

Pupil Premium Strategy Statement

Walcott Community Primary School

This statement details our school's use of pupil premium (and recovery 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	89
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers	2022 / 23 to 2024 / 25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Andrew Sewell
Pupil premium lead	Andrew Sewell
Governor lead	Mike Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30555
Recovery premium funding allocation this academic year	£1667
Pupil premium and recovery premium funding carried forward from previous years.	£0
Total budget for this academic year	£32222

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision

“We want our pupils to be excellent communicators and be able to think critically to solve problems they encounter in their work and daily lives. Children should experience lessons that have very clear aims and are delivered in a way that encourages children to have an intrinsic love of learning. Teachers to be confident at planning lessons that draw upon the science of learning and include activities that promote thinking and help children to remember more of what they have been taught. When children leave our school, they should be curious and creative learners who are well prepared for the complex world they live in and their next stage in education.”

We recognise that there are additional challenges for those pupils supported by the pupil premium. This group includes vulnerable children and families who require additional support both in school and beyond. A significant proportion of these children are also have+ ‘special educational needs and disabilities’, which compounds the challenges they have to succeed.

Our pupil premium strategy is closely linked to our overall school development plan; this has a strong focus on ensuring teaching is of a high standard and meets the needs of all children. We are investing in training for staff to support quality first teaching that will benefit our most disadvantaged children along with all others. We have adopted new strategies that are particularly tailored to supporting this group: such as the introduction of a new approach to teaching English.

Given the high proportion of vulnerable pupils; we have prioritised additional staffing in the form of a non-teaching dedicated SENDCO so that we have the capacity to intervene earlier and provide more robust support plans for those who need them. In doing this we seek to ensure all staff are taking responsibility for ensuring disadvantaged children are stretched and appropriately supported. Very often self esteem and emotional wellbeing is key barrier to children being ‘ready to learn’, the SENDCO is undertaking training to become an accredited play therapist and this work will further enhance our ability to meet these needs in-house. This year we have funded an additional TA to support with attendance and wellbeing. This allows us to run a targeted breakfast club for disadvantaged children with poor attendance and those who require support for social and emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Significantly poor speech and language skills, especially on entry to the school. Our disadvantaged pupils often experience a lack of routine and limited expressive language in the home environment; they do not come to school with a rich experience of books and printed text, alongside a lack of enrichment experiences within and beyond their immediate locality. These factors have a significant impact on the development and quality of pupils' reading and writing.
2	We find that disadvantaged pupils often find it challenging to grasp and retain new concepts in Maths, as well as utilising thinking skills to solve problems. Typically, these pupils do not possess well-developed skills or the resilience to work independently.
3	A significant number of our disadvantaged pupils also have additional needs, some of whom have an EHCP. This presents pupils and the school with an additional challenge beyond disadvantage in order to make good progress and attain in-line with 'other' pupils.
4	Analysis shows that a significant number of pupils are still affected by the partial school closure during the lock down period. Although we remained open for many vulnerable pupils throughout this period, significant gaps in their learning / secure understanding still present challenges to their acquisition of knowledge and rate of progress in Reading, Writing and Maths, particularly our disadvantaged pupils.
5	Social / emotional, child mental health issues. Anxiety and poor self-image often result in pupils being unsettled, particularly early in the school day, whilst also exhibiting poor learning behaviours.
6	Poor attendance of some disadvantaged pupils. Analysis shows that the pupils with the lowest attendance are also disadvantaged. Overall disadvantaged absences in 2022 were 6.8%, compared to 5.1% non-disadvantaged nationally. 22.7% of disadvantaged pupils were persistent absentees, in comparison to 11.1% non-disadvantaged nationally.

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
Increase the percentage of disadvantaged pupils achieving a good level of development in EYFS, with weaker areas currently being in-line with LA average ie PSE, physical.	The percentage of disadvantaged pupils achieving a good level of development will be at least in-line with the LA average.
Improve oral language skills and vocabulary among disadvantaged pupils (on entry – KS2).	Assessments and observations, including engagement in lessons and book scrutiny, indicate significantly improved oral language among disadvantaged pupils.
Increase % of disadvantaged pupils secure with phonics and early writing in KS1.	By 2025, increased % of disadvantaged pupils achieving expected standard in phonics screen to 75%+. Increased % of disadvantaged pupils achieving expected standard in Reading and Writing to 75%+.
Disadvantaged pupils with SEND make good progress, resulting in attainment closer to or in-line with NE.	Disadvantaged pupils with specific learning needs make good progress from their respective starting points when measured using schools NFER checkpoint data, with attainment at least in-line with SEND pupils nationally (KS2).
Disadvantaged pupils with social and emotional needs receive quality, targeted support and intervention, which enables them to develop positive learning behaviours.	Support for disadvantaged pupils with social and emotional needs results in them exhibiting positive learning behaviours (teacher observation, pupil voice, work scrutiny) and attaining in-line with 'other' pupils.
Improve Reading, Writing and Maths attainment for disadvantaged children by the end of KS2.	KS2 Reading, Writing and Maths outcomes in 2024 / 25 show that more than 75% of disadvantaged pupils meet the expected standard or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024 / 25 demonstrated by: <ul style="list-style-type: none"> Overall absence rate for all pupils being no more than the national average. Any attendance gap between disadvantaged and 'other' pupils is reduced (2021/22 +4.6%). The percentage of all pupils who are persistently absent being no more than the national average. Any attendance gap between disadvantaged and 'other' pupils is reduced (2021/22 + 26.7%).

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

Budgeted cost: £13822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the role of Middle / Subject Leaders to have an increased impact on improving the quality of teaching. Several staff are undertaking NPQ's and other subject based professional development. Funding increased release time will strengthen their ability to have impact across the wider school.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. <p style="text-align: right;">Contd.</p>	<p>1,2,3,4,5</p>
<p>Deliver the Read Write Inc Phonics / Spelling Programme through focused group lessons.</p> <p>This is the equivalent of four hours TA time per day.</p> <p>Provision of ongoing consultancy and CPD to develop staff skills to ensure fidelity.</p> <p>Fund additional cover for the phonics lead to observe and support staff for one session a week</p>	<p>This is a well-respected DFE endorsed phonics / spelling programme. The programme has been successful in supporting pupils with poor language and little home support. It has provided good support for those starting the school with poor speech and language acquisition.</p> <p>Ensure that there is ongoing staff development opportunities and improved monitoring of the quality of delivery.</p>	<p>1,3,4</p>

Training for all staff on the use of best practice strategies to meet the needs of learners with Dyslexia and Dyscalculia	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3,4,5

Targeted academic support

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one or small group tuition (TA / teacher led), focused on pupils' specific learning needs, identified through daily AfL strategies / gaps identified through termly assessments.	See above.	1,2,3,4,
Purchase Nessy Licenses. This will support pupils whose needs have not been met by existing phonics schemes due to their particular learning needs.	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. Nessy is a strategy recommended by LA Specialist Teaching Team in reports for many of our pupils who are experiencing difficulties with spellings, particularly those with Dyslexia. Nessy is a well-established	1,3,4

	programme that has been shown to benefit this particular group of children.	
Purchase White Rose Maths Bee fluency materials and license	White Rose is a nationally recognised scheme that has already helped the school establish maths as an area of curriculum strength. These materials will help younger children develop fluency in calculation, something that often hinders disadvantaged children	2,4

Wider strategies

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult-led support sessions to improve the well-being and readiness for learning of pupils with mental health / social and emotional needs.	Previous support provided by CASY (Counselling and Support for Young People). This charity has had a very positive effect on the well-being of vulnerable children. This is now even more important, with needs increasing as a result of Covid 19.	5,6
Part-funding of SENDCO with responsibility as Well-being Lead, to support pupils with mental health / social and emotional needs.	Social-emotional learning interventions in education are shown to improve SEL skills (EEF). Improved skills will support disadvantaged pupils in understanding and engaging in healthy relationships with peers, as well as emotional self-regulation, both of which will contribute to subsequent increases in academic attainment.	1,2,3,5,6
Delivery by school staff of social and communication skills programmes: Talkabout: Alex Kelly Bibbie the Baboon: Dr Karen Treisman	These programmes are recognised schemes that have been recommended by external agencies working to support the mental health of individual pupils.	1,2,3,5

Fund a HLTA with a specific role of supporting children with poor attendance, to support reduction in % of pupil absences, particularly those who are disadvantaged.	<p>We have implemented a range of approaches / interventions that have proved to be effective in reducing pupil absences.</p> <p>These will be extended by utilising the experience and expertise of a dedicated TA.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include effective approaches to support attendance. 	4,6
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Total budgeted cost: £30555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have used both Key Stage performance data, including phonics checks and our own internal data to review the impact of our support strategies for disadvantaged pupils in the year 2022/23.

We have used this data to compare our performance against national data for disadvantaged and non-disadvantaged pupils. We recognise the impact of Covid and that comparisons with pre 2019 level may not be a secure judgement.

EYFS pupils achieving a good level of development was 71%; above the Local Authority average of 67.5%. One pupil in the 2023 cohort was disadvantaged and they achieved GLD (100%). This was a higher percentage than the LA (49%) but with such a small cohort, this data is unreliable. It does however, show that there is positive impact of the work to strengthen the EYFS offer, in particular phonics and early language acquisition. The June Ofsted inspection recognised that provision for all children in EYFS was good.

In Y1 Phonics, 40% pupils overall achieved the expected standard in the Phonics Screen. This group includes a significant % of children with high needs. Three children in this cohort were PP, none of them achieved the expected level but two were close. Two of the children had started the school since EYFS

KS1 This was a small cohort of ten pupils, within which there were four disadvantaged pupils, one of which exceeded the expected standard in reading and maths. These pupils' results reflect their learning needs, and complex backgrounds. One of the group had joined at the start of Y2.

KS2 There were five disadvantaged pupils in this cohort. Overall progress for this group was higher than non PP children in 2023 with an average points score 1.4 above other children. Progress for PP boys was 10.4 points above non PP

children. Attainment for all PP children was lower than non PP children at 101 aps but the majority of children met the national standard.

Absences for all children in 2023 were below national average. The Disadvantaged groups overall absence has decreased by 0.8% from 6.8% in 2021/22, to 6.0% in 2022/23. This shows the impact of work to support disadvantaged children through support for emotional wellbeing and working with families. Attendance in the school including this group has increased from the bottom 20% of schools to the top 20% of schools nationally.

Externally provided programmes

Programme	Provider
None	

Service Pupil Premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>The school receives £335 Service Pupils funding. In our school, the Service families normally have very low mobility, due to the way they are deployed at airbases in the locality. This means that most of our pupils do not have the difficulties associated with frequent moves and parents being posted.</p> <p>Service pupils benefit from strategies to improve the quality of teaching or targeted interventions, such as the tutoring programme.</p>
The impact of that spending on service pupil premium eligible pupils
No impact information has been provided in order to protect the pupil's identity.