

Pupil premium strategy statement - Walton Primary Academy

This statement details our school's use of pupil premium 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

| Detail | Data |
|---|-------------------------------|
| School name | Walton Primary Academy |
| Number of pupils in school | 340 (310 reception to year 6) |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 30/9/22 |
| Date on which it will be reviewed | 9/1/23 |
| Statement authorised by | A Harpham |
| Pupil premium lead | A Fahy |
| Governor / Trustee lead | H Swainson |

Funding overview

| Detail | Amount |
|--|-----------------------------------|
| Pupil premium funding allocation this academic year | 21/22 - £57,385 22/23 - £57645 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total | £57645 |

Part A: Pupil premium strategy plan

Statement of intent

At Walton Primary Academy, we recognise that students should be supported at their point of need. We track and monitor academic performance and progress with an analytical oversight to their wider needs and their emotional well-being. As with every child in our community, a pupil who is identified to be 'socially disadvantaged' through the pupil premium indicator is valued, respected and supported to develop to their full potential, irrespective of disadvantage.

Our approach ensures that we adapt to the additional pressures that the Covid-19 pandemic and the cost of living crisis has brought upon families. We are aware that students who were already recognised as being disadvantaged may have been more adversely affected by the pandemic. In addition, we are aware that there will be families who are not recognised as being disadvantaged through the FSM procedures, who will also need additional emotional and academic support through the school.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. As a result, we will allocate the Pupil Premium to support any pupil, or groups of pupils, that the school has identified as being socially disadvantaged or in need of additional support.
- It is our aim that the achievement and attendance of disadvantaged pupils is in line with that of non-disadvantaged children.
- This plan prioritises wave one teaching as the primary focus impacting on the above.
- There will also be a focus on mental health and well-being to remove any additional barriers to learning.

It is essential that all staff are aware of and take ownership of this documentation in order to promote a whole school approach to meeting the needs of these learners. As we have a relatively small number of pupils, it is essential that individual needs are identified and met.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Identified SEN – 41 % of disadvantaged children are identified with SEN needs. One of these children has an EHCP. |
| 2 | Adverse Childhood Experiences – 56% of disadvantaged pupils have been identified as being exposed to these e.g. FASD and domestic |

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| | violence. The school has two children who are currently in care and require high levels of support. Eleven children are also post LAC and have associated social and emotional health needs. |
| 3 | Low attendance – 18% of disadvantaged children have been identified as persistent absentees at some point in their school life. |
| 4 | Parental engagement – Three families are identified as requiring extra support in order to support their children appropriately to ensure good attendance and remove additional barriers to learning. |
| 5 | SALT – 35% of disadvantaged children are identified as having speech and language difficulties. |
| 6 | Below ARE reading skills – 53% of disadvantaged children have reading skills that are below age-related expectations. |

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 |
|---|---|
| SEN pupils will have effective Supporting Me to Learn Plans that are implemented enabling them to make good progress | <ul style="list-style-type: none"> • Children meet targets and make good progress. • A rigorous implementation of the identified provision • Effective monitoring of plans |
| All staff will have accessed introductory mental health training so that children with identified ACE's will receive appropriate ongoing SEMH support | <ul style="list-style-type: none"> • Provision maps evidence effective support • Behaviour for learning for these children improves - impacting upon progress and attainment • Teachers implement SEMH strategies through quality wave one teaching |
| Attendance for all disadvantaged pupils is in line with non-disadvantaged included previous persistent absentees. | <ul style="list-style-type: none"> • Attendance for all disadvantaged pupils is in line with non-disadvantaged included previous persistent absentees. |
| All stakeholders (teachers, support staff, mentor, SENDCo, EWO, outside agencies and parents) work cohesively to address any barriers to supporting children in school. | <ul style="list-style-type: none"> • High level of engagement from parents ensuring that children are effectively supported • Meeting are attended and outcomes agreed • Support of children's learning is evident through engagement in homework activities/blended |

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| | learning and other learning opportunities |
| Children with speech and language difficulties will have an effective programme of support. Support staff are trained to deliver these programmes and this enables pupils to make good progress in developing speech and language skills | <ul style="list-style-type: none"> • Children with communication difficulties will access appropriate support asap • Pupils with an identified Speech and Language difficulty will have appropriate targets and appropriate support to enable them to meet these targets. • All staff will be trained to deliver effective SALT and communication interventions |
| Teaching and learning in reading will be enhanced so that all pupils experience quality teaching and disadvantaged pupils will reach ARE by the end of KS1 and KS2 | <ul style="list-style-type: none"> • The effective implementation of a whole school reading action plan • Outcomes for disadvantaged learners in reading are closely monitored and are in line with non-disadvantaged |

Activity in this academic year

This details how we intend to spend our pupil premium funding as part of the three year strategy plan to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£ 2500 - additional resources for Little Wandle Phonics scheme

£1000 – Supply cover for reading lead to plan, deliver and monitor effective teaching of reading

£2500 – Investment in new reading resources to develop reading for pleasure for disadvantaged learners

£1000 supply cost to cover staff development of supporting me to learn plans

£1500 TLR for remote/blended learning lead

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| A new phonics scheme is embedded across the school | Guidance support from EEF highlights the need for the effective and robust teaching of phonics in the early years and KS1 | 6 2021/22 Significant impact on progress and attainment of all early readers in EYFS and KS1 with Y1 children making up a 2-term shortfall in reading by summer 2.80% expected at ARE by end of KS1. A strength recognised in May 22 Ofsted |
| Effective CPD is in place to implement and promote quality first teaching of reading | Guidance support from EEF (Improving Literacy in KS2) suggest supporting pupils to develop fluent reading capabilities | 6 2021/22 Bespoke training delivered by Claire Davies to support reading across school. Reading approach recognised as a strength in May 22 Ofsted |
| Coaching sessions for all teaching staff to improve quality of supporting me to learn plans | Evidence of appropriate planning for SEN learners indicates that bespoke planning for individual needs is essential for effective progress | 1 2021/22 1:1 support for all teaching staff has been given from SENDCo and DHT to improve quality of supporting me to learn plans. |
| To improve the quality and effectiveness of remote/blended Learning | Blended learning should now be an essential tool for improving standards with appropriate learning set to support and challenge all disadvantaged learners | 4 2021/22 Where appropriate academic support has been given to pupils when they have been unable to come to school. The Blended Learning Lead Role has now finished. |

Outcomes

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

Budgeted cost:

£14000 Leanne Tierney Independent Speech and Language Therapist

£6000 cost for training and delivery of SALT programmes for TA's

£15000 – cost of staffing (x2 TA), release time for planning and preparation, training (in house and external, delivery of interventions

£10000 – additional teaching support and tuition

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| Support staff deliver planned and structured speech and language programmes | Speech and language skills are essential to be able to access all areas of the curriculum and develop relationships as recommended in EEF guidance. Early intervention also is highly beneficial. | 5 2021/22 Independent Speech and Language interventions scheduled appropriately to maximise impact of Speech and Language buy in. |
| Support staff delivering interventions from WISENDSS (see school provision map for further detail) | EEF guidance suggests that high quality structured interventions will improve literacy skills for disadvantaged learners | 1/6 2021/22 Targeted support in place from TA's for identified children |
| Additional tuition and 1:1 support | Children may well need additional tuition in order to make appropriate progress and attainment within the academic year | 1/6 2021/22 Identified Y6 and Y5 children given bespoke 1:1 support by tutor in spring and summer term. |

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

Budgeted cost:

£1000 - cost for training (x2) and delivery of drawing and talking therapy

£3000- TA to deliver two afternoons per week (Drawing and talking Therapy)

£3000- TA to deliver two mornings per week (ELSA)

£2500 – EWO support

£1500 – Educational visits and residentials

£1500 – Wrap around care

£2000 - music lessons

£5000 – Further development of Forest Schools area

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| ELSA delivered to children targeted for support | This is recommended by the Educational Psychology Service as an effective programme to support the emotional needs within school | 2 2021/22 Two staff are now trained as ELSAs to maximise capacity for meeting the needs of more identified children |
| Drawing and talking therapy for targeted children | This remedial wellbeing work has been identified by the EEF as necessary to achieve academic catch up particularly for disadvantaged pupils | 2 2021/22 Three staff are now trained in Drawing and Talking Therapy to maximise capacity for meeting the need of more identified children |
| School to actively engage with EWO to address attendance issues | Close monitoring and effective scrutiny of attendance allows for appropriate action and support to be put in place | 3 2021/22 Weekly meeting with EWO Attendance Lead and Senior Admin Officer. Letters sent, meetings held and home visits made. |
| Letter Box programme from Literacy Trust | To support the love of reading for pupil premium plus children with quality and stimulating resources | 2/4/6 2021/22 Initiative finished October 2021. All identified children |

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| | | accessed an additional reading offer that engaged parents. |
| All disadvantages children are given to opportunity to take part in all activities both within and outside of the school day | Children's experiential learning is a key to embedding their skills and knowledge. Additional physical activities are essential for wellbeing. | 2/4 2021/22 All children have had access to educational visits and clubs without any additional financial concerns |
| All disadvantaged children have access to Forest Schools provision | Learning from Forest Schools can help to support mental health and wellbeing and has many therapeutic wellbeing strategies. | 1/2/3//5 2021/22 Forest Schools provision has been delivered to LKS2 children via the new forest schools area. |

Total budgeted cost: £ 60,400

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 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.

pupil premium plus £2,345 x 12= £28,140

pupil premium £1,345 x 24 = £32,280

Total = £60,420

Quality of Teaching and Learning

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. 31 % of pupil premium children have an identified SEN need.

- Bug club embedded in KS2. Teaching staff have a stronger emphasis on reading outcomes. Priorities through SDP
- All staff have received accredited Letters and Sounds training

- Reading was reviewed as a deep dive and informed further good practice
- All classes have developed quality reading areas

Bug Club £500

Resources £500

Implementation of a rich and varied curriculum that meet the needs of all learners

- 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. The Covid 19 lockdown meant that a significant amount of the 2019/20 academic year was lost so there was not enough time for the curriculum to be embedded.
- The school has a strong focus on ensuring that the curriculum intent is well thought out, and mapped across all year groups, so that teachers have a good long-term view of teaching content.
- The curriculum is well balanced and closely follows the National Curriculum. Attention continues to be paid to ensuring cyclical learning through the class-based Information Stations, where any or all subjects can be covered.
- The curriculum is generally topic based however it is planned to ensure that each theme is multi-disciplinary, making good links between different subjects.
- In reviews, Some teachers miss opportunities to ask a range of questions to help children to understand or deepen their learning, and do not sufficiently encourage children to ask questions to extend their own understanding and knowledge.

CPD £1000

Targeted Academic Support

SALT needed by a significant number of children (33% pupil premium)

Talking House £10,920

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

Pupil premium children throughout school have targeted support in maths if they are not at age expectation

Pupil Premium plus children to have targeted support with SEMH and identified targets
Pupil Premium Plus children to have regular check ins with member of staff assigned to pastoral care.

Subscribe all PP+ children to Letterbox Club to support in reading catch up X12

Subscribe all PP children to Letterbox Club to support in reading catch up X 24

- Due to Covid restrictions, targeted support given by class teacher and where possible, bubble teaching assistants
- Targeted interventions took place in bubbles for disadvantaged learners
- SALT from Talking House worked in school one day a week to assess children with potential Speech, language and communication difficulties
- Speech and Language Lead to train FS1 practitioner to deliver WELLCOMMS screener.
- SALT from Talking House delivered 1:1 training for support staff based on needs of pupils they are working with.

0.5 TA £5000

HLTA 30mins x 5 £35 £1500

HLTA 9 hours £126 weekly £1750

£2160

£4185

All children who are pupil premium plus will have a personal education plan in the form of a learner profile.

- Learner profiles were created to support individual need and enable close monitoring of support and progress

Supply Cover to enable teachers to meet with inclusion team to write documents £400

Wider Strategies

Many pupil premium children are identified as having additional social, emotional and mental health needs (55%)

Many of these children have experienced adverse childhood experiences

- Pupil premium pupils with identified SEMH needs accessed ELSA intervention.
- Teaching staff have a greater understanding of the effects of FASD and can adapt their classroom practice
- Teachers know where to access resources on issues supporting adopted/LAC pupils.

£300 Mental Health First Aider

£3000 ELSA working two mornings per week.

£2500 Play Leader to design and implement more structured playtimes for targeted pupil premium children

£540 Three year membership of Adoption UK

£22000 Funding for cost of x2 TA's

£145 £90

National Autistic Society – Autism and Mental Health CPD Conference
Supply cover for the above

Pupil premium attendance is below that of non-pupil premium

- Support and intervention from the EWO helped to support Pupil premium pupil attendance to aim to match or better the attendance of non-pupil - premium pupils.

£2250 EWO

All pupil premium pupils will have the opportunity to take part in all activities and opportunities offered by the school.

- Low income families were financially assisted to meet the costs of their children engaging in all school activities including breakfast/after school clubs
- Children felt calmer and were able to access learning in the classroom. All children took part in experiential learning (where possible) which supported their understanding of the curriculum and wellbeing.

£1500 educational trips and residentials

£1500 wrap around care

£2000 music lessons

Total spending £59,600 (including £820 carry forward for 1:1 Y6 catch up tuition which could not take place due to Covid)

End of KS2 Outcome for PP learners

7 Children (2 SEN of which one held an EHCP)

Reading 57% achieved WA

Writing 86% achieved WA

Maths 71% achieved WA

Combined 57% RWM

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 |
|-----------|----------|
| Bug Club | Pearson |
| | |

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 |