

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

Pupil Premium funding was initially launched in 2011/12 by the then coalition government, and is money is given to schools based on the numbers of pupils who are eligible for Free School Meals (FSM).

At Witham St Hughs Academy, we are completely committed to enhancing pupil achievement and wellbeing for all pupils, irrespective of their personal circumstances. We hold the same high ambitions for all pupils in our Academy, and strive to use our pupil premium funding to remove any barriers to high attainment and engagement.

We seek to meet the needs of all of our pupils through careful analysis of progress data on a termly basis. We then follow the EEF's tiered approach to pupil premium funding (April 2022) to firstly ensure quality first teaching for all, and design structured, targeted academic or pastoral interventions as appropriate. We ensure wider initiatives are in place to support families with wider aspects of school life, such as uniform, school visits and music lessons.

Please see below for a detailed analysis of 2023/24 spending, and the strategy document for the 2024/25 academic year.

### School overview

Detail	Data
School name	Witham St Hughs Academy
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024

Date on which it will be reviewed	July 2025
Statement authorised by	Richard Stock
Pupil premium lead	Emily Broadley
Governor / Trustee lead	Marcus Capell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,280

## Part A: Pupil premium strategy plan

### Statement of intent

At Witham St Hughs Academy we endeavour to fulfil the Pupil Premium and Recovery Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

## Pupil Premium Vision Statement

At Witham St Hughs Academy, we are completely committed to enhancing pupil achievement and wellbeing for all pupils, irrespective of their personal circumstances. We hold the same high ambitions for all pupils in our Academy, and strive to use our pupil premium funding to remove any barriers to high attainment and engagement.

We seek to meet the needs of all of our pupils through careful analysis of progress data on a termly basis. We then follow the EEF's tiered approach to pupil premium funding (April 2022) to firstly ensure quality first teaching for all, and design structured, targeted academic or pastoral interventions as appropriate. We ensure wider initiatives are in place to support families with wider aspects of school life, such as uniform, school visits and music lessons.



## Challenges

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

Challenge number	Detail of challenge
<p>1 Communication and language skills</p>	<p>Poor levels of vocabulary and experiences of literacy and literature are more common for PP pupils than among their peers. Exposure to language-rich experiences, or to a broad range of language contexts, is less likely among PP pupils at Witham St Hughs Academy. Most of our PP children enter our academy behind their peers. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. As the average level of language acquisition at the academy is high, this places our PP pupils at a marked disadvantage and we endeavour to close any gaps.</p>
<p>2 Well-being, social and emotional skills</p>	<p>Providing support and nurture for our vulnerable families play an essential element of our provision. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has resulted in them not being ready to access learning due to low levels of resilience, determination and lacking self-esteem. Pastoral support is needed to further support these pupils and enable them to be successful within the academy and access learning confidently, positively and without anxiety in line with their peers.</p>
<p>3 Inclusion and lower aspirations</p>	<p>As Witham St Hughs has relatively low rates of pupils eligible for pupil premium funding, there is a concern that PP pupils may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). In addition to this, there is a risk that this small group of pupils eligible for the funding may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers. This group of children must still have high aspirations and attainment gaps narrowed due to high ambition.</p>
<p>4 Enrichment experiences</p>	<p>In general, disadvantaged pupils across the academy have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Many pupils at the academy</p>

	have access to a wide range of enriching and cultural experiences, and thus PP pupils are placed at a disadvantage in their cultural capital development when compared to their peers.
5 Attendance	<p>The potential risk and concern is that due to more challenging circumstances and lower aspirations, disadvantaged pupils face similar barriers or are assessed to have lower school attendance than their peers. Witham St Hughs is a high attending school and ensuring that all groups attend consistently is important. With a strong link between attendance and attainment, it is important that this group of children must still have high aspirations</p> <p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0 – 0.5% lower than for non-disadvantaged pupils.</p> <p>During the last 12 months 0% of disadvantaged pupils have been ‘persistently absent’ compared to 3.29% of their peers during that period.</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
<p>Improved oral communication and language skills for our disadvantaged children</p> <p>Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> <li>• Our ambition is for 100% of eligible pupil premium pupils to meet the ELG in reading</li> </ul>

<p>The academy ensures that pupil premium pupils have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary.</p> <p>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading and know the importance</p>	<ul style="list-style-type: none"> <li>• 100% of eligible pupil premium pupils to achieve ELG in language and communication skills.</li> </ul> <p>Pupil premium children achieve in line with their peers in the Y1 phonics screening. Through assessments, observations and pupil voice, there is no easily recognisable language gap between pupil premium pupils and their peers by the end of KS1. All children have access to a broad range of opportunities to support language development.</p> <p>Increased % of pupil premium pupils working at ARE or above across the school in reading and phonics at KS1 and KS2, with children making good progress in reading due to having exposure to a text rich curriculum experience</p>
<p>Improved progress and attainment in writing by the end of KS1 by our pupil premium children</p>	<p>KS1 outcomes in writing show that more than 75% of our disadvantaged children met the expected standard and made strong progress</p> <p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils</p>
<p>Improved progress and attainment in writing by the end of KS2 by our pupil premium children</p>	<p>KS2 outcomes in writing show that more than 85% of our disadvantaged children meet the expected standard and made strong progress</p>

	<p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing at KS2, including the pupil premium pupils</p>
<p>Sustained and improved attainment in all three areas of reading, writing and maths by the end of KS2</p>	<p>KS2 outcomes in reading, writing and maths show that more than 75% of our disadvantaged children met the expected standard and made strong progress in their combined outcomes</p> <p>The targets for our pupil premium children are as ambitious as their peers with a significantly reduced attainment gap</p> <p>Highly effective and targeted provision is implemented to ensure that accelerated progress and strong attainment is secured for all children in writing, including the pupil premium pupils</p> <p>50% of pupils to achieve GDS in at least one core area of reading, writing or maths by the end of KS2</p>
<p>Sustain improved well-being across all groups of children, specifically disadvantaged children</p>	<p>Sustained levels of well-being by 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupils are able to manage and control their own feelings and emotions more effectively.</li> <li>• Pupils feel supported and safe within the school setting.</li> <li>• Pupils demonstrate improved resilience and determination</li> <li>• SEMH questionnaire and pupil voice shows improvement in managing their emotional and social well-being.</li> <li>• Parent and pupil voice, as well as teaching team observations identifies positive pupil well-being</li> </ul>



	<ul style="list-style-type: none"> <li>• Targeted families are accessing our offer of support through Early Help when appropriate</li> <li>• Our pastoral team are allocated to best meet the needs of all learners, they challenge and guide the pupils to support their well-being</li> </ul>
<p>All groups of children, regardless of their socio-economic backgrounds and family circumstances, have access to a significant range of physical activities, creative arts, music, technology, residential experiences and educational visits.</p> <p>All pupils eligible for pupil premium engage in meaningful sporting and cultural activities through our enrichment programme. Additional enrichment experiences are promoted which develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.</p>	<p>Through our enrichment programme, all pupil premium children participate in at least one sports club or cultural club each week.</p> <p>All pupil premium children can participate in learning a musical instrument each week if they choose</p> <p>All pupil premium children participate in all residential and school trips and experiences</p>
<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being minimal</li> <li>• The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of effective CPD for all FS/KS1 staff to ensure that high quality and specific approaches in the teaching of phonics, early reading and language and communication is consistently in place across FS and KS1	EEF guidance reports on: <ol style="list-style-type: none"> <li>1) 'Improving literacy in KS1' available here</li> <li>2) 'Preparing for Literacy' available here</li> <li>3) 'Improving literacy in KS2' available here.</li> </ol> EEF guidance report on 'Effective Professional Development' available here.  Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit' Phonics (+5 months) available here Oral language Interventions (+6 months) available here	1, 3
CPD for all KS2 staff to ensure high quality teaching in reading (fluency and comprehension), and writing	Evidence from EEF: Improving Literacy KS2 available here Reading comprehension strategies (5+ months) available here	1, 3
1:1 intervention sessions with an adult when appropriate for	The EEF has found that high quality interventions has positive benefits. +5 months.	1, 3

<p>reading to enhance fluency and understanding</p> <p>Through small groups work, reading and writing intervention for Y2 – Y6 to enhance pupil outcomes for EXS</p>	<p>All Pupil Premium pupils will have the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths lead to be released to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611211/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/eef-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff if appropriate</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.org.uk/eef-guidance/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Literacy Specialist	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3
Daily reading interventions for pupils in EYFS and KS1.	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) available here. EEF guidance reports on: 1) 'Improving literacy in KS1' available here 2) 'Preparing for Literacy' available here	1, 3
High quality small group tuition for KS1 and KS2 pupils to support writing outcomes, delivered weekly by qualified specialists	EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress) available here.	3

High quality small group tuition for KS1 and KS2 pupils to support reading and maths outcomes, delivered weekly by qualified specialists	EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress) available here.	3
Engaging with our bespoke catch up programme for our Y2 and Y6 children - lead by a member of the teaching staff. A significant proportion of the pupils who receive small group work will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> and in small groups:  EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress) available here.	3
Weekly individual music lessons and instrument loans are part funded for all pupil premium children	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on attainment outcomes) available here.	4

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

Budgeted cost: £14,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision and programmes implemented for our KS1 and KS2 children, including reactive well-being check in points as well as structured	Pupils will have small group opportunities within the Woodland Den and sensory room with the pastoral leader.	2, 3

and bespoke well-being provision sessions	Social and emotional learning is proven to add 4 months in relation to EEF guidance.	
Enrichment club subsidies: free club each term for pupil premium children, and 50% reduction on other activities which includes visits and residential opportunities	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science) available here.  EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment) available here	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and developing the role of Attendance Champion to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

**Total budgeted cost: £53,280**

## 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 2023 to 2024 academic year. We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### Summary 2023-24 – End of Key Stage 2 analysis – 12 PP pupils in Y6 2024 – 2 PP pupils SEND

Key Stage 2 – National Average Outcomes (2024) vs Witham St Hughs Academy										
	KS2 EXS					KS2 GDS				
	Reading	Writing	Maths	SPaG	Combined	Reading	Writing	Maths	SPaG	Combined
<b>Pupil Premium</b>	62%	58%	56%	59%	45%	17%	7%	13%	18%	3%
	75% WSH	83% WSH	83% WSH	83% WSH	75% WSH	17% WSH	8% WSH	8% WSH	25% WSH	0% WSH
<b>Non Pupil Premium</b>	79%	78%	78%	78%	67%	34%	16%	29%	35%	10%
	90% WSH	92% WSH	92% WSH	94% WSH	85% WSH	31% WSH	29% WSH	23% WSH	52% WSH	13% WSH
<b>Gap</b>	-17%	-20%	-22%	-19%	-22%	-17%	-9%	-16%	-17%	-7%
	-15% WSH	-9% WSH	-9% WSH	-11% WSH	-10% WSH	-14% WSH	-21% WSH	-15% WSH	-27% WSH	-13% WSH

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate
- continued development of our mental well-being provision which includes specific support for our most vulnerable pupils who are also disadvantaged