Trips and residential visits	Extending opportunities for all pupils both academically and emotionally	1,2,3
ELSA support	ELSA to work for 1.5 days in school supporting children with SEMH.	1,2,3

Total budgeted cost: £33,461

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- 2022 academic year.

With the support of interventions and additional TA hours in classrooms, pupil progress was good throughout the school. We were able to provide workshops for parents and offer homework clubs to support children's learning.

Small group work and catch up sessions benefitted pupils throughout the school.

A return to a full curriculum meant provided additional opportunities for children to take part in extra curricular activities and this had an impact on attendance.

Forest Schools and swimming supported the children's SEMH and all round confidence and social skills.

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

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?	Additional activities and visit/ors into school. Small group interventions and parent workshops.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made good progress in all curriculum areas, gained confidence and became confident members of the

	school community following a disjointed period during the pandemic.
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Further information (optional)

We work with the other schools in our MAT to provide opportunities for children across our schools. This includes Young Voices, Spotlight Dance, Young Writers and School Council ventures.