



Walton Oak Primary School

Pupil premium strategy statement 2024-25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Walton Oak Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Sian McCarthy
Pupil premium lead	Becca Langley
Governor / Trustee lead	James Orbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£199,640

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching



assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from expert
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The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance, particularly persistent absenteeism continues to be a challenge for our disadvantaged pupils.
2	The gap between attainment of disadvantaged and non-disadvantaged pupils remains.
3	Reduced exposure to wider range of extra- curricular activities
4	Emerging social, emotional and mental health needs amongst our pupil premium pupils need to be addressed with early intervention
5	The range of barriers for disadvantaged pupils and their families has increased and there is need for staff to have a greater understanding of these individual barriers to learning



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
For the attendance for pupil premium children to increase over the next 3 years.	Pupil premium data shows that attendance is at 95% and the number of persistent absentees reduces by 50 %
75% of pupil premium children make good or better progress in reading writing and maths as a result of targeted intervention	Target tracker data will demonstrate expected of better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.
For 100% of pupil premium children to engage in wider curricular opportunities so that they are exposed to a greater number of opportunities to develop a wide and enriched skill set.	100% of Pupil Premium children will have accessed at least one trip/ residential experience each academic year. 100% of pupil premium children will have accessed one enrichment club during the academic year
Effective early intervention for SEMH needs	Pupils with SEMH needs continue to be proactively screened, with timely and targeted interventions in place.
Removing barriers by increasing staff understanding	Identified families are supported by Home School Link Worker, where barriers are identified, staff have training to support pupils in school and pupils have a tailored support plan.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **9,567**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal staff training- Master readers,	Ongoing CPD ensures that high quality teaching is happening across the school	2, 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
Whiteknights support, behaviour, Olex AI	and that staff are using the correct teaching approaches for their children.	
STIPS support for staff-strategies and clinic	CPD for staff that ensures that the right support is given at the right time to pupils.	1, 2,4,

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

Budgeted cost: £ **89, 452**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision map meetings and pupil progress meetings	Ensures that key children are identified and that targeted interventions are put in place to close the gap. In the EEF evidence backed tools all start with knowing what your children need to plan evidenced based interventions.	1,2,3
Little Wandle catch up and Rapid catch-up programme	Evidenced based programme to support the teaching or reading and closing the gap for children. We have ongoing CPD and quality assurance of provision from Whiteknights termly. Evidence shows that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	1,2,
ELCi- Enhanced language and communication initiative	A Surrey based initiative which provides additional targeted support into Reception classes in response to feedback from schools that children are arriving in Reception with a low level of attainment which is affecting their access to education. This includes speech and language delays, disorders and social language and communication issues. The programme can support 26 schools at a time with a qualified speech and language advisor spending half a day per week supporting Reception teachers and assistants with strategies, training	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
	and resources to support more complex cohorts of children	
Interventions across the school including- colourful semantics, language for thinking, daily readers, pre-teaching, handwriting, literacy for all	Evidenced based targeted interventions designed to close the gap for all pupils. The EEF evidenced backed tool advises that interventions are started early, are based in the assessment and next steps for pupils	1,2,
Resources such as power of reading, spelling shed, TT rockstars and CGP workbooks, writers and maths days.	Evidence based curriculum tools to support pupils' attainment and progress across all areas of the curriculum.	1,2,

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

Budgeted cost: £ **100,621**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW support	Our HSLW works closely with families to support them with parentings strategies, emotional support, financial and housing. Early help assessments are carried out to provide further support. Evidence shows that increased engagement with the community increases attendance and emotional well-being.	1,3,4,5
ELSA sessions	A recent systematic review by the Education Endowment Foundation (EEF, 2022) summarised the findings of 72 impact 1 Pupil Premium Strategy Statement 2024-25: Those interventions found to be successful in improving attendance rates in schools included listening to students and discussing their concerns one to one, ensuring that students feel safe in school (feeling supported by a trusted adult; feeling physically safe during lessons, breaktimes and on the journey to and from school; getting along with others	1,3,4,5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	and knowing what to do in cases of bullying), improving student wellbeing,	
Attendance officer and meetings	Government guidance set out clear guidelines. At Walton Oak the attendance officer meets with our Headteacher, IO, and HSLW to closely monitor attendance so that robust plans and monitoring can be put into place.	1,4
Lunch club	Providing a safe place to teach social skills and other key skills during unstructured times, reduces the need for 1:1s and number of incidents.	1,2,4
Young carers events	A high percentage of our young carers also pupil premium pupils and the additional support allows them to talk through their worries and enjoy activities.	1, 4,5
Enrichment clubs	Disadvantaged pupils have less opportunities to engage in wider enrichment opportunities so we offer one enrichment club per term.	1,4 ,5
Residential trips	Disadvantaged pupils have less opportunities to engage in wider enrichment opportunities so we offer a 50% discount on all residentials and school trips. The HLSW is also able to support parents with the cost of these.	1,4,5
National breakfast programme	This ensures every child has the opportunity to eat something before school. Additional food for identified children is provided by our HSLW.	1,4,5
Art/play therapist	Qualitative research with children, parents and teachers has found that school-base art therapy was reported as helping children explain feelings and emotions and develop a wide range of schools to support their emotional development.	1,4,5

Total budgeted cost: £ 199,640



Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- Early reading continues to be a strength
- Reduced the gap in GLD outcomes for disadvantaged and non- disadvantaged
- End of KS2 data shows that GDS in reading and maths was a strength and the number of children making good or better progress is also a strength

To help us gauge the performance of our disadvantaged pupils we compared their academic results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that

- End of KS2 data shows that there are still gaps between advantaged and disadvantaged pupils
- EYFS data shows that there are significant gaps between advantaged and disadvantaged pupils in personal, social and emotional development
- End of KS1 data shows that there are still gaps between advantaged and disadvantaged pupils particularly in reading and writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance, particularly persistent absenteeism continues to be a problem
- The number of disadvantaged pupils and families receiving pastoral support continue to grow.

Based on all the information above, the performance of our disadvantaged pupils **met expectations**, and we are at present **on course** to achieve the outcomes we set out to achieve by the end of the academic year 2024/25, as stated in the Intended Outcomes section above.

Pupil premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2023-24 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
For 100% of pupil premium children to engage in wider curricular opportunities so that they are exposed to a greater number of opportunities to	100% of Pupil Premium children will have accessed at least one trip/ residential experience each academic year. 100% of pupil premium children will have accessed one enrichment club during the academic year.	Every child was offered an enrichment club each term and this was followed up with calls to the families who had not taken up a club. 163 places across the year were allocated to pupil premium children.



develop a wide and enriched skill set.		
For the attendance for pupil premium children to increase over the next 3 years.	Pupil premium data shows that attendance is at 95% and the number of persistent absentees reduces by 50%.	Attendance continues to rise for pupil premium children with it increasing to 91%. The number of pupils who were classed as a persistent absentee has also reduced from 60-55.
75% of pupil premium children make good or better progress in reading writing and maths as a result of targeted intervention.	Sonar data will demonstrate expected of better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.	End of EYFS data: 60% of pupil premium children met GLD End of KS1 data shows the following for our pupil for our pupil premium children: Children making expected or better progress: Reading: 100% Writing: 95.7% Maths: 95.7% End of KS2 data shows the following for our pupil premium children: Children making expected or better progress Reading: 90.4% Writing: 90.5% Maths: 87.5%

Externally provided programmes

Programme	Provider
TTRS	Maths circle
Numbots	Maths circle
Spelling shed	Edshed

