

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Priory Witham Academy
Number of pupils in school	1109
Proportion (%) of pupil premium eligible pupils	46% Primary – 64% (R-Y6) Secondary – 43% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	D Clarke
Pupil premium lead	B Key / A Tallentire
Governor / Trustee lead	Mrs D Hardcastle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£638,990
Recovery premium funding allocation this academic year	£106,069
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	£745,049

Part A: Pupil premium strategy plan

Statement of intent

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Closely aligned to the Trust mission of creating true citizens of the world, the Priory Witham Academy believes firmly in equity and equality for all children. Our collective sense of mission and our ethos of Believe Together, Achieve Together ensures that all learners, regardless of background or barriers faced, have access to and engage with an **aspirational curriculum that has oracy, literacy, communication and knowledge at its heart**. All learners benefit from a subject focused approach providing authentic and powerful learning experiences. Children take advantage of wide ranging opportunities to develop **rich language for learning, vocabulary for life and a love of reading**. Progress is strong, children learn more and remember more. Children are empowered to develop their moral compass and become informed, confident members of our wider community through our Personal Development curriculum and enrichment programme. Learners develop a robust and diverse skill set which equips them to respond to the evolving world they live in. Pupils have high levels of self-worth and are ready to successfully embark on the next stage of their education or employment based journey and become true citizens of the world.

A focus of our Pupil Premium strategy is to ensure that leaders at all levels have a well-informed understanding of the barriers that face our disadvantaged learners and their families, and effectively use this information to inform Academy, phase and subject development plans. Leaders analyse and share where pupils have multiple barriers to learning, particularly our most vulnerable pupils (pupil premium and SEND). We recognise that the priority for these learners is **high quality teaching based on research driven curriculum design and delivery** which allows all learners to secure and retain a coherent body of knowledge. Staff

access **quality development opportunities including personalised CPD, coaching and mentoring and research informed practice**. Staff feel valued, staff well-being is a priority which contributes to low staff absence rates and minimising the impact on disadvantaged learners.

We believe in an individualised approach; timely and accurate **assessment** allows specific barriers to disadvantaged pupils to be identified and their needs addressed precisely. This enables all disadvantaged learners, including those who are higher attaining, to make the necessary progress they need to attain well and not only to close gaps with their non-disadvantaged peers but to move successfully on to the next phase of their lives. The impact of quality first teaching is further enhanced through the use of targeted school led tutoring to support wider curriculum recovery and those, including disadvantaged, who have been significantly impacted by the pandemic.

Our strong focus on **Maximising Values and strong pastoral care** ensures that relationships between staff and pupils are strong. Disadvantaged learners have access to support throughout the Academy day; we believe in **an entitlement curriculum** comprising of activities which provide equity for disadvantaged pupils. This is further enhanced by a rich range of extended and enrichment learning experiences which develops cultural capital and equips learners with the essential knowledge and experiences to be educated citizens and informed members of our community. A **strong PHSE programme** ensures disadvantaged learners are explicitly taught the non-cognitive skills and characteristics needed to direct and drive their learning, understand the value of failure and have the strategies to adapt when things do not go as planned. This is supported by an understanding that pupils' **mental health and well-being** is a fundamental factor in the pastoral support and care offered.

As an all through Academy we pay particular focus to the **transition** of our learners from one phase to another in their education journey and beyond. Transition between all key stages is a critical time for disadvantaged pupils, we pay particular attention to EYFS, transition in and out of reception and across Key Stages 2, 3, 4 and 5.

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data demonstrates that pupils eligible for pupil premium funding have lower reading ages, weaker vocabulary and writing development throughout the Academy. Pupils lower literacy levels impact upon their ability to fully access the curriculum and make progress.
2	Academy records and our observations show that pupils eligible for pupil premium funding demonstrate a lower level of understanding of the learning process (cognition and metacognition), impacting upon their ability to retain and recall knowledge.

3	<p>Our attendance rates for pupils eligible for pupil premium funding are lower than non-disadvantaged pupils by approximately 2% with a persistent absence rate of approximately 4% higher.</p> <p>Assessment data shows the negative impact of this reduced pupil/ teacher contact time – learning gaps are created, there are fewer disadvantaged learners achieving end of Key Stage benchmarks, for example the En and Ma Basics Measure at Key Stage 4.</p>
4	<p>Through enrichment data analysis, parental engagement, feedback at parents' evenings and the numbers of children arriving at school lacking basic skills, we have identified the need to further support engagement in extra-curricular activities. This is compounded by a reduced number of opportunities / experiences and support outside the Academy which creates limits to self-efficacy, aspiration and resilience necessitating the development of social and cultural capital.</p>
5	<p>Through analysis of pupil voice (PASS), parental voice and teacher referrals to both the Academy Safeguarding and Attendance leads, we have identified trends which indicate an increase in social and emotional issues for many students, including anxiety and low self-esteem. In Key Stage 4 and 5 some of this anxiety is linked to academic progress and attainment which impacts disadvantaged learners. Relationships with peers is also a contributory factor.</p> <p>Behaviour records demonstrate that disadvantaged learners have lower levels of self-regulation which impacts upon their ability to manage conflict and impacts on their behaviour.</p>

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
Increasing numbers of pupils are reading and writing at age related expectation. There is sustained improvement in reading fluency and comprehension at the end of each phase / key stage, including those that are disadvantaged.	<p>Number of disadvantaged children meeting the expected standard in the phonics screening check increases and is in line with NPP.</p> <p>KS2 Reading - Progress of disadvantaged pupils in in line with non-disadvantaged pupils</p> <p>KS2 Writing - Progress of disadvantaged pupils in in line with non-disadvantaged pupils</p> <p>KS3 Reading - Reading tests taken by all students demonstrate improved reading fluency and improved comprehension skills for disadvantaged learners.</p> <p>Assessments, particularly in EBACC subjects, and book reviews across all subjects demonstrate improved disciplinary</p>

	vocabulary and sustained improvement in reading comprehension and fluency.
Through the development of cognitive ability, disadvantaged learners will secure and retain a coherent body of knowledge and they will develop the skills to apply knowledge to new contexts.	<p>Assessment data will show that pupils know more and can recall more.</p> <p>There will be an improvement in the Av Att 8 score for disadvantage learners.</p> <p>A greater number of disadvantage learners will meet age related expectations at Key Stage 1 and 2, and will achieve the Basics Measure at 4+ and 5+ at the end of Key Stage 4.</p>
Improved attendance and reduced persistent absence for all pupil groups including disadvantaged.	<p>An ethos of collective ownership and clarity of roles, responsibilities and processes will drive sustained improvements in attendance.</p> <p>Overall attendance rates will be in line with the national average.</p> <p>Attendance rates for disadvantaged students will be in line with the national average.</p> <p>Persistent Absence rates for all students will be below the national average.</p> <p>Persistent Absence rates for disadvantaged students will be below the national average.</p> <p>Levels of attendance and persistent absence for disadvantaged students will be in line with non-disadvantaged students</p>
Increased engagement of parents and pupils with the Witham Values Programme and the wider enrichment offer.	<p>Increased numbers of children reaching GLD.</p> <p>Increased numbers of parents engaging with the academy through progress evenings and enrichment activities.</p> <p>Increased numbers of children engaging with the enrichment offer and accessing the Witham Values Programme as a result.</p>
<p>Increasing numbers of pupils display positive attitudes towards themselves, their peers and school.</p> <p>Behaviour records show greater levels of self-regulation and the ability to manage conflict.</p>	<p>Pupil voice will show an increasingly positive attitude towards themselves and school.</p> <p>Pupil voice outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils.</p> <p>Numbers of students accessing additional support for social and emotional wellbeing will reduce.</p> <p>Suspensions / P Ex will remain significantly below the national average with those for disadvantaged pupils being in line with non-disadvantaged pupils.</p> <p>Qualitative information from student voice and teacher observations will further indicate positive attitudes towards themselves and school.</p>

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: £ 346,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secondary Deputy Headteacher role for teaching, learning and curriculum.</p> <p>Focus on CPD, Trust Professional Development Programme and coaching.</p> <p>Early career teachers are well supported through the Trust offer and additional in house provision led by members of the senior team.</p> <p>£42,333</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Our Trust professional development, lodged in our Maximising Learning Programme, focuses on SEND, Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.</p> <p>Additional sessions planned and delivered at Witham to ensure that ECTs are well supported in applying practice to the Witham context.</p> <p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>The Education Endowment Fund evidence -shows that an average of 7 months progress can be gained when students develop metacognitive skills. Internal observations and evaluation shows that those pupils with higher levels of independence and resilience make better progress than their peers. They are able to approach exams with confidence and use these skills to secure better outcomes in the wider educational context as well as life outside of school including employability.</p> <p>Metacognition and Self-regulated Learning EEF</p>	1,2,3,4,5

	(educationendowmentfoundation.org.uk) Teacher Feedback to Improve Student Learning EEF (educationendowmentfoundation.org.uk)	
<p>Phase Leaders within the primary phase to support the holistic development of PP pupils including staff development, quality first teaching, curriculum development</p> <p>£131,811</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>The Education Endowment Fund evidence -shows that an average of 7 months progress can be gained when students develop metacognitive skills. Internal observations and evaluation shows that those pupils with higher levels of independence and resilience make better progress than their peers. They are able to approach exams with confidence and use these skills to secure better outcomes in the wider educational context as well as life outside of school including employability.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Student Learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
<p>Recruitment and retention of teachers across all phases with a focus on reading, English, maths and science.</p> <p>£83,368</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Teacher recruitment and retention strategy – DfE 2019</p>	1,2,3,5
<p>Specialist staff, CPD, resources and dedicated Senior Leadership time to ensure that all pupils receive a high quality-reading curriculum that develops phonological awareness, phonics decoding skills, word recognition, fluency, reading stamina and comprehension.</p> <p>Investment in training for all staff in Little Wandle Letters and Sounds so that we build a team of expert reading teachers enabling effective teaching</p>	<p>The Literacy Trust has identified clear links between low income households and the attainment gap, stating that by the age of 5, children from low income households are over 1 year behind those from high income households. The 2019 Forgotten Third Inquiry states that investment should be made to have impact on closing the language gap. 2018 outcomes for the Accel-</p>	1,2

<p>so that pupils across all phases are able to read effectively and access their curriculum.</p> <p>Dedicate Senior Leader time to develop and further strengthen our assessment systems including PiXL to ensure teachers can accurately track and target gaps in learning and adapt teaching and learning accordingly to incisively meet need and accelerate progress.</p> <p>£8,517</p>	<p>erated Reader Scheme show improvements in reading ages where children have read on a daily basis.</p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF guidance states that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Developing pupils' language capabilities, reading fluency and reading and writing comprehension strategies remain crucial for disadvantaged pupils as they progress through their primary years.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Developing literacy and reading skills is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	
<p>Teacher in Primary and AAHT in secondary – Personal Development. Reframing PD during tutor time to capitalise on developing well-being, attendance, reading and PSHE.</p> <p>£39,707</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>There is clear evidence that the need deep subject knowledge and a flexible understanding of the content being taught remain important.</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	
<p>AAHT Curriculum with a focus on the development of the Curriculum and diagnostics.</p>	<p>EEF Quality first teaching. Impact of assessment and how this is used to support PP across the curriculum</p>	

£15,707	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	
<p>Recruitment of vocational teacher to broaden curriculum offer and pathways</p> <p>£24,866</p>	<p>The impact of high quality teaching and recruitment is clearly shown through the Tier One research published by the Education Endowment fund highlighting that high quality teaching and learning ensures students life chances are enhanced. EEF-Guide-to-the-Pupil-Premium-</p> <p>Evidenced in the PP guidance and menu of approaches therein: High Quality Teaching, Recruitment and retention of teaching staff</p>	

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

Budgeted cost: £84,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional staffing, including pre ITT staff to support with high quality intervention (including pre-learning targeted support, specific programmes) in place for those children with identified gaps in knowledge. CPD needs addressed to ensure provision and needs can be adequately met.</p> <p>£5,277</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Employment of Maths PSA and English Reading Lead to support in the strategic delivery of Maths and English interventions.</p> <p>£19,447</p>	<p>In school provision following the guidance provided by the EEF will support students across their learning in mathematics and English.</p>	
<p>Literacy and numeracy interventions for low attaining disadvantaged pupils, focusing on the lowest 20% of</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p>	1,2,

<p>readers and at key transition points, including</p> <ul style="list-style-type: none"> • Little Wandle • Fresh Start • My Maths • PiXL <p>£4,343</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Use of diagnostic tools to analyse, identify and respond to the needs of disadvantaged pupils academically and pastorally including 4 Matrix, Edurio & SIMs</p> <p>£2,577</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>A range of evidence indicates the importance of effective diagnostic assessment to identify the needs of students and provide appropriate intervention and support. Particularly in response to the uneven experience of students during the pandemic.</p> <p>EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
<p>Pupil Support Assistants in place to support accelerated learning and associated CPD to ensure high quality delivery of intervention programmes and classroom support.</p> <p>£1,290</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>The NFER seven building blocks state that effective deployment of staff and highly skilled PSAs can accelerate the progress of disadvantaged learners.</p> <p>Well-evidenced interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and 'catch-up'.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
<p>EAL Co-ordinator that provides bespoke support through targeted intervention</p> <p>£16,319</p>	<p>Evidenced in the PP guidance and menu of approaches therein: Targeted Academic Support: One to one and small group tuition, interventions to support language devel-</p>	1,2,5

	opment, activities to meet the specific needs of disadvantaged students.	
Lead Practitioner in Maths focusing on curriculum development and Transition £29,856	In school provision following the guidance provided by the EEF will support students across their learning in mathematics and English.	1,2
Alternative curriculum pathway to support Lower ability students in their development of English and Maths £1,314	EEF- Impact of tailored one to one and small group work	2
GCSEPod and Show My Homework used to support targeted learning and engage wider stakeholder in the curriculum	Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies	1,2,
Development of the Witham passport including management, personnel and resources £2,515	EEF – resourcing the above. Impact of cultural capital	3

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

At the Witham Academy we place a great deal of emphasis on building impactful relationships with both pupils and families. We recognise the importance of explicitly teaching effective relationship building alongside consistent modelling of supportive relationship dynamics through the teaching and pastoral structures. There is a great deal of evidence to support the value of this in tackling disadvantage.

Relationships matter

Relationships as drivers of human development: Positive supportive contexts

Osher et al, 2019

Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive, and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning, adaptation, the integration of social, affective, emotional, and cognitive processes and will, over time, make qualitative changes to a child's genetic makeup. (Bornstein & Leventhal, 2015; Bronfenbrenner & Morris, 2006)

Budgeted cost: £ 305,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-structure of Academy Leadership Team to create capacity for all through leadership of attendance and safeguarding</p> <p>£72,213</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Research articles linked to ACES and deprivation including</p> <p>ACE Index: mapping childhood adversity in England Journal of Public Health Oxford Academic (oup.com)</p> <p>ACEs - Adverse Childhood Experiences - ACAMH</p>	<p>3,5</p>
<p>Attendance officer, safeguarding manager and family support workers (2) are employed to ensure pupils have high attendance and punctuality.</p> <p>Key staff attend training from the Local Authority including attendance, safeguarding, Emotional Based School Avoidance ladder and PSP.</p> <p>Pastoral staff work closely with families to support improving attendance.</p> <p>£46,529</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies.</p> <p>https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Approaches are closely aligned with good practice set out in DfE's</p> <p>Research articles linked to ACES and deprivation including</p> <p>ACE Index: mapping childhood adversity in England Journal of Public Health Oxford Academic (oup.com)</p>	<p>3, 5</p>

	ACEs - Adverse Childhood Experiences - ACAMH	
<p>Dedicated attendance officer to support in the improvement of attendance and punctuality</p> <p>£15,239</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk) and follow the attendance ladder and protocols set out by the Local Authority based on substantial evidence and work with other local authorities - Introduction (local-offer.org)</p>	1, 3,4
<p>Dedicated data manager to provide clear report methods for all stakeholders</p> <p>£9,418</p>	EF – Quality first teaching. Impact of assessment	3,4
<p>Employment of safeguarding administrator to support with increasing referrals and bespoke needs.</p> <p>£2,430</p>	Evidenced in the PP guidance and menu of approaches therein: Wider strategies, supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents	3,5
<p>High quality intervention through the Pastoral Structure and the role of the Pastoral Managers supports a robust referral process and timely intervention to support disadvantaged pupils' social and emotional needs as well as their mental health and well-being.</p> <p>£60,769</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Drivers of human development: How relationships and context shape learning and development1 (tandfonline.com)</p> <p>PASS and Edurio analysis allows the academy to find the hidden children and allows staff to understand why pupils may be reluctant, disengaged or even disruptive learners by sensitively exploring social and emotional wellbeing.</p>	3,4,5
<p>Additional PSA to ensure that individual pastoral needs are being met allowing all pupils to access the curriculum successfully</p> <p>Further strengthen the specialist internal support offer for emotional needs as well as disadvantaged pupils mental health and well-being (eg ELSA)</p> <p>£2,419</p>	<p>Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies</p> <p>Drivers of human development: How relationships and context shape learning and development1 (tandfonline.com)</p> <p>ELSAs are trained to plan and deliver programmes of support to pupils in their school who are experiencing</p>	

	temporary or longer term additional emotional needs. The majority of ELSA work is expected to be delivered on an individual basis, but sometimes small group work will be appropriate, especially in the areas of social and friendship skills.	
Associate Assistant Headteacher - monitor uptake from disadvantaged pupils in the Witham Values Program, strengthening the offer to meet need to include subsidised opportunities, resource provision, uniform, access to wider opportunities including the JET Programme and CCF. Forest School, swimming provision Entitlement and enrichment offer - visits and experiences eg Artists in residence £25,480	Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies EEF Toolkit: Collaborative learning , 'the most effective approaches promote interaction between group members'. One of the barriers to learning of many disadvantaged learners is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences. The Witham Values Programme provides a universal framework for pupils to gain experiences and recognition of their achievements.	4
Careers provision: prioritisation of disadvantaged students through the work of the Careers Advisor, Academy Strategic Careers Lead and Careers Manager £8,587	High quality career guidance supports pupils to make informed choices and this reduce the potential of a young person becoming a NEET. This is crucial for young people where there are gaps in social and cultural capital. Trust strategy Good Career Guidance Education Gatsby	3,4,5
Increased funding for external support including the Nurture Garden, counselling and mentoring (eg Psycho-Therapist) to support disadvantaged pupils with mental health and behaviour challenges. £21,000	Approaches are evidenced in the EEF Guide to Pupil Premium and tiered menu of strategies Our designated mental health lead and other staff have worked closely with the local Mental Health Support Team to develop our provision to support young people's mental health. Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk) adolescent-mental-health-summary.pdf (prioryacademies.co.uk)	3,5
Contingency fund to address any additional priorities that arise. £1,150	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	All

	quickly to needs that have not yet been identified	
Breakfast club to support living cost and attendance. £2,295	Evidence seen throughout the guidance given by the DfE. Maximising Programme - Using pupil premium guidance for school leaders (1).pdf - All Documents (sharepoint.com)	2,3
Subsidised curriculum and enrichment based educational visits. £9,203	EEF – resourcing the above. Impact of cultural capital	1,2,3,4
Apprentices in PE used to support the uptake in extra curricular provision £6,326	Evidence seen throughout the guidance given by the DfE. Maximising Programme - Using pupil premium guidance for school leaders (1).pdf - All Documents (sharepoint.com)	4
Employment of Swimming Instructor to ensure that students are at expected standard for age £12,124	Evidence seen throughout the guidance given by the DfE. Maximising Programme - Using pupil premium guidance for school leaders (1).pdf - All Documents (sharepoint.com)	4
Engagement within John Egging Trust program to develop Higher ability attainment in Science and Technology £4,443	EEF Quality first teaching. Impact of assessment and how this is used to support PP across the curriculum Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	1,4

Total budgeted cost:

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 2022 to 2023 academic year.

2022/23

EYFS

At the end of the academic year 68% of pupils in reception achieved a GLD. **64% of PP pupils achieved a GLD, which is 13% higher than last year.**

The impact of the work that we have done to improve outcomes in reading continues to be evidenced through outcomes within the literacy strand. Enabling a senior member of staff to lead and drive this development across primary has led to improved outcomes. **Witham achieved: Comprehension – 78%, Word Reading – 89% and Writing – 72%. All of these are an improvement on last year.**

84% of PP pupils achieved the ELG for word reading.

Phonics screening check

Year 1

Nationally 79% of pupils met the expected standard in year 1.

79% of pupils met the expected standard.

At Witham, 77% of PP pupils met the expected standard, whereas nationally this was 67%.

Year 2

Nationally, 89% of pupils met the expected standard in the phonics screen check by the end of year 2.

At Witham, overall, 90% of pupils met the expected standard and **84% of PP pupils met the expected standard.**

KS1 outcomes

PP pupils achieving the expected outcomes at the end of KS1 (31 out of 56 pupils):

Reading – 52% (National PP 54%)

Writing – 42% (National PP 44%)

Maths – 58% (National PP 56%)

KS2 outcomes

PP pupils achieving the expected outcomes at the end of KS2 (32 out of 59 pupils):

PP pupils achieving the expected outcomes at the end of KS2:

Reading – 38% (National PP 60%)
Writing – 53% (National PP 58%)
Maths – 53% (National PP 59%)
Meeting EXS in RWM – 25% (National PP 44%)

Strategies to improve outcomes in English and maths remain a priority on the Pupil Premium strategy for 2023/24.

- Rapid catch up for the pupils who are not yet reading at ARE – Little Wandle Letters and Sounds
- Little Wandle fluency
- Little Wandle spelling
- Focus on writing transcription skills, coherence and proof reading and editing.
- Continue work with NCETM – embedding mastery and mastering number programmes.

At KS4 that gap between PP and Non PP students has reduced. Pupil Premium students outcomes were better than that of 2022 with a progress rate of -0.53. Pupil Premium students achieved higher than non pupil premium counterparts when looking at 5+ in English and Maths, with 25% of PP students achieving this measure. Students achieving a 4+ in English and Maths also increased from 2022 with 39% of students achieving this benchmark, compared to 32% in 2022. Both English and the Open basket have seen slight improvements, however more significant improvements are visible in the Maths and EBACC baskets.

Consequently, there have been a number of further strategies introduced for 22/23 to ensure equity of provision and narrowing of gaps. This includes:

- Further develop the role of new AAHT to develop curriculum and diagnostics, with focus on tracking systems to inform interventions.
- Increase 121 intervention support for English and maths
- Rapid catch up for the pupils who are not yet reading at ARE – Little Wandle Letters and Sounds

Attendance and PA of PP students is yet to return to pre-pandemic levels. As a result, further investment has been deployed into:

- Expanding the attendance team
- Maintaining the enhanced offer for mental health and well-being that was put into place post pandemic.

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?	<p>Pastoral Managers support and monitor service students and their wellbeing – particularly when a family member is deployed. Referrals for additional support eg Nurture Garden are made on an individual basis as required.</p> <p>Support is available to access extra-curricular activities and clubs.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Student voice, module grades and PASS data shows that service students engage well with the curriculum and wider opportunities offered at the academy. Attendance is in line with the Academy average.</p>

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

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.