



# Walton Oak

## Primary School

### Pupil premium strategy statement 2023-24

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	414
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024
Statement authorised by	Sian McCarthy
Pupil premium lead	Becca Langley
Governor / Trustee lead	Kieran Patel

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,150
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£208,870</b>

## 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 experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Reduced exposure to a wider range of external extra- curricular activities.
2	Reduced exposure to experiences and knowledge of the world around them which affects their ability to develop aspirations
3	Attendance for those children who are pupil premium compared to non-pupil premium
4	Closing the attainment gap between pupil premium children and non- pupil premium children
5	Ensuring the social and emotional development of pupils so that they feel a sense of belonging in school and come to school ready to learn



## 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 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.
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	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.

## 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: £ **8,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal staff training- power of reading, belonging, behaviour, oracy	The CPD offered to staff ensures that high quality teaching is happening across the school and that staff are ensuring the correct approaches for the learners in their class.	4
STIPS support for staff— strategies and clinic	CPD for staff that ensures that the right support is given at the right time to pupils.	3 and 4



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

Budgeted cost: £ **91,827**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle and rapid catch up interventions	Evidenced based programme to support the teaching or reading and closing the gap for children	4
Year 6 tutoring- Third Space learning	Evidenced based tutoring programme to close the gap in maths	4
Interventions across the school	Evidenced based targeted interventions designed to close the gap for all pupils.	4
Pupil progress meetings	Designed to ensure the right support and targeted interventions for key groups.	4
Resources such as power of reading, spelling shed, TT rockstars and CGP workbooks, writers and maths days.	Evidence based curriculum tools to support pupils achievement across all areas of the curriculum.	4

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

Budgeted cost: £ **108,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW- Parenting support	Close work with parents to ensure that the children and families across the school are well supported with strategies, training and emotional support.	3,4,5
ELSA	Evidenced based interventions that help support pupils emotional development.	3,4,5
Attendance officer	Supporting approved attendance across the school.	3,5
Lunch club	Additional opportunity for pupils to develop their social skills.	2,3,5
Therapist support	Access to a qualified play/art therapist to provide targeted support for SEMH needs.	2,3,5,
Young carers day	Provides additional support and experience for our pupils who are young carers and pupil premium	2,3,5



Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment clubs	Each child who qualifies for pupil premium is entitled to one enrichment club per term to widen their experiences	2,3,5
Trips and residential	Reduced costs for trips and residentials to widen the children's experiences	2,3,5
National breakfast programme	Ensures all children have an offer of breakfast each day.	2,3,5

**Total budgeted cost: £ 208,870**



## Part B: Review of outcomes in the previous academic year

### Pupil premium and Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2022-23 strategy plan**, how we would measure success and 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 develop a wide and enriched skill set.	<p>100% of Pupil Premium children will have accessed at least one trip/ residential experience each academic year.</p> <p>100% of Pupil Premium children will have been offered to attend an extra-curricular club after school each term.</p> <p>Feedback from parents, staff and pupils suggests that the experiences that the children have been able to access has broadened their experience and had an overall impact.</p>	<p>All pupil premium children accessed a school trip or experience during the academic year. Support was offered to ensure that pupils were able to attend residential trips.</p> <p>100% of children were offered a place in enrichment clubs.</p> <p>In the Autumn term 51 children took up a place.</p> <p>In the Spring term 45 children took up a place.</p> <p>In the Summer term 35 children took up a place.</p>
For the attendance of pupil premium children to increase year on year over the next three years.	Attendance data shows that the level of persistent absence is reduced and that pupil premium attendance increases to over 95%.	<p>As of July 2023 pupil premium attendance was 88.43%.</p> <p>Of the 111 children classed as a persistent absentee 61 of them fall into the pupil premium category.</p>
For children to increase their emotional understanding and build upon their overall resilience, in order to thrive academically, socially and emotionally.	<p>Data, feedback from parents and feedback from teachers show that children are better equipped to learn and are therefore making good progress.</p> <p>Thrive online shows that all pupils seen make good progress through the development strands.</p>	The number of pupil premium children receiving thrive or nurture support increased across the year. 20 out of the 23 children receiving thrive support all made progress against the strands.
80% of pupil premium students make good or better progress in reading and writing as a result of targeted intervention.	<p>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.</p> <p>Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.</p>	<p>59.3% of children made expected or better progress in reading.</p> <p>56.3% of children made expected or better progress in writing.</p> <p>59.8% of children made expected or better progress in maths.</p>

## Externally provided programmes

Programme	Provider
Mentoring programme	Bridge builders mentoring programme

