

Pupil Premium Strategy Statement - Sept 2021

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 – Walton-on-the-Hill Primary

Detail	Data
School name	Walton on the Hill Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 23
Date this statement was published	24th September 2021
Date on which it will be reviewed	24th September 2022
Statement authorised by	Timothy Samuel
Pupil premium lead	Richard Laing
Governor / Trustee lead	Heather Chesler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,870
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 22,190

Part A: Pupil Premium Strategy Plan

Statement of intent

The main objective of our strategy plan is to utilise the pupil premium funding to ensure that all children identified as disadvantaged are given opportunities in school that allow them to become successful at school and in life. We aim to offer experiences and opportunities which enrich their school experience and grow their cultural capital. Academically, we will provide intervention and support to maximise progress and attainment and ensure that results are at least on par with those for non-disadvantaged children.

Specific aims include:

- To ensure KS2 results are at least in line with national expectations for progress and attainment
- To support the mental health and well-being of children
- To provide catch up tuition for all disadvantaged students
- To enhance pupils' cultural capital by providing a wealth and breadth of enrichment experiences

Challenges

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

Challenge number	Detail of challenge
1	Impact of long periods of remote learning
2	Poor social and emotional mental well being
3	Access to resources and opportunities to develop cultural capital
4	Lack of parental support and involvement with home learning
5	Poor social and communication skills
6	Lack of reading fluency
7	Basic arithmetic skills lacking resulting in cognitive overload

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
Ensure parity of attainment and progress for disadvantaged and non-disadvantaged pupils at end of KS2	KS2 results are in line with national figures
Ensure percentage of disadvantaged children achieving phonics are in line with national statistics for non-disadvantaged (over a three year period)	Three year average is in line with national percentages
Attendance of disadvantaged cohort is at least good 96%	96% over a three year period
Progress from KS1 to KS2 shows value added in line with or above national statistics	Value added >0
Positive emotional and mental health	In school tracking shows impact of nurturing interventions

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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A uniform and consistent approach to the teaching of early reading including the implementation of a new nationally validated phonics scheme with fully decodable books</i> Resources, CPD	Consistent approaches to SSP allow for greater progress – according to EEF approx.4 months added but also lay the foundation for improved outcomes at KS2 in reading and writing	Challenge 5 and 6
<i>Scarf PSHE – a fully resourced and embedded approach to personal development</i> Resources, CPD	There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners. Evidence has shown how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.	Challenge 2
<i>Quality resources for our curriculum enrichment program – oracy, art skills, computing, DT and PE</i>	Resources to ensure our curriculum satisfies its intent to be broad and rich are essential. EEF evidence has shown a proven link between targeted sessions to develop oracy and academic outcomes (adding 6 months). Computing skills and confidence with technology will enable children to access the digital world more safely and securely.	Challenge 3
<i>Online resources to support basic skills – mathematics times table Rockstars, numbots, monster phonic e books</i>	Cognitive load theory and mastery teaching have proven the link between secure core skills and progress. We have identified gaps for certain children and need resources to implement intervention at wave 1 to ensure disadvantaged children are ready to progress	Challenge 7

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group tuition</i>	EEF concludes - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas	Challenge 1, 4, 6 and 7
<i>Nurturing Interventions: ELSA, Draw and Talk, Lego therapy, play therapy</i>	EEF concludes - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	Challenge 2 and 5
<i>Basic skill interventions to lessen the cognitive load and promote access to mastery for all; Plus 1, Power of 2, Precision Teaching, On Track Maths, Numbots, WR maths ready to progress</i>	Mastery learning approaches have had a significant impact in primary schools and have raised the level of attainment by an average of 8 months according to latest EEF research.	Challenge 7
<i>Reading and Phonics interventions: No Nonsense Phonics/ Nessy/SNIP spelling/ Trugs Phonics/ Reading Between the Lines</i>	A programme of interventions to address issues with fluency in reading, gaps in phonological awareness with the wider aim of creating cultural capital associated with a love of reading and reading willingly for pleasure. OU research concludes that RFP is linked to substantial cognitive progress between 10 and 16.	Challenge 1 5 and 6

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i> <i>Draw and Talk</i> <i>Play Therapy</i> <i>Hidden Chimp</i>	Children are more likely to willingly attend school if emotionally stable and supported to feel safe and secure at school.	Challenge 2 and poor attendance
<i>Pupil Premium Offer:</i> Children are supported financially to access out of hours enrichment activities including sport clubs, art, computing and music lessons. These are offered at a subsidised rate or free of charge to those in receipt of PP. We also offer subsidised trips and residential activities as well as a free school uniform and continuing access to FSM for those children who are EVER 6.	“All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. But for schools to be able to commit time and resources to arts activities, it’s important that they have access to high-quality evidence of the relative benefits of different arts programmes and approaches, both on attainment and wider outcomes. This is particularly important at a time of curriculum changes and significant pressures on school budgets.” The EEF is currently undertaking specific research to evaluate the academic impact of cultural learning strategies. Ofsted have concluded that access to a rich, broad curriculum is a key driver to enhance future life chances.	Challenge 3

Total budgeted cost: £ 22,000

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
Assessments in reading and maths	NFER
White Rose Maths Assessments	White Rose

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