

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 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	South Witham Academy
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	28% total (24 pupils) FSM / Ev6 (22 pupils) Service (2 pupils)
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 2021
Date on which it will be reviewed	1 st February 2022
Statement authorised by	Mrs S Milner
Pupil premium lead	Mr Andy Canadine
Governor / Trustee lead	Mr Simon Foulkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38900
Recovery premium funding allocation this academic year	£3410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,310

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 last two academic years due to the Covid 19 pandemic.

We have identified all children on roll that are eligible for this funding.

- We have made sure that all teaching staff are aware of who these children are and they are being clearly identified on lesson plans and all tracking data so that progress can be monitored
- 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.
- We have additional support staff in place to ensure children are supported in all areas of the curriculum
- We recognise the importance of strong emotional and mental health for children to succeed and have staff trained as Emotional Support in Literacy Assistants (ELSA) in place who support the needs of identified pupils where appropriate
- We aim to ensure that all teaching is at least good so that the most vulnerable pupils have opportunities to succeed
- We are continuing with research based strategies that we already know work e.g. one-to-one tuition, 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 including enrichment activities
- We use provision mapping to support the process of planning additional interventions. The school SENDCO has clarity of the disadvantaged pupils with SEND needs
- Developing role play opportunities to develop language and communication skills
- We track the progress of all pupils termly

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	Emotional support in the face of COVID
2	Academic recovery in the wake of COVID
3	Positive Attitudes to Learning to have an improved 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

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: £23,296 (0.2fte)

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: £26,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA intervention support groups 15 hrs per week (38 weeks) Additional intervention support x 15 hours Specialist SEN support TA x15 hours (TA's to work in all classes)	To increase the % of pupils achieving age related expectations To enable accelerated learning for identified pupils	2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups/play therapy and counselling for vulnerable groups	Small group and individual sessions for children with a professional to increase self-esteem and confidence	1,3
Trips and residential visits	Extending opportunities for all pupils both academically and emotionally	1,2,3

Total budgeted cost: £50,395

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 will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.