

Walton on the Naze Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the next two academic years 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	230
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3years 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£141,977 (21.22)
Recovery premium funding allocation this academic year	£ 8,866
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (projected)	£ 150,843

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.

We do this through ensuring that the quality of teaching across the school is at least good with increasing areas of outstanding teaching.

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

Our aim is that all our Pupil Premium children make accelerated progress in core subjects so that their attainment shifts closer to that of their peers.

We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic 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 to support them in different ways.

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 in Reading, writing, oracy and particularly vocabulary acquisition.
2	High percentage of PPG children are also SEMH children and need support to overcome barriers to learning
3	Targeted intervention is needed to close gaps for PPG children linked to Covid
4	Attendance of PPG children is below the attendance of others - engagement

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
All staff would be able to articulate whole school approach to Disadvantaged strategy and wider approaches for all children (2)	Staff will refer to Disadvantaged strategy Staff respond to pupil need – academic and Pastoral TPP training and use Essex steps updates All ch receive effective classroom teaching Support available for all children at their level of need.
Outcomes will improve for targeted (3)	Targeted Interventions e.g. Welcomm, Time for sounds, S and L sessions

	In-year and across year gap is closed for R and M through Covid catch up funding Tutoring takes place for vulnerable children Training for staff (NTP)
All children will attend school regularly and will be on time (4)	Attendance will be above 95% (Spring term 22) Attendance Officer will track weekly Sam meeting take place Attendance is challenged at FGB Attendance prizes are regularly reviewed. Figures updated in fortnightly newsletter for parent/ carers.

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: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
T4W training	All teachers will be newly trained in specific style of teaching writing which has been seen to have a positive impact on data from Pie Corbett and previously within the school Consistency in teaching methods across the school to support children Expectations clear for all Whole school focus on tier 2 and 3 vocabulary (EEf and closing the gap Andrews Robinson and Hutchinson, Chris Quigley) Resources needed purchased	1
RWInc training	All teachers will be newly trained in specific style of teaching writing	1

	which has been mentioned in EEF toolkit as a positive factor Consistency across the school for all children Expectations clear for all Resources needed purchased	
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 2021 Year 2 data was 86% improvement in scores DFE accredited phonics programme	1
The pupil premium Lead is appointed and attends regular training and updates	Working alongside leaders from other schools to discuss strategies Working alongside SIP to support with school priorities Use of Addressing Educational disadvantage the Essex way – disseminated to staff	1
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	3

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

Budgeted cost: £20,000

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.	1,3
TAs deliver same day interventions (Tips	EEF:	3

and precision teaching)	High quality small group interventions	
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 EEf Toolkit Ofsted school insp handbook and oral lang interventions	3
Booster groups for Year 2 and 6	High quality small group interventions Targeted support takes place at varied times/ staggered approach so we do not narrow Curriculum	3
1:1 support for specific SEMH children	1:1 session to support child with individualised Curriculum narrowing barriers to learning EEF	2
NFER testing to support teacher assessments	Staff have a clear view with the use of formative and summative assessments and gap analysis provides areas to target for each class	1,3

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

Budgeted cost: £ 24,000

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.	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	
• 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. 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. SHUE data EEF – sports participation increases educational engagement and attainment.	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)	2
• Essex Step on 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	2

• STPP subscription	Headteacher to meet with wider group of Heads to compare information and gain support Purchases made are through group subsidy	All
• Forest schools training	Targeted children receive one afternoon per week x 10 weeks of Outdoor learning experiences	2,4
• Supervision training for SLT	3 members of SLT receive training to support other school staff, which in turn promotes good adult attendance and positive interactions with pupils	2,4
• Midday training for positive interactions (Bursville)	Promotion of positive interactions with pupils and therapeutic approach to all children.	2
• Breakfast Club	Targeted children are given the best start to their learning possible.	1,2,4
• SGO and PLac therapies	Targeted children supported through area of need. (Bespoke and MTEP support)	2,3,4
• Pastoral Lead	In place after retirement of last lead in August. 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.	2
Release person for staff wellbeing day	Wellbeing of staff improved – TBC	2,3

Total budgeted cost: £128,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress.

Context: There were xx children on the PP register. xx of our PP children have SEN needs,. Pupil Premium children have an increased profile in school- Pupil Premium attendance was xx% compared to whole school of 95%. The drive to close the attainment gap was evident in our daily practice and the following data shows the impact of this more clearly. It can also be seen in our Newsletter and weekly assemblies.

Disadvantaged children to make accelerated progress in core subjects so that their attainment shifts closer to that of their peers.

Comparison data showing % of PP children making 5 + steps progress from Y1 – Y6 in this academic year.

Progress Breakdown
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (193 pupils)

	Pupils (%)	Pupils (%) making 5+ steps progress		
		Reading	Writing	Mathematics
All Pupils	193 (100%)	149 (77.2%)	135 (69.9%)	157 (81.3%)
Pupil Premium	98 (50.8%)	67 (68.4%)	59 (60.2%)	72 (73.5%)
Not Pupil Premium	95 (49.2%)	82 (86.3%)	76 (80.0%)	85 (89.5%)
Missing Data		6 (3.1%)	6 (3.1%)	6 (3.1%)

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (193 pupils)

Reading (193 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	193 (100%)	2 (1.0%)	77 (40.3%)	114 (59.7%)	42 (22.0%)
Pupil Premium	98 (50.8%)	0 (0%)	50 (51.0%)	48 (49.0%)	17 (17.3%)
Not Pupil Premium	95 (49.2%)	2 (2.1%)	27 (29.0%)	66 (71.0%)	25 (26.9%)
Writing (193 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	193 (100%)	2 (1.0%)	92 (48.2%)	99 (51.8%)	25 (13.1%)
Pupil Premium	98 (50.8%)	0 (0%)	57 (58.2%)	41 (41.8%)	7 (7.1%)
Not Pupil Premium	95 (49.2%)	2 (2.1%)	35 (37.6%)	58 (62.4%)	18 (19.4%)
Mathematics (193 pupils)	No. (%)	Missing Assessment	Below	On Track or higher	Higher
All Pupils	193 (100%)	2 (1.0%)	72 (37.7%)	119 (62.3%)	40 (20.9%)
Pupil Premium	98 (50.8%)	0 (0%)	43 (43.9%)	55 (56.1%)	15 (15.3%)
Not Pupil Premium	95 (49.2%)	2 (2.1%)	29 (31.2%)	64 (68.8%)	25 (26.9%)
Combined (193 pupils)	No. (%)	Missing Assessment	Below in one or more	On Track or higher in all	Higher in all
All Pupils	193 (100%)	2 (1.0%)	97 (50.8%)	94 (49.2%)	20 (10.5%)
Pupil Premium	98 (50.8%)	0 (0%)	60 (61.2%)	38 (38.8%)	6 (6.1%)
Not Pupil Premium	95 (49.2%)	2 (2.1%)	37 (39.8%)	56 (60.2%)	14 (15.1%)

Key: Number of Pupils (Percentage)

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

Higher - Pupils working above, or significantly above, ARE

	Our children are becoming confident mathematicians through concrete, pictorial and abstract representations. They have more opportunities to be fluent in their reasoning skills and apply their skills further using TTRockstars. It is important to state that a % of PPG children are also SENd and this has an impact upon our outcomes. (34 pupils in total in Summer 21)
To raise the profile of children in receipt of PPG	Despite the disruptions of lockdown in the Spring term, Pupil Premium children's attendance is xxx% compared to whole school of xx%. Each PPM discussed specific measures for PPG children. Reports to Governors include information about PPG children.

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
Forest Schools	Cambium

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 provided them with different opportunities such as grow, cook, eat, the Year 6 residential, our trip to London 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 increase the Pastoral Team according to need
- We continue with TPP training 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.