



Witley C of E Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2026 academic year 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	Witley C of E Infant school
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	2 = 2.6%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Oct 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Helen Szczepanski (Headteacher)
Pupil premium lead	Headteacher
Governor / Trustee lead	Victoria Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2147
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	£2147

Part A: Pupil premium strategy plan

Statement of intent

Learn, love and flourish together

Learning is at the heart of Witley strengthened through our values of confidence and resilience. We recognise that a lack of confidence and resilience are barriers to progress particularly with the challenges in recent years. We aim to equip our children with a 'can do' attitude enabling them to flourish. Our strategy sets out to empower our disadvantaged children to achieve and thrive through:

- *Improve self-esteem, social skills and wellbeing through nurturing support and PSHE programme*
- *Opening the doorway to learning through the power of phonics and reading*

Challenges

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

Challenge number	Detail of challenge
1	Social skills and interaction, wellbeing, mental health and poor self-esteem across the cohorts
2	Weak phonological skills preventing children from using phonics to support reading and writing development. Data continues to evidence poor performance by disadvantaged groups
3	Access to wider experiences and personal development i.e. after school clubs/visits and external provider support
4	Access to interventions to enable opportunity inc. 'phonics catching up' sessions

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
Improved social and emotional learning across the school resulting in sustained confidence and resilience with learning	Higher levels of wellbeing evidenced through teacher observations, pupil voice and parent surveys and Play Therapy feedback
Improved reading attainment among disadvantaged pupils	Identified disadvantaged children access additional support through interventions/catch up sessions

	KS1 results evidence more disadvantaged children pass phonics screening (Year 1) and by the end of Key Stage 1 make sustained progress to meet expected standard.
Improved attendance and opportunities at after school clubs, external visits	Children from disadvantaged groups regularly attend after school clubs/access trips/music opportunities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) teaching and learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Jigsaw PSHE Programme – 2025/26 (£360)	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): https://educationendowmentfoundation.org.uk	1

Targeted academic support (e.g., tutoring, one-to-one support structured interventions)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led small group interventions to target low attainment in phonics £1,000 (4 x 20 mins per week phonics through Little Wandle)	https://educationendowmentfoundation.org.uk	2, 4

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

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Play Therapy support for Year 2 – higher need £1,500	Evidence suggests that social and emotional learning has a positive impact on academic outcomes and that being able to effectively manage emotions is beneficial to children. Children's attendance will improve with home/school links. https://educationendowmentfoundation.org.uk	1
Home School Link Worker £4,300	Working proactively with families, children and the school to provide early interventions, signposting, support and guidance to support attendance, behaviour and wellbeing. To provide group and/or one to one support to vulnerable families through transition to junior school phase	1
Extracurricular/after school club/trips £100	Disadvantaged children have the opportunity to gain team building skills and promotes self-esteem leading to a sustainable healthy living attitude.	3

Total funding: £2,147

Total budgeted spend: £7,260

This additional £5,113 has been added to the Pupil Premium Funding from the Revenue Funding to cover the range of spends benefitting all the children, some of which is also reported in other expenditure areas.

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 2024 to 2025 academic year.

- All staff are confident and trained to teach Little Wandle and catch up interventions. Phonic assessments indicate children are making good progress and highlights areas to improve.
- Phonic screening assessments have identified the areas in which the PP children will need extra support next year.
- Attendance was very good for most PP children.
- All children were able to access clubs and trips. This is to continue next academic year.
- ELSA and Happy to be Me programmes have shown improved self-esteem and resilience.
- HSLW supported families with children who have Social Emotional Mental Health needs

Externally provided programmes

Programme	Provider
Jigsaw PSHE	Jigsaw

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A