

Pupil Premium Strategy Statement - Oct 2022 (Review)

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	209
Proportion (%) of pupil premium eligible pupils	7.6%
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	£26,260
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	£ 28,580

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 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.

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 implementation of a new nationally validated phonics scheme with fully decodable books Resources, CPD</i>	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 Resources, CPD</i>	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>Targeted CPD to ensure a uniformity of approach when delivering lessons using Rosenshine principles and Walk Thru resource books</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	Challenge 6 and 7

	role of the teacher and the importance of explicit instruction, for example through attention to cognitive load.	
<i>Online resources to support basic skills – mathematics times table Rockstars, numbots, monster phonic e books, Early number sense programme</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: £ 10,000

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

Budgeted cost: £ 8,000

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> 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: £ 28,000

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 2021 to 2022 academic year.

100% of disadvantaged pupils at end of KS2 reached the expected standard in all subjects. 50% achieved the higher standard in reading and 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 57% nationally. We targeted funding towards phonics and used 1-1 and small group tuition to close gaps. 90% of Year 1 pupils passed the phonics check as opposed to 75% nationally.

Results were less positive at KS1. Neither of the two children in receipt of pupil premium in Year 2 achieved the expected standard in reading, writing or maths. Both children have additional needs and have made excellent progress against their individual targets. We can see the positive impact of interventions and support that we have put in place and will continue to support those children to catch up further across KS2.

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
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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