

Walton on the Naze 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 on the Naze Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn term 2025
Statement authorised by	FGB
Pupil premium lead	Lisa Barker
Governor / Trustee lead	Thomas Hide

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162355
Recovery premium funding allocation this academic year	£ 7187
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1458
Total budget for this academic year	£ 171000

Part A: Pupil premium strategy plan

Statement of intent

At Walton on the Naze Primary, we aim to provide the best start for all of our children, no matter what their starting points, providing equity for all and that all children will be provided with appropriate challenge and support.

We do this through ensuring high quality teaching across the school by supporting staff through mentoring, coaching and CPD. All staff are accountable for the outcomes of our PPG children and help to raise standards and aspirations for all of our children. Subject Leaders inform staff of weaker areas across the school (with a key focus on PPG lower data) and ensure training helps to improve this area.

We have a consistent approach across the school to help children to understand and manage their emotional needs and self-regulation through use of Trauma Perceptive Practice and support from our Pastoral Lead on a daily basis.

Our aim is that all our Pupil Premium children make accelerated progress so that their attainment shifts closer to that of their peers and we help to 'close the gap'. Our disadvantaged children do not necessarily lack ability, but they can lack the opportunity. Additional funding to support our disadvantaged children allows our children to be a part of these opportunities.

We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic Targeted interventions and development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so we work with wider agencies, such as TFF (Tendring Families First) to support them in different ways. We ensure all children e.g. Persistent absentees or regular latecomers can access school with support,

We continue to ensure that Walton will be a place where children can 'Choose their dream and chase it' and:

Work hard
Aim high
Love learning
Think of others
Open their minds
Never give up.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children typically have low starting points.
2	High percentage of PPG children are also SEMH/ SEN children and need support to overcome barriers to learning (TPP and academic support)
3	Low aspirations and a narrow view of their world – children have limited cultural capital
4	Approximately 60% of our Attendance within the school is below the target of 96% for PPG and non PPG children
5	High level of need in EYFS

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
Pupils make accelerated progress in Writing (1)	The gap will close so that their attainment shifts closer to that of their peers T4W training for teachers will improve quality of teaching of writing and therefore outcomes Succinct vocabulary choices in writing across the curriculum.
Pupils make accelerated progress in phonics from low starting point (1)	RWInc training for staff, support from Hub leads to improvement in teaching of phonics and reading, therefore outcomes Pupils continue to progress in Year 2, ensuring the vast majority of children are at age-related by the Phonics assessment in Year 2
All staff would be able to articulate whole school approach to Disadvantaged strategy and wider approaches for all children (2 and 5)	Staff will refer to Disadvantaged strategy Staff respond to pupil need; both academic and pastoral. Trauma Perceptive Practice embedded All children receive effective classroom teaching. TFF support in place for families Interventions support groups of children and enhance the learning that takes place in the classroom, but never replaces it. Support is available for all pupils, including those that the school deem 'vulnerable', not just those

	in receipt of Pupil Premium funding. Essex Steps updates accessed.
Outcomes will improve for targeted children (3 and 5)	Targeted Interventions e.g. Welcomm, Time for sounds, S and L sessions take place in EYFS, Read Write Inc Phonics continues into later years in the form of Fresh start In year testing purchased to support assessment / moderation
	In-year and across year gap is closed for R and M through Covid catch up funding Tutoring takes place for vulnerable children -Fresh Start/TIPs/Precision teaching Training for staff (NTP) Maths Hub support in place with Maths key person in Ks1 and KS2 Maths interventions are sourced and monitored to ensure impact Staff CPD to ensure high quality practice – through T4W training Silver Package and Maths Hub for maths
All children will attend school regularly and will be on time (4)	Attendance will be above 96% (Spring term 24) Attendance Officer will track weekly Sam meetings take place even when parents do not attend Attendance is challenged at FGB/ Governor visits Attendance prizes are regularly reviewed – including tasty tuck, trip, postcards and letters home, certificates Breakfast club is offered for some families who are struggling Figures updated in fortnightly newsletter for parent/ carers. – Children are aware in a weekly assembly Positive postcards are sent DSL's will carry out home visits with Pastoral Lead TFF (Tendring Families First) offered to support families in need STPP cluster groups for attendance to access any new initiatives – e.g. robots STPP working party for attendance STPP agreed attendance letter for all schools – showing the wider picture.

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: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc	Continued support and training in the government accredited Read Write Inc scheme. Update of the school portal subscription so staff have access to all the videos and online training, also being used to support parents with phonics training. Development Days/ Fresh start x 3 per year. Spelling subscription and workbooks	1
Additional release provided for RWInc Lead to assess and support staff with CPD	As seen in EEF, RWInc has positive impact on phonics data and reading capacity across the school DFE accredited phonics programme used KS1 and reading lead coaching and supporting staff x 30 mins daily	1
Additional resources to promote the love of reading	Online books for all Restocking the library Links and visits to local library	1, 5
Identify children who will receive tutoring in small groups	Intensive tuition in small group for those needing to have 'gap closed' -EEF small group tuition Fresh Start tutoring e.g.Lucid rapid, speechlink	1
Maths Hub CPD and support	Maths interventions through Maths Hub	3

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for all teachers Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. FSM check to highlight need at early age	1,3
TAs deliver same day interventions (Tips and precision teaching) 6 x LSA Intervention 3 x LSA for SEN maths hub and Elklan support.	EEF: High quality small group interventions	3
White Rose Maths and Hub	Professional development and support for the teaching of Maths and Mastery	1

All children in reception have Welcomm screening, Nelli, Time for sounds, Lucid rapid screening	Targeted support takes place at varied times/ staggered approach so we do not narrow Curriculum Clicker 8 Speechlink media access EEf Toolkit Elklan training takes place	3
Booster groups for Year 5 and 6	High quality small group interventions Fresh Start tutoring Targeted support takes place at varied times/ staggered approach, so we do not narrow Curriculum	3

Teacher assessment tools	Staff have a clear view with the use of formative and summative assessments and gap analysis provides areas to target for each class Nfer, testbase	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support the well-being of parents and children PP pupils attendance is closely monitored, pupils below 95% are identified and protocols followed.	EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from attendance Officer and HT. Pastoral Lead -A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. Music is taught effectively across the school – children know this can support their wellbeing – (Rockband/ scheme/ instruments)	4

• First day calling takes place. • Pastoral Lead and another member of staff will pick up child from home if required. • Prizes and recognition in place for pupils	Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. Class trip as end of year recognition Postcards home Weekly assembly updates and prizes	4
• Cultural capital experiences promoted in our book-led curriculum. • Reduction in cost of trips and residential trips for PP • Every PP child is entitled to a free sport event each term and participation is highly encouraged • Support with uniforms, breakfast/after school provision	Learning is contextualised in concrete experiences and language rich environments. All children are able to access first-hand experiences no matter their background or social demographic. Children see themselves in the carefully selected texts that includes and celebrates the culturally diverse backgrounds of our children and school community Pupil surveys reflect greater enjoyment and engagement in school in lessons Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. Additional clubs accessed by all. Breakfast for targeted children are given the best start to their learning possible. EEF – sports participation increases educational engagement and attainment. Wellbeing Hub to support children at Lunchtime/ Rainbow Tea supplies Additional educational resources to support Interventions	2
• All staff receive training for TPP to meet the needs of families who may have suffered trauma	TPP effective Essex approach to support understanding behaviour and supporting emotional wellbeing. (Essex CC and improving emotional and social learning in schools – EEF) HT trained through STPP	2

Essex Step on / Positive Handling training provided for some members of SLT	Certain staff able to manage behaviour and wellbeing of individual children through effective approach – positive physical/ manual handling through STPP	2
STPP subscription	Headteacher to meet with wider group of Heads to compare information and gain support Purchases made are through group subsidy	All
Midday training for positive interactions (Burrsville)	Promotion of positive interactions with pupils and therapeutic approach to all children. Funded through STPP	2
SGO and PLac therapies	Targeted children supported through area of need. (Bespoke and MTEP support)	2,3,4
- Pastoral Lead 1:1 support for specific SEMH children (Pastoral and Out-sourced support)	In place after retirement of last lead. Children are able to self- refer and parents/ carers are able to ask for support for child also. Children are able to manage their own problems with support. Various small SEMH intervention groups support children Welcome time for a range of pupils Additional DSL provision and weekly Vulnerable group discussions Pastoral lead is able to support pupils with barriers to learning to have strategies to help them integrate back into class. Pastoral lead has a designated room and the school has a nurture space, the Reflection Room	2
TFF	Tendring Families First Referrals and support for families Coselling services	

Total budgeted cost: £ 171,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5 - All Pupils (140 pupils)

Year 1 (30 pupils) Sum1 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	4 (13.3%)	26 (86.7%)	7 (23.3%)
Writing	0 (0%)	4 (13.3%)	26 (86.7%)	5 (16.7%)
Mathematics	0 (0%)	4 (13.3%)	26 (86.7%)	2 (6.7%)
Combined	Missing Assessment in one or more 0 (0%)	Below in one or more 7 (23.3%)	On Track or higher in all 23 (76.7%)	Higher in all 2 (6.7%)
Year 2 (27 pupils) Sum1 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	10 (37.0%)	17 (63.0%)	7 (25.9%)
Writing	0 (0%)	11 (40.7%)	16 (59.3%)	3 (11.1%)
Mathematics	0 (0%)	5 (18.5%)	22 (81.5%)	6 (22.2%)
Combined	Missing Assessment in one or more 0 (0%)	Below in one or more 11 (40.7%)	On Track or higher in all 16 (59.3%)	Higher in all 2 (7.4%)
Year 3 (28 pupils) Sum1 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	0 (0%)	6 (21.4%)	22 (78.6%)	9 (32.1%)
Writing	0 (0%)	8 (28.6%)	20 (71.4%)	6 (21.4%)
Mathematics	0 (0%)	2 (7.1%)	26 (92.9%)	6 (21.4%)
Combined	Missing Assessment in one or more 0 (0%)	Below in one or more 8 (28.6%)	On Track or higher in all 20 (71.4%)	Higher in all 3 (10.7%)
Year 4 (29 pupils) Sum1 23-24	Missing Assessment	Below	On Track or higher	Higher
Reading	1 (3.4%)	12 (42.9%)	16 (57.1%)	6 (21.4%)
Writing	1 (3.4%)	12 (42.9%)	16 (57.1%)	3 (10.7%)
Mathematics	1 (3.4%)	12 (42.9%)	16 (57.1%)	7 (25.0%)
Combined	Missing Assessment in one or more 1 (3.4%)	Below in one or more 14 (50.0%)	On Track or higher in all 14 (50.0%)	Higher in all 3 (10.7%)

Age Related Expectation Summary Report

Y5 - All Pupils (26 pupils)

26 pupils Period: Yr5 Sum1	Below	On Track or higher	Higher
Reading	9 (34.6%)	17 (65.4%)	4 (15.4%)
Writing	12 (46.2%)	14 (53.8%)	4 (15.4%)
Mathematics	8 (30.8%)	18 (69.2%)	5 (19.2%)
Combined	Below in one or more 13 (50.0%)	On Track or higher in all 13 (50.0%)	Higher in all 2 (7.7%)

Key: Number of Pupils (Percentage)

On Track - All pupils at risk, including those at risk of working below

Higher - Pupils working above, or significantly above, ARE

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (169 pupils)

Reading Year 2 (30 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	30 (17.8%)	1 (3.3%)	6 (20.7%)	23 (79.3%)	0 (0%)
Pupil Premium	15 (8.9%)	0 (0%)	3 (20.0%)	12 (80.0%)	0 (0%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	3 (21.4%)	11 (78.6%)	0 (0%)
Not SEN	26 (15.4%)	1 (3.8%)	4 (16.0%)	21 (84.0%)	0 (0%)

Writing Year 2 (30 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	30 (17.8%)	1 (3.3%)	5 (17.2%)	24 (82.8%)	0 (0%)
Pupil Premium	15 (8.9%)	0 (0%)	2 (13.3%)	13 (86.7%)	0 (0%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	3 (21.4%)	11 (78.6%)	0 (0%)
Not SEN	26 (15.4%)	1 (3.8%)	3 (12.0%)	22 (88.0%)	0 (0%)

Mathematics Year 2 (30 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	30 (17.8%)	1 (3.3%)	6 (20.7%)	23 (79.3%)	2 (6.9%)
Pupil Premium	15 (8.9%)	0 (0%)	3 (20.0%)	12 (80.0%)	1 (6.7%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	3 (21.4%)	11 (78.6%)	1 (7.1%)
Not SEN	26 (15.4%)	1 (3.8%)	4 (16.0%)	21 (84.0%)	2 (8.0%)

Combined Year 2 (30 pupils): Y2	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	30 (17.8%)	1 (3.3%)	9 (31.0%)	20 (69.0%)	0 (0%)
Pupil Premium	15 (8.9%)	0 (0%)	5 (33.3%)	10 (66.7%)	0 (0%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	4 (28.6%)	10 (71.4%)	0 (0%)
Not SEN	26 (15.4%)	1 (3.8%)	6 (24.0%)	19 (76.0%)	0 (0%)

Reading Year 3 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	9 (33.3%)	18 (66.7%)	7 (25.9%)
Pupil Premium	13 (7.7%)	1 (7.7%)	5 (41.7%)	7 (58.3%)	2 (16.7%)
Not Pupil Premium	15 (8.9%)	0 (0%)	4 (26.7%)	11 (73.3%)	5 (33.3%)
Not SEN	21 (12.4%)	1 (4.8%)	2 (10.0%)	18 (90.0%)	7 (35.0%)

Writing Year 3 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	10 (37.0%)	17 (63.0%)	5 (18.5%)
Pupil Premium	13 (7.7%)	1 (7.7%)	5 (41.7%)	7 (58.3%)	1 (8.3%)
Not Pupil Premium	15 (8.9%)	0 (0%)	5 (33.3%)	10 (66.7%)	4 (26.7%)
Not SEN	21 (12.4%)	1 (4.8%)	3 (15.0%)	17 (85.0%)	5 (25.0%)

Mathematics Year 3 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	5 (18.5%)	22 (81.5%)	6 (22.2%)
Pupil Premium	13 (7.7%)	1 (7.7%)	2 (16.7%)	10 (83.3%)	2 (16.7%)
Not Pupil Premium	15 (8.9%)	0 (0%)	3 (20.0%)	12 (80.0%)	4 (26.7%)
Not SEN	21 (12.4%)	1 (4.8%)	0 (0%)	20 (100%)	6 (30.0%)

Combined Year 3 (28 pupils): Y3	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	10 (37.0%)	17 (63.0%)	4 (14.8%)
Pupil Premium	13 (7.7%)	1 (7.7%)	5 (41.7%)	7 (58.3%)	1 (8.3%)
Not Pupil Premium	15 (8.9%)	0 (0%)	5 (33.3%)	10 (66.7%)	3 (20.0%)
Not SEN	21 (12.4%)	1 (4.8%)	3 (15.0%)	17 (85.0%)	4 (20.0%)

Reading Year 4 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	6 (22.2%)	21 (77.8%)	9 (33.3%)
Pupil Premium	13 (7.7%)	0 (0%)	5 (38.5%)	8 (61.5%)	1 (7.7%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	1 (7.1%)	13 (92.9%)	8 (57.1%)
Not SEN	25 (14.8%)	1 (4.0%)	4 (16.7%)	20 (83.3%)	9 (37.5%)

Writing Year 4 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	8 (29.6%)	19 (70.4%)	5 (18.5%)
Pupil Premium	13 (7.7%)	0 (0%)	6 (46.2%)	7 (53.8%)	1 (7.7%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	2 (14.3%)	12 (85.7%)	4 (28.6%)
Not SEN	25 (14.8%)	1 (4.0%)	6 (25.0%)	18 (75.0%)	5 (20.8%)

Mathematics Year 4 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	1 (3.6%)	2 (7.4%)	25 (92.6%)	6 (22.2%)
Pupil Premium	13 (7.7%)	0 (0%)	2 (15.4%)	11 (84.6%)	1 (7.7%)
Not Pupil Premium	15 (8.9%)	1 (6.7%)	0 (0%)	14 (100%)	5 (35.7%)
Not SEN	25 (14.8%)	1 (4.0%)	0 (0%)	24 (100%)	6 (25.0%)

Reading Year 5 (29 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	29 (17.2%)	0 (0%)	12 (41.4%)	17 (58.6%)	7 (24.1%)
Pupil Premium	16 (9.5%)	0 (0%)	8 (50.0%)	8 (50.0%)	3 (18.8%)
Not Pupil Premium	13 (7.7%)	0 (0%)	4 (30.8%)	9 (69.2%)	4 (30.8%)
Not SEN	23 (13.6%)	0 (0%)	6 (26.1%)	17 (73.9%)	7 (30.4%)

Writing Year 5 (29 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	29 (17.2%)	0 (0%)	12 (41.4%)	17 (58.6%)	4 (13.8%)
Pupil Premium	16 (9.5%)	0 (0%)	8 (50.0%)	8 (50.0%)	1 (6.3%)
Not Pupil Premium	13 (7.7%)	0 (0%)	4 (30.8%)	9 (69.2%)	3 (23.1%)
Not SEN	23 (13.6%)	0 (0%)	6 (26.1%)	17 (73.9%)	4 (17.4%)

Mathematics Year 5 (29 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	29 (17.2%)	0 (0%)	11 (37.9%)	18 (62.1%)	8 (27.6%)
Pupil Premium	16 (9.5%)	0 (0%)	8 (50.0%)	8 (50.0%)	2 (12.5%)
Not Pupil Premium	13 (7.7%)	0 (0%)	3 (23.1%)	10 (76.9%)	6 (46.2%)
Not SEN	23 (13.6%)	0 (0%)	5 (21.7%)	18 (78.3%)	8 (34.8%)

Combined Year 5 (29 pupils): Y5	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	29 (17.2%)	0 (0%)	14 (48.3%)	15 (51.7%)	4 (13.8%)
Pupil Premium	16 (9.5%)	0 (0%)	10 (62.5%)	6 (37.5%)	1 (6.3%)
Not Pupil Premium	13 (7.7%)	0 (0%)	4 (30.8%)	9 (69.2%)	3 (23.1%)
Not SEN	23 (13.6%)	0 (0%)	8 (34.8%)	15 (65.2%)	4 (17.4%)

Writing Year 6 (26 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	26 (15.4%)	1 (3.8%)	11 (44.0%)	14 (56.0%)	4 (16.0%)
Pupil Premium	13 (7.7%)	0 (0%)	9 (69.2%)	4 (30.8%)	1 (7.7%)
Not Pupil Premium	13 (7.7%)	1 (7.7%)	2 (16.7%)	10 (83.3%)	3 (25.0%)
Not SEN	20 (11.8%)	1 (5.0%)	7 (36.8%)	12 (63.2%)	4 (21.1%)

Mathematics Year 6 (26 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	26 (15.4%)	1 (3.8%)	7 (28.0%)	18 (72.0%)	5 (20.0%)
Pupil Premium	13 (7.7%)	0 (0%)	6 (46.2%)	7 (53.8%)	3 (23.1%)
Not Pupil Premium	13 (7.7%)	1 (7.7%)	1 (8.3%)	11 (91.7%)	2 (16.7%)
Not SEN	20 (11.8%)	1 (5.0%)	2 (10.5%)	17 (89.5%)	4 (21.1%)

Combined Year 6 (26 pupils): Y6	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	26 (15.4%)	1 (3.8%)	13 (52.0%)	12 (48.0%)	2 (8.0%)
Pupil Premium	13 (7.7%)	0 (0%)	9 (69.2%)	4 (30.8%)	1 (7.7%)
Not Pupil Premium	13 (7.7%)	1 (7.7%)	4 (33.3%)	8 (66.7%)	1 (8.3%)
Not SEN	20 (11.8%)	1 (5.0%)	8 (42.1%)	11 (57.9%)	2 (10.5%)

Reading Year 7 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	0 (0%)	16 (57.1%)	12 (42.9%)	2 (7.1%)
Pupil Premium	17 (10.1%)	0 (0%)	12 (70.6%)	5 (29.4%)	0 (0%)
Not Pupil Premium	11 (6.5%)	0 (0%)	4 (36.4%)	7 (63.6%)	2 (18.2%)
Not SEN	15 (8.9%)	0 (0%)	3 (20.0%)	12 (80.0%)	2 (13.3%)

Writing Year 7 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	0 (0%)	20 (71.4%)	8 (28.6%)	0 (0%)
Pupil Premium	17 (10.1%)	0 (0%)	14 (82.4%)	3 (17.6%)	0 (0%)
Not Pupil Premium	11 (6.5%)	0 (0%)	6 (54.5%)	5 (45.5%)	0 (0%)
Not SEN	15 (8.9%)	0 (0%)	7 (46.7%)	8 (53.3%)	0 (0%)

Mathematics Year 7 (28 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	28 (16.6%)	0 (0%)	17 (60.7%)	11 (39.3%)	2 (7.1%)
Pupil Premium	17 (10.1%)	0 (0%)	11 (64.7%)	6 (35.3%)	1 (5.9%)
Not Pupil Premium	11 (6.5%)	0 (0%)	6 (54.5%)	5 (45.5%)	1 (9.1%)
Not SEN	15 (8.9%)	0 (0%)	5 (33.3%)	10 (66.7%)	1 (6.7%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
T4W	Jane Ralphs T4W Consultant

Further information (optional)

Walton primary School works closely with a local group of schools, STPP and this enables us to look at how the funding is being used elsewhere and to the best effect.

We want to ensure that children are given the opportunity to learn about themselves and to find their own dreams and future wishes. This is why we strive to provide them with different opportunities such as Adventure Ambassadors, the Year 6 residential, our trip to a Musical in London, trips and visitors across the Curriculum and our Attendance prize days.

We want to make sure that we continue with the following:

- All staff know the names of their pupil premium children in their class, across the year group and are aware of the list for the whole school.
- We continue to raise the profile of Pupil Premium children in school life by ensuring that they are marked out for questioning in class and have roles and responsibilities within the school and in classes to increase their engagements and self-confidence.
- We look for outside support to increase the Pastoral Lead's ability to meet the Need of our children and families
- We continue with TPP training and updates for all staff to ensure the school is therapeutic consistently.
- We work closely with other agencies to get the best support available for all of our children.