



## Pupil Premium Impact Report 2019-2020

<b>School Name</b>	Walton Oak
<b>Pupils in school</b>	459
<b>Proportion of disadvantaged pupils</b>	27%
<b>Pupil premium allocation this academic year</b>	£174,160
<b>Academic year or years covered by statement</b>	Report on expenditure for 2019-2020
<b>Publish date</b>	March 2021
<b>Review date</b>	September 2021
<b>Statement authorised by</b>	Dan Sonley
<b>Pupil Premium lead</b>	Becca Langley
<b>Governor lead</b>	Keiran Patel

### What is Pupil Premium funding?

In 2011 the Government launched its 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. Since September 2012 we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

### How do we administer Pupil Premium funding?

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 other’s 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.

Pupil Premium funding may also benefit pupils who are not eligible for funding for example when holistic whole school initiatives are put into place such as Home School Link Workers, Maths-No problem. Where non eligible pupils are benefitted this will be shown in the tables below.

### How Pupil Premium funding was used in the previous academic year 2019/2020

In 2019/20 Walton Oak School was allocated £174,160 for Pupil Premium which was spent on enhancing provision to maximise opportunities for pupils academically and socially. Other funding was added to this to ensure that we could support **all** of our most disadvantaged pupils.

138 pupil premium pupils benefitted from this funding:

Nursery	5
Reception Year	15
Year 1	19
Year 2	24
Year 3	24
Year 4	25
Year 5	11
Year 6	15

To support our pupils and maximise their opportunities we used our Pupil Premium funding as follows:

<b>Pupil Premium initiative to counter barrier</b>	<b>Cost</b>	<b>Why are we taking this approach?</b>	<b>Impact For both pupil premium and non-eligible pupils</b>
Specific SATS Booster classes – Easter break, after school and 3x practice weeks	£5,000	To close the attainment and progress gap between pupil premium pupils and pupils not eligible for pupil premium funding.	SATS boosters were delivered for just over 10 weeks and CGP books were purchased for pupils in lockdown as part of their home learning offer. <u>Reading</u> 86% of children eligible for PP funding were working at expected or above with 82% of the whole year group doing the same. <u>Writing</u>



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			40% of children eligible for PP funding were working at expected or above with 54% of the whole year group doing the same <b>Maths</b> 60% of children eligible for PP funding were working at expected or above with 67% of the year group doing the same.
1-1 tutoring for looked after children.	£2,000	To maximise academic progress for pupils who are 'Looked after'. Build resilience and positively impact well-being.	3 pupils benefitted from this. One pupil made accelerated progress in reading and maths and expected progress in writing. The other two pupils made expected progress in all subjects.
DSL / Safeguarding action	£30,000	To ensure sufficient time for SLT to take actions relating to Child Protection	Resources sufficient to manage average case load of 7 CP pupils, 10 CIN pupils, 2 TAF pupils and 3 LAC pupils. Increased DSL meetings over lockdown including weekly phone calls to all vulnerable families.
Home School Link Worker	£36,000	To provide pastoral support to children and families. To support the emotional wellbeing of the pupils so that they are better equipped to learn and progress.	Children are able to attend to their learning and general day to day classroom activities with increased success and report feeling happier as a result of the input and support. Engagement has been significant with families offered support through initiatives and courses such as cooking, parenting and pottery. Where support has not been effective or parental engagement sustained, further referrals have been made. Increase in support during lockdown for vulnerable families providing food bank deliveries.
Wrap around care & Holiday club top-up	£1,000	To enable disadvantaged pupils to access breakfast/after school/holiday clubs.	This enabled disadvantaged pupils to benefit from social interaction with peers in a rich, high quality environment at times of particular challenge for their family. It provided respite for parents and offered opportunities for them to focus on other necessary actions while their children were happy, safe and secure elsewhere.



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Curricular and Extra-Curricular Enrichment	£7,000	To offer a wider range of experiences to broaden pupil experience of the world around them.	All pupils were able to attend school visits including the residential in the Autumn term.
Resources including Times Tables Rockstars, I See Maths, Power of Reading, FFT for phonics, Think Write (handwriting resource)	£3,000	To enrich and deepen the learning opportunities pupils have through the use of quality resources and teaching approaches.	Times table rockstars and think write are well embedded across the school. Our RAG writing for handwriting shows on average double the number of pupils assessed as green handwriting over the year.
Consultancy Support – Behaviour, REMA, The Literacy Tree, LLS	£5,000	To ensure the most relevant and effective strategies and approaches are being implemented to support pupil progress.	This support has assisted staff in identifying the needs of learners and providing strategies to help close the gap. Pupil Premium children have received additional external input from services such as Learning, Language Support, Educational Psychologist or Behaviour Support. This can be seen through the effective use of the provision mapping tool used throughout the school pupils. 60% of brokered agency support for behaviour and Learning language was given to pupil premium pupils.
Inclusion management and provision mapping	£30,000	To ensure appropriate provision is in place to ensure pupil progress.	The use of provision mapping ensured consistency in additional provision for specific children to help close the gap. It offered opportunities for teachers and leaders to review the impact of interventions and alter them, if required, to ensure efficiencies and impact were maximised.
Maths Mastery – Maths No Problem resources	£5,000	Continued teaching approach to narrow the gap between Pupil Premium and the rest of cohort in Maths.	68% of children eligible for pupil premium were working at expected or better as of March 2020 based on teacher assessments.
Attendance Officer	£18,000	To provide a range of attendance practices to support families.	The attendance officer worked with families to improve attendance across the school as well as creating the attendance



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			team of pupils with quizzes and competitions to help improve the profile of attendance at school.
Delight Programmes (including: Delight in Reading (book fair), Watts and Woods & Shakespeare (Dream).	£0 (if supported by PTA again)	To ensure generation of cultural capital for all children – ensuring book ownership for all, exposure to rich language and participation in cultural activity	Delight in Shakespeare was a successful project in year 5 which allowed all pupils to take part and perform. Delight in Watts was only able to be partially completed and the delight in reading was delivered to all eligible pupils during the lockdown.
Bridge Builders	£1,200	To provide aspirational experiences and opportunities for pupils to consider future job ambitions.	3 pupils took part in the bridge builders project and all reported positive experiences of the sessions with their mentor. Final sessions were completed virtually due to COVID restrictions.
Nurture Leader / ELSA support	23,500	To provide social and emotional support.	Children are able to attend to their learning and general day to day classroom activities with increased success and report feeling happier as a result of the input and support. Engagement has been significant particularly during the lockdown period supporting families with food bank deliveries and wellbeing support. Where support has not been effective or parental engagement sustained, further referrals have been made.
Tapestry & Target Tracker	£1,600	To closely assess, monitor and review pupil progress.	Tapestry is used to monitor and record progress made by pupils in Early Years. It also provides an opportunity for enhanced parental engagement and interaction. 90% of all Reception and Nursery parents have signed up to Tapestry and 60% of parents of Pupil Premium children. This has helped parents to gain a greater appreciation of what children have been working on at school and support this through related activities and conversations at home.



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Staff training – meta cognition, colourful semantics, Literacy Shed (GPS)	£4,000	To explore and agree best practice to accelerate progress across the school.	All staff received the meta cognition training with all other training cascaded across the school. This has allowed consistent thinking with regards to teaching and learning to be shared by the whole team.
Additional school milk and fruit	£2,000	Promote healthy eating and ensure	This continued to promote healthy eating and made up the shortfall across the school. We were also able to continue to provide additional fruit to all pupils in school for the key worker bubbles.
<b>TOTAL</b>	<b>£174,300</b>		

### **The educational attainment of Pupil Premium pupils in KS2 2020 [based on teacher assessment March 2020]**

Pupil Premium = 15 pupils

Reading: 13 out of 15 were working at expectations in March 2020

Writing: 6 out of 15 were working at expectations in March 2020

Maths: 9 out of 15 achieved end of year expectations in March 2020

8 out of the 15 Pupil Premium pupils are on the SEND register

<b>ATTAINMENT</b>	Children eligible for Pupil Premium funding achieving Working at or Above (15 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (24 children)	Children from whole cohort achieving Working at or Above (39 children)
Reading	86% (13 children)	79% (19 children)	82% (32 children)
Writing	40% (6 children)	62% (15 children)	54% (21 children)
Maths	60% (9 children)	70% (17 children)	67% (26 children)

### **The educational attainment of Pupil Premium pupils at the end of KS1 2020 [based on teacher assessment in March 2020]**

Pupil Premium = 24 pupils

Reading: 13 out of 24 were working at expectations in March 2020

Writing: 13 out of 24 were working at expectations in March 2020

Maths: 16 out of 24 were working at expectations in March 2020

12 out of the 24 Pupil Premium pupils are on the SEND register

<b>ATTAINMENT</b>	Children eligible for Pupil Premium funding achieving Working at or Above (24 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (30 children)	Children from whole cohort achieving Working at or Above (54 children)



Reading	54% (13 children)	83% (25 children)	70% (38 children)
Writing	54% (13 children)	76% (23 children)	67% (36 children)
Maths	67% (16 children)	67% (20 children)	67% (36 children)

### The educational attainment of Pupil Premium pupils at the end of EYFS 2020 [based on teacher assessment in March 2020]

Pupil Premium = 15 pupils

Reading: 5 out of 15 were working at expectations in March 2020

Writing: 5 out of 15 were working at expectations in March 2020

Maths: 5 out of 15 were working at expectations in March 2020

7 out of the 15 Pupil Premium pupils are on the SEND register

ATTAINMENT	Children eligible for Pupil Premium funding achieving Working at or Above (15 children)	Children NOT eligible for Pupil Premium funding achieving Working at or Above (45 children)	Children from whole cohort achieving Working at or Above (60 children)
Reading	33% (5 children)	78% (35 children)	67% (40 children)
Writing	33% (5 children)	78% (35 children)	67% (40 children)
Maths	33% (5 children)	82% (37 children)	70% (42 children)

#### Identified Strengths:

- Attainment of KS2 pupils in reading
- Attainment for PP and non PP in KS1 maths

#### Gaps identified for future pupil premium focus:

- KS2 attainment
- Increase in numbers of pupil premium pupils achieving greater depth at KS2.
- Narrow the attainment gap in writing across the school
- Narrow the attainment gap in EYFS.

