

Pupil premium strategy statement – Walkley Primary School 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Walkley Primary School
Number of pupils in school	377 (R-Y6)
Proportion (%) of pupil premium eligible pupils	25.2% (95 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Wallis Headteacher
Pupil premium lead	Chris Wallis Headteacher
Governor / Trustee lead	Andy Wilcock lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,225
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,000

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium and Recovery Premium are additional streams of funding that are provided to schools to support children who may underachieve and to support the narrowing of the achievement gap between pupils who are disadvantaged and their peers. The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

What challenges do disadvantaged pupils at Walkley experience?

Disadvantaged pupils at Walkley Primary School experience fewer opportunities to participate in learning beyond school hours, are more likely to have poor attendance and/or poor punctuality and limited cultural capital when compared to their peers.

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals.

Our key objectives in relation to spending the funding are as follows:

Raise attainment to be in line with national average and accelerate rates of progress for identified groups through the following initiatives:

- Support the improvement of quality first teaching of the key basic concepts in reading, writing and maths.
- Develop the curriculum
- Prioritise the teaching of phonics and early reading in the early years and the core subjects of English and maths in key stage 1 in this pupil premium strategy as it enables our pupils to acquire the essential knowledge and skills needed to make accelerated progress in key stage 2.
- Support our emotional well-being, mental health support of pupils as a result of COVID, associated lockdowns or other early childhood trauma.
- Overcome learning barriers of all pupils, with particular focus on those who are disadvantaged.
- Increase the attendance and reduce persistent absence of all pupils.

- Continue to enhance the implementation of curriculum subject intentions with the continuation of subject leadership days for leaders to measure impact on achievement of pupils and inform further subject curriculum development and CPD.
- Enhance the continuity and progression of learning by employing a teacher to cover internal absences, meetings, training and intervention support groups.
- Investment for a KS 2 intervention assistant.
- Widening experiential curriculum opportunities through at least three visits or visitors per year subsidising PP pupils as appropriate.
- Continued enhancement of the lunchtime team to develop and enhance social and physical play in all phases.
- Continued Investment in music provision and performing arts development.
- Continued supporting the Children's University enrichment clubs at lunchtime and after school.
- Continued investment in home lending reading books across all phases.
- Continued investment in the free Breakfast club to support families, attendance and punctuality and finances for food depending on National restrictions.
- Investment in our forest school as an outdoor classroom facility used for drama, roleplay, small group interventions, curriculum and the enhancement and the promotion of good self-esteem.
- Investment in a dance teacher to enhance dance and performance both outdoors, in the dance studio and in competitive events.
- Additional investment in technological support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our open-door practice for quality assurance focusing on Assessments, observations, and discussions with pupils indicates underdeveloped oral

	language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Outcomes, assessments, observations, and pupil improvement discussions between professionals suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 60% of Disadvantaged pupils in Year 1 cohort 2022 did not achieve a phonics test score at EXS in Y1. This reduces to 31% in Y2. This compares to only 23% of non-disadvantaged pupils not achieving the standard at Y1 reducing to 3% in Y2.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to new classes in September 2022, between 50 - 60% of our disadvantaged pupils began the year in the below age-related expectations in English, Writing and / or Maths compared to 20 - 30% of other pupils.
4	To provide memorable, challenging and enjoyable experiences through the curriculum that engage pupils with learning and address the lack of opportunities that many disadvantaged pupils have due to a range of barriers at home.
5	Our assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of human interactions, anxiety and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils and have an impact on their attainment. Teacher/pastoral referrals for support have markedly increased during and after the pandemic. 23 families/45 pupils (40 of whom are disadvantaged) require additional support with social and emotional ongoing interventions and liaison with parents/carers.
6	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been as much as 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
• Improve oral language skills and vocabulary among disadvantaged pupils. • Ensure all disadvantaged pupils experience a vocabulary rich curriculum that identifies key language. • To deliver high quality teaching of Reading that increases pupils' exposure to quality texts throughout school.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Children apply their acquired language to their reading and writing. • The attainment in Reading, Writing and Maths by disadvantaged pupils is in-line with, or better than others nationally at the end of KS1 and KS2. • Year on year, more disadvantaged children are achieving the expected standard and greater depth at the end of KS1 and KS2.
• To deliver high quality phonics teaching from Nursery to Y1 and as required due to In Year Arrivals, following the Read Write Inc programme and associated guidance. • Ensure all disadvantaged pupils in Reception receive additional phonic teaching so they are on track to meet the expected standard by the end of Year 1. • To further improve links between school staff and parents/carers, to support the children's development in phonics from N1- Y1 and as required due to In Year Arrivals, through home learning.	• School self-evaluation activities indicate a progressive improvement in the teaching of phonics and the subsequent outcomes for children from N1 to Y1 and as required due to In Year Arrivals. • On exit of FS2, all disadvantaged pupils have completed Set 1 RWI. • Parental feedback is positive about the clarity and ease of tasks and children are regularly practising their phonics learning at home and have a phonically decodable reading book that matches the phase of phonics for each child. • 75% of children leave EYFS secure in Set 1 and 85% pass the phonic screening in Y1.
• Through the use of assessment information and monitoring of pupil progress through Achievement meetings, a greater number of disadvantaged pupils in KS1 and KS2 achieve the expected standard in Reading, Writing and Maths. • Targeted teaching and access to an exciting and engaging curriculum ensures that all pupils, and especially those that are disadvantaged, achieve in-line with, or beyond others' nationally.	• The attainment in Reading, Writing and Maths by disadvantaged pupils is in-line with, or better than others nationally at the end of KS1 and KS2. • Year on year, more disadvantaged children are achieving the expected standard and greater depth at the end of KS1 and KS2 4
• Ensure that all lessons are engaging and exciting for pupils with contextual links to memorable learning taking place every day. • Pupils are provided with a variety of planned experiences that enable them to develop confidence, independence and self-esteem. • The curriculum is designed to suit the interests of the children and our teaching staff are supported in their role through a clear CPD programme focused primarily on teaching and learning with links to the School Achieving Excellence Plan.	• All pupils during their time at Walkley will make at least good progress across the curriculum, measured using teacher assessment, summative assessments, Leadership impact scrutiny that captures a pupil's ability and know more, remember more and do more. • Pupils participate in three residentials, school trips, and a wealth of experiences in school as outlined in the curriculum. These all add value to the children's school experience and positively influence their learning. • Experiences provided address some of the imbalance between privilege and disadvantage that could exist between different pupils in school.

• To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. • To develop within school and deliver a high quality Trauma Informed approach to mental health and wellbeing.	Pupils with identified emotional or mental health needs receive in school support that supports their wellbeing. Sustained high levels of wellbeing from 2022/23 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • Embedded practice following the Trauma Informed approach to mental health and wellbeing. • a significant reduction in anxiety. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% to achieve this. • the percentage of all pupils who are persistently absent reduces year on year and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£84,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuity and Progression Teacher	Employment of a continuity and Progression teacher to aid the continuity and quality of teaching during planned and unplanned teacher absence.	1,2,3,4,5
Increase release time for phase leaders and curriculum subject leaders to focus on standards and quality of planning, resourcing and lesson delivery.	Teaching quality impacts greatly on outcomes. Time for teachers to observe colleagues is important for collaboration and improving outcomes. Providing a broad and balanced curriculum that includes quality experiences will develop the cultural capital that is key for our learning now and in the future.	1,2,3,4

	• EEF Great Teaching Toolkit	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: • Dialogic Teaching - Cambridge Primary Review Trust & York University • Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3
Resource and retrain in Read Write Inc, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: • Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: • Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: • Improving Mathematics in Key Stages 2 and 3	3,4
Improve the quality of social and emotional (SEL) learning.	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): • EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£77,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of Teaching Assistant Posts	• Making Best Use of Teaching Assistants EEF • Teaching Assistant Interventions EEF • Reading comprehension strategies EEF • Oral language interventions EEF • Phonics EEF • One to one tuition EEF	1,4
Trauma Informed Schools Approach and associated Training	• Evidence Base (traumainformedschools.co.uk) NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant. Training is at 3 levels: Whole School training / Senior Leadership Training / Trauma Informed intensive training.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: • Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: • One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: • Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£21,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's advice. Employ an Attendance Officer to support the school in challenging poor attendance.	• Improving School Attendance Employment of a school attendance officer. To improve the attendance for our PP pupils and other vulnerable groups to at least 95% through attendance incentives and recognition of improved attendance, the focus on punctuality and persistent absence.	6
Breakfast Club	To provide free hot and cold breakfasts for pupils and parents on a daily basis in conjunction with Fair Share, Greggs and Welbuilt. (Approximately 65 children attend daily).	5,6
Lunchtime play leaders	To focus on social skills, physical skill development, fair play, language and communication. To support and nurture purposeful play and games modelling appropriate behaviours for solving problems and challenges	1,5,6
Contribution towards the cost of out of school learning resources including the continued development of the Forest School.	• Ofsted: Learning outside the classroom - How far The outcome is to develop our own onsite forest school for pupils and staff to access in a timetabled manner, providing opportunities for developing imaginative, team building, social skills 1,4 6 and curriculum development to enable and support different learning styles. Training for our Forest school leader	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £182,720

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.

Pupil performance in 2023 statutory tests by disadvantaged pupils was lower than that of their peers. This is a continuation of the trend in the years pre Covid-19 pandemic for key areas of the curriculum.

Last year's plan allowed us to keep the amount of staff delivering support in class the same across the school. This meant that children got support when they needed it in class, and also during intervention groups. Pupils who received this support made good progress towards catching up.

In EYFS, 79% of children achieved Good level of Development (GLD) which is in line with others' nationally. The same is true with the phonics screening check with 80% achieving the standard in Y1 and 94% in Y2.

In KS1, 42% of disadvantaged pupils achieved the expected standard in reading, 50% achieved this in writing and 42% in maths. These figures are below others nationally, however, the intensive support in classrooms and focus within the curriculum has resulted in continued catch up of these pupils post Covid.

Our experience is that early intervention and support when the children are younger enables them to make rapid progress later in school. In reading 80% (4 out of 5 pupils) achieved the expected standard. 60% (3 out of 5) achieved the expected standard in writing and 60% (3 out of 5) in maths. Overall, a combined figure of 60% (3 out of 5) of disadvantaged pupils achieved the expected standard at the end of KS2.

The pandemic impacted on all our pupils and impacted our youngest pupils the most. Consequently, they will be our focus as we move into the next academic year and this is reflected in our new three-year strategy.

In 2021 – 22 whole school attendance was 93.3% whilst the disadvantaged group attendance was 92.9%. Whole school persistent absence in 2021-22 was 19.7% whilst the persistent absence for disadvantaged pupils was much greater at 30.6%: target 6 in our new pupil premium strategy will tackle this issue over the next three years.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details