

# Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Walton Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	pupil premium plus £2,300 x 14 = £32,200 pupil premium £1,320 x 20 = 26,400  Total = £58,600	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	311	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	Jan 2020

## School context

- Walton Primary is a larger than average sized school with 311 full time pupils currently on role.
- 10% of pupils are entitled to support through the pupil premium grant. This is lower than the national average of 24%. Cohort variation ranges from 6% in FS2 to 15% in years 3 and 6.
- 1.5 form entry and 45 children per year group, the class sizes are around 30 grouped in single and mixed age classes.
- The school is situated in an area of low deprivation compared to the national average and the percentage of children entitled to Free School Meals (FSM) is 4% compared to the national percentage of 15.8%.
- The school currently has 33 pupils entitled to Pupil Premium funding. 11 of these are FSM, 9 ever 6 and 14 who are post LAC.
- Approximately 8.8% of children are from minority ethnic groups and children whose first language is not English (EAL) is 2.3%, both of which is lower than the national.
- The percentage of children who are identified and supported as having a Special Educational Need or Disability (SEND) is 15.4%, national average 14.9%
- **44% of pupil premium pupils have an identified SEN need.**
- The percentage of children with an EHCP is 3.6%, which is above the national average of 3.1%.
- Since September 2014, the school has been part of the Waterton Academy Trust.
- Pupil attendance is good. In 2018-19, attendance was 96.3%, which continues to be above national. Attendance for pupil premium in 2018/19 was slightly below that of whole school attendance due to very specific issues for two of our pupil premium children,
- Persistent absence was at 5.77% for 2018-19. Of the 18 children who were at PA level, six were pupil premium (33%).

Current attainment EYFS					
<b>Total number of pupils</b>	45	<b>Number of pupils eligible for PP 5</b>		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving GLD</b>				40%	74%
<b>% achieving all learning goals</b>				40%	?%
<b>% achieving all prime areas of learning</b>				60%	?%
<b>% achieving all specific areas of learning</b>				40%	?%

Current % achieving the expected standard in phonics at KS1					
<b>% achieving the expected standard at Y1</b>				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Total number of pupils</b>	45	<b>Number of pupils eligible for PP 3</b>		100%	85% (72%dis)
<b>% achieving the expected standard at Y2</b>				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Total number of pupils</b>	6	<b>Number of pupils eligible for PP 4</b>		50%	94% (85% dis)

Current attainment KS1					
<b>Total number of pupils</b>	45	<b>Number of pupils eligible for PP</b>	7	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE in reading, writing and maths</b>				42.8%	67%

Current attainment KS2					
Total number of pupils 44		Number of pupils eligible for PP7		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				62.5%	65%
reading				62.5%	73%
writing				85.7%	78%
maths				62.5%	79%
reading				71.5%	76%
writing				42.8%	71%
maths				71.5%	77%

Quality First Teaching ( <i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i> )			
		Person/Team Responsible	Cost
<b>A</b>	Implement a rich and varied curriculum that meets the needs of all learners. £5745	SLT LH curriculum lead All staff	Supply x 3 MAT CPD £567 Resources £2500 STEM CPD £800 Supply x 2 £378 Clicker 8 universal site license and training session £1500
<b>B</b>	To have an increased emphasis on the teaching of reading across school to ensure that progress for all readers is at least good or better. 44 % of pupil premium children have an identified SEN need. £816	SLT LH reading lead JP All staff	Bug Club £120 £129 YPO CPD £189 supply x3 £567

<b>C</b>	Three Recently Qualified Teachers in school need to continue to access tailored CPD to develop classroom practice. Where appropriate this will be tailored to meet the identified needs of pupil premium children within their class. £2751	SLT Phase leaders BH, AT, JP	£1050 for LA RQT CPD programme £189 x 9 <b>£1701</b>
<b>Targeted Academic Support</b> ( <i>Structured interventions - small group tuition, one-to-one support</i> )			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>D</b>	SALT needed by a significant number of children (34 %pupil premium 35% pupil premium plus) £10920	DB Language and Communication Lead SENCOs	Talking House <b>£10.920</b>
<b>E</b>	Pupils leaving early years have targeted support in the prime areas where they did not achieve the ELG. Pupils leaving KS1 below age expectations in reading have Direct Phonics and/or 1:1 daily reading Pupil premium children throughout school have targeted support in reading if they are not at age expectation. Pupil premium children throughout school have targeted support in writing if they are not at age expectation £14000	KS1 Leader Reading Lead Writing Lead Teaching staff	<b>£0.5 TA £5000</b> HLTA 30mins x 5 £35 <b>£1500</b>  HLTA to be released to work with children <b>£7500</b>
<b>F</b>	Aspirational targets set for year six therefore 1:1 tuition and booster groups are required £820	JP, AW, SLT	Resourcing <b>£250</b> 3x 3 teachers £190 <b>£570</b>
<b>Wider Strategies</b> ( <i>issues which also require action such as low attendance, behaviour, parental engagement</i> )			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>G</b>	Many pupil premium children are identified as having additional social, emotional and mental health needs 65% pupil premium 70 % pupil premium plus Several children have experienced adverse childhood experiences.£12825	BM EYFS Lead	<b>£1125</b> Forest Schools Leader Training <b>£210</b> Early Excellence Enhancing Outdoor Provision Training <b>£225</b> Adoption UK membership <b>£300</b> Mental Health First Aider <b>£200</b> Childhood Adverse

			<p>Experiences Conference  £100 CPD on FASD  £189 Supply Teacher  £500 ELSA training  £3000 KS1 and KS2 ELSA working one half day per week.</p> <p>PSA to work with families who require extra support £4476</p> <p>Play Leader to design and implement more structured playtimes for targeted pupil premium children £2500</p>
<b>H</b>	Pupil premium attendance below that of non-pupil premium £2250	HT	£2250 EWO
<b>I</b>	All pupil premium pupils will have the opportunity to take part in all activities and opportunities offered by the school. £4500	SLT Admin Team	£1500 educational trips and residentials £1500 wrap around care £1500 Free school pack <b>TOTAL £54,627</b>

<b>A. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
Monitoring in 2018/19 identified a narrow curriculum with insufficient opportunities to offer the chance to apply key skills in different areas. The curriculum offer was inconsistent in terms of coverage and stimulating opportunities. Monitoring evidenced that low literacy skills was a barrier to learning across the curriculum for some pupils in KS2.	Curriculum intent to be agreed and shared with all staff. Implementation will begin and will include a specified amount of physical activity, discrete pshe time and life skills activities for specified pupils. Literacy barrier to be removed through the purchase of a universal site license for Clicker 8.	<p>Curriculum Lead to attend three MAT training sessions</p> <p>PDMs to be delivered to teaching staff on a half termly basis</p> <p>Science lead to attend STEM training tailored to providing an engaging science curriculum. An implementation plan will be written and actioned.</p> <p>Curriculum maps to be completed for each subject which will outline progression in each year group</p> <p>Topic plans to be written for each class to show coverage of each subject area.</p> <p>Clicker 8 to be purchased and installed.</p>	<p>A broad and balanced curriculum will be in place which meets the needs of all learners.</p> <p>Curriculum Maps will be available so teachers are aware of the progression in objectives for each subject.</p> <p>An effective primary science curriculum will be established in school.</p> <p>Clicker 8 will be embedded throughout school to support children with identified literacy needs</p>	<p>Pupils will be able to apply literacy and numeracy skills in other subject areas.</p> <p>Pupils will develop key skills in all subject areas.</p> <p>Pupils with identified literacy difficulties will be able to record their learning across the curriculum.</p>
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>

**B. Planned Expenditure**

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>There was an acceptance that reading would be of a good standard due to the demographic of the school and reading hasn't been emphasised as the highest priority. In 2019 KS2 attainment was below national for age expectations in reading.</p>	<p>Reading lead for MAT to carry out an audit on the teaching of early reading. Reading Lead to monitor provision for children leaving EYFS and KS1 who have not achieved age expectations</p>	<p>Member of the Leadership Team to attend training on language and comprehension</p> <p>Work with the reading lead for a day to plan implementation of best practice throughout school. PDM to be delivered on infusing vocab.</p> <p>Bug Club to be used in every class to encourage children to access this at home.</p>	<p>Teaching staff will have a stronger emphasis on improving reading outcomes.</p> <p>Bug Club resource will be used in every class to achieve its maximum potential.</p>	<p>More pupils will achieve age expectations in reading.</p>

Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

**C. Planned Expenditure**

Barrier/Problem	Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
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<p>Three Recently Qualified Teachers in school need to continue to access tailored CPD to develop classroom practice. Where appropriate this will be tailored to meet the identified needs of pupil premium children within their class. Assessment has been identified as a development need as in some cases assessment data for pupil premium children was not accurate and evidenced limited progress.</p>	<p><b>(What are the active ingredients?)</b></p> <p>The EYFS Team will continue to support and develop our FS1 practitioner. Whole school monitoring will identify areas for development throughout the year which will be addressed through feedback and further monitoring. Phase leaders will set expectations in weekly meetings and identify any other development needs.</p>	<p>RQTs to attend planned training programme throughout the year</p> <p>SENCO/Inclusion Lead to deliver training sessions on disadvantaged and SEN pupils, addressing specific issues</p>	<p>RQT's will continue to develop classroom practice so wave one teaching is good or better.</p>	<p>Pupils in these classes will make good progress.</p>
<p><b>Review Progress at the end of the autumn term</b></p>	<p><b>Review Progress at the end of the spring term</b></p>	<p><b>Review Progress at the end of the summer term</b></p>		



<b>D. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>Children experiencing difficulties with speech, language and communication have a significant barrier to learning.</p> <p>A significant number of our pupil premium pupils have an identified speech and language need. Specialist support is needed to ensure that provision at wave one, two and three is well matched to pupils language and communication needs.</p>	<p>We assess all children entering FS1 or FS2 using the WELLCOMM screener to identify any potential difficulties. Early intervention is then delivered or further referrals are made to ensure rapid progress. Children who require SALT throughout KS1 and KS2 access this through a TA.</p>	<p>SALT from Talking House to work in school one day a week to assess children with potential Speech, language and communication difficulties</p> <p>Speech and Language Lead to train FS1 practitioner to deliver WELLCOMMS screener.</p> <p>SALT from Talking House to deliver 1:1 training for support staff based on needs of pupils they are working with.</p> <p>Learning Support Services to deliver a PDM on adapting wave one teaching to meet the needs of children with language and communication difficulties.</p>	<p>Staff will be confident in adapting their classroom practice to meet the needs of children with speech and language difficulties.</p> <p>Children with speech and language needs will be identified as early as possible and will access the appropriate interventions.</p> <p>Support staff delivering SALT will be confident and skilled in their delivery of interventions.</p>	<p>Pupils with identified SALT targets will meet their targets.</p> <p>The majority of children will leave EYFS attaining age expectations in communication, language and literacy.</p> <p>Comprehension skills will improve which will impact on reading attainment.</p>
<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>

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**E. Planned Expenditure**

<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>Some pupil premium pupils are leaving EYFS and have not achieved GLD. This means they need to make accelerated progress to be in line with their peers at the end of KS1. Some pupil premium children are leaving KS1 below age expectations in reading/writing/maths. This means they need to make accelerated progress to be in line with their peers at the end of KS2.</p>	<p>Pupils leaving early years have targeted support in the prime areas where they did not achieve the ELG. Pupils leaving KS1 below age expectations in reading have Direct Phonics and/or 1:1 daily reading Pupil premium children throughout school have targeted support in reading if they are not at age expectation. Pupil premium children throughout school have targeted support in writing if they are not at age expectation</p>	<p>Reading lead to identify pupil premium pupils below age expectations in reading and track their provision.</p> <p>Writing lead to identify pupil premium pupils below age expectations in reading and track their provision.</p> <p>Direct Phonics to be delivered daily to targeted pupils.</p> <p>1:1 reading to happen daily for identified pupils.</p>	<p>Provision for pupil premium pupils will ensure they have the opportunities to embed key skills in reading, writing and maths in order to achieve age expectations.</p>	<p>Pupils leaving EYFS as emerging in reading, writing or maths will reach age expectations by the end of KS1</p> <p>Pupils leaving KS1 below age expectations in reading, writing and/or maths will reach age expectation by the end of KS2.</p>

<b>Review Progress at the end of the autumn term</b>		<b>Review Progress at the end of the spring term</b>		<b>Review Progress at the end of the summer term</b>
Working Towards				

<b>F. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
KS2 attainment in 2020 will be low as 34% of the cohort have SEN and some children will not be able to access SATs. Aspirational targets have been set for SEN and non SEN year six therefore 1:1 tuition and booster groups are required for some pupils to enable them to reach age expectations in certain subject areas.	A skilled HLTA is deployed to support in Year 6 on a morning. Further booster groups and 1:1 support will be necessary to enable pupils to achieve their targets.	! tutoring to take place after school on a weekly basis for identified pupils.  Booster groups to be run in the Easter Holidays		Targeted children will reach age expectations in their identified subject/s.

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<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>	<b>Review Progress at the end of the summer term</b>

**G. Planned Expenditure**

<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<p>Pupil premium children are identified as having additional social, emotional and mental health needs 65% pupil premium 70 % pupil premium plus. Several children have experienced adverse childhood experiences. These pupils need extra support to develop social skills, self-esteem,</p>	<p>The Wildlife Trusts commissioned a study by the Institute of Education at UCL to evaluate the impact that experiencing nature has upon children. The study focused on over 450 primary school children and the effects of Wildlife Trust-led activities on their wellbeing. This is one of the largest studies into the effects of outdoor activities on children's wellbeing and views about nature.</p> <p>Overall, the research revealed that children's wellbeing increased after they had spent time connecting with nature: the children showed an increase in their personal wellbeing and health over time, and they showed an increase in nature connection and demonstrated high levels of enjoyment.</p>	<p>ELSA to be scheduled for one afternoon per week for KS1 children.</p> <p>ELSA to be scheduled for one morning for KS2 children.</p> <p>Forest schools to be implemented throughout the whole school.</p> <p>CPD from FASD support network to be delivered to staff.</p> <p>Early years Lead on outdoor provision to attend Early Excellence Enhancing Outdoor Provision Training</p> <p>PDM time to be allocated to exploring the adoption UK website and available resources</p>	<p>All KS1 and KS2 pupil premium pupils will have access to a forest school session on a weekly basis.</p> <p>Outdoor provision for EYFS pupils will be improved through developing staff expertise.</p> <p>Pupil premium pupils with identified SMEH needs will access ELSA intervention.</p> <p>Teaching staff will have a greater understanding of the effects of FASD and can adapt their classroom practice</p> <p>Teachers will know where to access resources on issues supporting adopting pupils.</p>	<p>Pupil's wellbeing will increase.</p> <p>Educational benefits as outlined in study will be evident.</p>

	<p>The children also gained educational benefits as well as wider personal and social benefits:</p> <p>90% of children felt they learned something new about the natural world 79% felt that their experience could help their school work After their activities 84% of children felt that they were capable of doing new things when they tried 79% of children reported feeling more confident in themselves 81% agreed that they had better relationships with their teachers 79% reported better relationships with their class-mates</p>	<p>HLTA To train as ELSA and mental health first aider. This will increase our capacity to meet the smeh needs of our pupils.</p> <p>EYFS lead to attend Childhood Adverse Experiences Conference and deliver key messages to staff.</p> <p>PSA to work with families who require extra support.</p>	<p>Families who need support will be able to access this via the PSA.</p>	
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<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>	<b>Review Progress at the end of the summer term</b>

**H. Planned Expenditure**

<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
Good attendance is the priority for all pupil premium children. Pupil premium attendance was below that of non-pupil premium in 2018/19. Some pupil premium children have identified specific needs e.g. medical that may impact on attendance.	Teaching staff are aware of the importance of attendance and its priority as a safeguarding issue. The MAT attendance policy is applied so any absence without a genuine reason is investigated and the appropriate support is offered or intervention is actioned.	HT to meet with EWO on a weekly basis to monitor attendance. Particular focus on any pupil premium pupils who drop below 90%	Pupil premium pupil attendance will match or better the attendance of non pupil - premium pupils.	Pupil premium pupils will all have attendance that is above 90%

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<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>	<b>Review Progress at the end of the summer term</b>

**I. Planned Expenditure**

<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
Pupils from families with a low income may not be able to afford the cost of educational visits. Ensuring that pupils have equality of opportunity is a fundamental aim of the school.	Some children have additional emotional needs that can be supported through accessing wrap around school provision. Low income families qualify for a Free Schools Pack which includes a free school uniform a free pe kit and a daily free school meal.	<p><b>Wrap around care</b> School will fund 75% of the cost of breakfast club and after school club provision. This discount is also available to children who have additional needs that have been discussed with the Head Teacher.</p> <p><b>Educational visits</b> Children who are currently entitled to FSM will be able to access educational visits for free to ensure equality of opportunity. School will fund 75% of the cost of each residential trip. Make parents aware of the Free Schools Pack.</p>	Low income families will be financially assisted to meet the costs of their children engaging in all school activities.	<p>Children will feel calmer and be able to access learning in the classroom.</p> <p>All children will take part in experiential learning which will support their understanding of the curriculum.</p>

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<b>Review Progress at the end of the autumn term</b>	<b>Review Progress at the end of the spring term</b>	<b>Review Progress at the end of the summer term</b>

**Review of Expenditure**

<b>Previous Academic Year</b>	<b>Please see review recorded on 2018/19 document</b>
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<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Problem</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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**Additional Information**

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