

# Pupil Premium Strategy Statement - Nov 2023 Update

*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 2022 to 2023 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	206
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 24
Date this statement was published	24th September 2021
Date on which it will be reviewed	24 <sup>th</sup> September 2023
Statement authorised by	Timothy Samuel
Pupil premium lead	Richard Laing/Sarah Davis
Governor / Trustee lead	Neil Skinner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,400
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 24,720</b>

# 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, poor vocabulary and knowledge impacting on ability to read for understanding
7	Basic arithmetic skills lacking resulting in cognitive overload
8	Poor attendance and levels of persistent absence

## 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 (and academic) interventions

## Activity in this academic year: 20223 - 24

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

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A uniform and consistent approach to the teaching of early reading including the further embedding of a 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>Purchase, training and roll out of a fluency focussed assessment system for reading. Increased monitoring of those with reading fluency issues and implementation of associated intervention</i>	Reading Fluency focus based on the findings of our own in school action research project but also building of the work of Christopher Such – The Art and Science of Teaching Primary Reading	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).	Challenge 3

	Computing skills and confidence with technology will enable children to access the digital world more safely and securely.	
<i>Targeted CPD to ensure a uniformity of approach when delivering lessons using Rosenshine principles and Walk Thru resource books – Walk Thru Project initiated in Sept 2023</i>	Rosenshine principles are based on sound research on teacher effectiveness drawing on a wide base of US research. Part of the renewed popularity of Rosenshine’s principles is the extent to which they fit with the findings from cognitive psychology (see e.g. Willingham, 2010; Dehaene, 2020), which have similarly emphasised the role of the teacher and the importance of explicit instruction, for example through attention to cognitive load. “At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works.” Tom Sherrington.	Challenge 6 and 7
<i>Online resources to support basic skills but also to improve engagement of learners outside of the classroom</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
<i>Mastering Number at Reception and KS1 Program and CPD for all teachers in KS1 And EYFS</i>	<a href="#">Mastering Number at Reception and KS1   NCETM</a> <a href="#">Early years and Key Stage 1 mathematics teaching   EEF (educationendowmentfoundation.org.uk)</a>	Challenge 6 and 7

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

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group tuition provided by trained teachers using recovery premium and NTP</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	Challenge 2 and 5

	outcomes over the course of an academic year	
<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 premium</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>Doodle Learning – Interventions using a personalised adaptive program</i>	Provides a tailored intervention programme which plugs specific learning gaps which children can access independently. <a href="#">Study: DoodleMaths and academic progression   DoodleLearning</a>	Challenge 4, 6 and 7
<i>Reading and Phonics interventions: No Nonsense Phonics/ Nussy/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: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA Draw and Talk Play Therapy 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>	"All children, including those from disadvantaged backgrounds, deserve a	Challenge 3

<p>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.</p>	<p>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.</p>	
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**Total budgeted cost: £ 22,400**

## 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.

*100% of disadvantaged pupils at end of KS2 reached the expected standard in all subjects. 100% of students achieved the higher standard in maths. Progress from KS1 – KS2 was very positive with pupils achieving the higher standard who hadn't achieved as highly at the end of KS1.*

*The impact of recovery premium can be seen in our positive results at the end of KS2 with 80% of children achieving the expected standard in all subjects as opposed to 59% nationally. Maths interventions are impacting positively and our five year average at expected standard for that subject is now 95%. Average points score for disadvantaged was 112 – significantly higher than the national average. We targeted funding towards phonics and used 1-1 and small group tuition to close gaps. 87% of Year 1 pupils passed the phonics check as opposed to 75% nationally.*

*However, only 50% of our Year 1 cohort passed the phonics screening and 0% of the disadvantaged children who took the screening again in Year 2 were successful. These children will be targeted for additional support and intervention again this year.*

*In our Year 2 class we only had one child who is in receipt of pupil premium. Despite making some progress over the year, they did not achieve any of the expected standards. They will continue to be supported by PP funding but also through the EHCP that we now have in place.*

### 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