

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	10% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	January 2025
Date on which it will be reviewed	October 2025
Statement authorised by	C Thorpe
Pupil premium lead	C Thorpe
Governor / Trustee lead	H Swainson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 8 x £2,570 (LAC & PLAC) = £20,560 24 x £1,480 (FSM) = £35,520	£56,080
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56,080

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to provide the best possible educational outcomes for all children regardless of disadvantage. The priorities in this plan therefore align closely with our overall school development plan for 2024-25.

Challenges

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

Challenge number	Detail of challenge
1	Quality-first teaching for all Teaching across school does not always ensure that progress and outcomes for all groups of children is as high as it could be.
2	Attainment Disproportionately fewer children who are disadvantaged are working at age-related expectations or better in reading, writing and maths.
3	SEND 24.5% of pupils on the SEND register are also disadvantaged.
4	Attendance The rate of persistent absence among disadvantaged pupils is lower than their non-disadvantaged peers. This means that pupils in this group are more likely to develop gaps in their learning and make less progress.
5	Social, emotional and mental health Many pupils who are eligible for the Pupil Premium, including pupils who are looked after and have previously been looked after, are likely to experience barriers to their learning associated with SEMH difficulties. Pupils are likely to need extra support with self-regulation, articulating their emotions and their self-awareness.

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
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Quality-first teaching for all	<ul style="list-style-type: none"> - All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the Pupil Premium, make accelerated progress. - Staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these. - External monitoring confirms that action taken to develop the quality of Teaching and Learning in Reading and Mathematics has been effective. - Monitoring of teaching and learning demonstrate a good quality of education over time, with the clear and consistent application of Rosenshine's Principles. - There is evidence of a culture of sharing good practice. - To build capacity within the school, a teacher additional to the maths leader will undertake the NPQ(M)
Attainment	<ul style="list-style-type: none"> - Teachers identify gaps in learning effectively and same day interventions address misconceptions quickly. - Attainment is monitored carefully and small steps in progress is monitored using the Wakefield Progression Steps. - Pupils will receive individualised instruction through access to personalised homework and learning, using the Emile app. - In Phonics, identified pupils will be supported by 1:1 Tutoring, at least 3x per week. - Year 6 small group tuition sessions will support pupils in preparation for Statutory assessments, in order to narrow the gap in attainment. - In Year 3, pupils encountering particular reading difficulties will be identified as part of the AI Reading Project
SEND	<ul style="list-style-type: none"> - Staff CPD demonstrates a commitment to broadening the knowledge and understanding of those working with children with additional needs, across the four prime areas of need. - SEND plans and provision maps will identify those pupils who require support and ensure effective provision is in place. - SEND pupils will make measurable progress, on the Wakefield Progression Steps. - Curriculum leaders will monitor the Teaching and Learning for pupils who have SEND and are disadvantaged. Staff will be able to clearly articulate what barriers these pupils face and how to overcome these
Attendance	<ul style="list-style-type: none"> - All stakeholders (teachers, support staff, learning mentor, SENDCo, EWO, outside agencies and parents) work cohesively to address any barriers to supporting children in school. - Attendance for disadvantaged pupils will be at least 96.5%. - Persistent absence rates for disadvantaged pupils will be no worse than 8%
Social, emotional	<ul style="list-style-type: none"> - Pupils experience an Emotion Coaching approach from the staff working with them, especially in moments of crisis or dysregulation.

and mental health	<ul style="list-style-type: none"> - Pupils are increasingly regulated in lessons. - Pupils are able to use the language of the Zones of Regulation - Teachers implement SEMH strategies through quality wave one teaching. - Teachers will identify the pupils who need additional support - Pupils who are LAC and PLAC are able to access Drawing and Talking therapy if suitable
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT Training (x1)	ECT Framework Introduced by the DFE to improve quality of teaching and teacher retention	1,2,3
National Professional Qualification (x1)	EEF High Quality Teaching <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i> As teaching is the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum	1,2,3
HLTA release Cover needed to facilitate peer coaching for teachers to support each other in embedding the application of Rosenshine's	EEF High Quality Teaching <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i> Teaching is the most powerful tool to close the attainment gap.	1,2,3

Principles of instruction.		
HLTA release Cover needed to support the development of subject leaders to develop and provide a broad and balanced curriculum, assess progress and monitor the attainment of key groups.	EEF: Individualised instruction Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary. On average, individualised instruction approaches have an impact of 4 months' additional progress.	1,2,3
Reading & Maths Teaching & Learning Enhancement & redevelopment of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance. Associated cover costs & resource costs.	Enhancement & redevelopment of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance (and associated cover costs) & resource costs to support a CPA approach. Maths fluency introduced across school and relevant CPD to ensure basic skills are prioritised. EEF (+5 Months) The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year	1,2,3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emile Programme for Spelling and Maths Emile will be the platform for homework, work will be set dependent on students needs and Class Teachers will carefully track progress. Interventions/ small group tuition will be	EEF: Individualised instruction (+4 months) Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary. There is evidence that digital technology can be used effectively to provide individualised instruction. On average, individualised instruction approaches have an impact of 4 months' additional progress.	1,2,3

targeted based on feedback from the tasks set using Emile.		
<p>Bespoke interventions through targeted small group tuition in Reading, Writing and Maths</p> <p>Small groups & 1:1</p>	<p>EEF: Individualised instruction (+4 months) Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary.</p> <p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p>	1,2,3
<p>Year 6 Small Group Tuition</p>	<p>EEF: Individualised instruction (+4 months) Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary.</p>	1,2,3
<p>Little Wandle (LW) Phonics 1:1 Tutoring & small group interventions</p> <p>Daily LW intervention will help support identified pupils through daily 1:1 tuition.</p> <p>LW will support those pupils who have still not yet passed the Phonics Screening Check.</p> <p>The LW scheme will enable pupils to make progress towards the expected standard.</p>	<p>EEF Phonics +5months</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,2,3
<p>AI Lexplore Reading Fluency project</p> <p>Cover needed to engage on project</p>	<p>EEF: Individualised instruction (+4 months) Children are individually tracked to ensure gaps are identified and changes to provision is in place, including intervention where necessary.</p> <p>Collaboration in research into the use of AI to improve outcomes in school. Reading software is used to track pupils' eye-movements to measure how long they focus on certain words, where each eye is looking as they read, and their saccadic length (length of eye movements). This should provide a wealth of information about pupils' strengths and</p>	

	<p>weaknesses, as well as flag up potential dyslexia and other potential SEND issues.</p> <p>The next parts of the project involve using AI to help develop interventions for those requiring it, as well as using gamification to increase pupils' engagement. The outcome is an intervention for those identified as being in need of one.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor - Pastoral</p> <p>To provide 1:1 support, small group interventions and drive on attendance (post new to the staffing structure)</p>	<p>EEF Behaviour Interventions (+4 months)</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF Metacognition and self-regulation (+ 7 months)</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p>	3,4,5
<p>Trust Attendance Officer</p> <p>The Academy Attendance Leader will work closely with the</p>	<p>DfE Toolkit for schools: communicating with families to support attendance.</p>	3,4,5

<p>Trust EWO to monitor, track and support attendance of all pupils. This will include working closely with families to offer personalised support.</p> <p>Attendance initiatives, prizes and rewards to promote and encourage good attendance in school.</p>	<p>DFE Working together to improve school attendance</p> <p>Schools are dedicated to supporting strong attendance for children and young people so that they receive an excellent education. The benefits of being in school are numerous. Different factors are now influencing decision making for some parents, carers and pupils around whether a child or young person attends school.</p> <p>Starting to influence pupil, parent and carer behaviours is one part of tackling this very difficult issue.</p>	
<p>Subsidised Breakfast Club and After School Club</p>	<p>DfE Research – r.e. breakfast club programmes</p> <p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour</p>	4,5
<p>Musical instrument tuition</p>	<p>Equality Act (2010) Ofsted Inspection Framework</p> <p>Eliminating discrimination and advancing equality of opportunity. Some children from our community historically have not had the same life experiences as children from other areas.</p> <p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience.</p>	1,41
<p>Computing curriculum provided by external specialists</p>	<p>EEF High Quality Teaching Ofsted Inspection Framework</p> <p>Providing a quality, engaging, broad and balanced curriculum to meet the needs of all pupils in school.</p>	1,4
<p>Drawing and Talking therapy</p>	<p>EEF Metacognition and self-regulation (+ 7 months)</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress),</p>	3,5

	such methods allow individuals to discover and communicate emotions.	
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Total budgeted cost: £56,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 End of Year Data

EYFS

	Walton (all)	Walton disadvantaged	National (all)
EYFS GLD	81%	43%	68%

Impact: The attainment of pupils who are disadvantaged in Early Years is lower than their peers in the same cohort, and lower than national figures. This could suggest that whole-school interventions have not time to have their impact.

Year 1 Phonics

	Walton (all)	Walton disadvantaged	National (all)
Phonics – Y1	93%	100%	80%

Impact: 100% of disadvantaged pupils achieved the required standard, outperforming their peers in the school and nationally. This shows a clear impact from the application of the Little Wandle phonics scheme.

Year 2 Phonics

	Walton (all)	Walton disadvantaged	National (all)
Phonics – Y2	100%	100%	87%

Impact: 100% of disadvantaged pupils achieved the required standard, matching their peers in the school and outperforming others nationally. This shows a clear impact from the application of the Little Wandle phonics scheme.

KS1

KS1	Walton (all)	Walton disadvantaged	National (all)

Combined EXS	69%	83%	-
Reading EXS	76%	83%	68%
Writing EXS	69%	83%	60%
Maths EXS	82%	83%	70%
Combined GDS	0%	0%	-
Reading GDS	0%	0%	19%
Writing GDS	2%	5%	8%
Maths GDS	7%	9%	16%

Impact: Outcomes for disadvantaged pupils are above those of their peers in the school and nationally, suggesting that work across KS1 to raise their attainment has had the desired effect.

Year 4 MTC

	Walton (all)	Walton disadvantaged	National (all)
Year 4 MTC	60%	33%	29%

Impact: Although disadvantaged pupils at Walton outperformed national figures, they fall some way behind their peers within the school. There could be a barrier with access to technology and parental engagement which needs further exploration.

KS2

KS2	Walton (all)	Walton disadvantaged	National (all)
Combined EXS	64%	20%	61%
Reading EXS	71%	60%	74%
Writing EXS	89%	86%	72%
Maths EXS	78%	67%	73%

Combined GDS	11%	10%	8%
Reading GDS	29%	24%	29%
Writing GDS	20%	24%	13%
Maths GDS	20%	10%	24%

Impact: Only one in five disadvantaged pupils at Walton achieved the expected standard in all areas. This is compared to over three in five for their cohort. This suggests that more recent work undertaken has not managed to close gaps that previously existed.

Attendance

Year 4 MTC	Walton (all)	Walton disadvantaged
Attendance R-Y6	96.1%	95.1%
Attendance Y1-Y6	96%	96%
Persistent Absence R-Y6	8.4%	16.7%
Persistent Absence Y1-Y6	8.4%	10.3%

Impact: Overall attendance for Years 1 to 6 is matched for disadvantaged pupils and their school peers. This gap is widened by the inclusion of data from EYFS. Getting off to a good start with attendance for pupils who are disadvantaged needs to be a priority. Persistent absence rates, although above national, are below those of their peers. This is again exacerbated by the inclusion of pupils in EYFS.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle