

Walton on the Naze Primary School Pupil Premium Grant Expenditure Impact report for Website:

Report: March 2021 Spending to March 2022

Year Group	Item / Project	Objective	Outcome
Whole school	Teachers wellbeing	Rolling programme to provide specific time to allow staff to reflect upon practise and provide renewed emphasis for PPG children (and all others) , research time	All teachers have been allocated a day per term as a good will gesture - Governors are aware that there is a great need for emotional support as well as academic training. This means that teachers are in a good place to provide quality teaching for all children. All staff have had time to prepare and lessen own workload
	Leadership time	Teachers able to provide most up to date support when planning CPD for other staff	Rolling programme has been provided for all teachers to complete their Lead subject without Teachers up to date with own subject knowledge and impart to the rest of the staff i Senco meets with parents to discuss out impacting on wellbeing, therefore providing quality education for all children.
	Small group tuition	Gaps plugged for certain areas/ subjects	Children are able to catch up and fill gaps in each year group targeted. (Year 2,3, 4, 5 and 6)
	Lucid rapid screening	Early screening tool for indicators of dyslexia	Early identification of children needing support is in place. Barriers are overcome quickly.
	Subscription to the key	Supporting SLT in policy and decision making. Information to disseminate to all staff	Staff members able to gain support with documentation and up to date advice
R/1/2	Additional staff training	Additional training to support first quality teaching in all classes	To be confirmed - Kagan training EYFS update (SB, LW) Curriculum update (SB, AA) Steps (KF)
	Pastoral support Manager and Learning mentor	Providing additional support for children with a range of needs - emotional, social, behavioural, attendance / punctuality etc.	Additional information in Pastoral log and CPOMs, however as of March 2022, Pastoral Lead was seeing 86/195 children
	Forest Schools	To increase the self-awareness of children to increase cooperative teamwork skills, calmness, how to work together socially etc	Initial training for teacher and equipment to run. One group of 8, one group of 10. Next group of 10 is being carried out currently. TIPs for each session can be viewed.
	Forest schools resources	Purchased suggested list to be able to carry out sessions	Children are able to take part in safe Forest school activities with the correct resources.
Whole school	1:1 provisions	supporting social and emotional children at risk of Permanent Exclusion	Part of salary for children needing SEMH support
Whole	Attendance prizes/ notes	Extend provision time	Increase in number of children with high level of attendance. Reduced no of persistent absence. Children celebrate those doing well.

school	home/ member of staff x one day per week	by increasing punctuality and attendance for all	
	Breakfast Club	Allocated for working parents and targeted for some children in TAF/ vulnerable. Give them a good start to their day	Food and staffing, new resources In place - only been operating since February 2022 Children are more able to get on with their work - less children are having to be given ad-hoc breakfasts. School supports working families
	Cost of trips reduce for PPG children, inc Year 6 Residential	Enrichment Opportunity for all - new experiences Extending school hours and building belief: Children offered residential place in multi- activity centre	Birch Hall, Lion King, any visitors into school subsidised for families who are struggling
	School dinners fund	Support for struggling families	Children provided a hot dinner when this may be their main meal .Usually linked to TAF /CIN meeting
	School uniform fund	Support for struggling families	Children feel part of the school community and not ostracised by others for not having uniform.
	Subject Leader development time	Quality first teaching across the school	Subject Leaders have time to plan comprehensive CPD for other staff and ensure they are up to date with latest changes for their subject. Action plans updated for our children, including PPG work.
	Class TIP's	Specific Tailored intervention programmes delivered to support gaps in learning	Gaps in learning are plugged more quickly
	Clubs	Clubs are targeted at disadvantaged children, data collected for school use -	School analyses clubs being run and uptake in order to change these and cater for needs.
	Bespoke Therapy	Therapy and counselling provided for children in need. Usually LAC, PLAC or SGO	Correct provision found to support children in difficulty.
	Ace tuition	Additional tuition for certain children in place	Child given additional academic tutoring to prepare for Sat's and Year 7
	Mtep Levy	School is able to access additional support for Mental health	School has more support available for my birthdsy
	Music resources	Children learn to play a variety of instruments this academic year	Ukuleles, Ocarina, Guitars, African drums Purchased/ borrowed. Music stands and whiteboards for music room
	Other resources		

Walton on the Naze Primary School is mixed form entry school in Essex, currently with 195 pupils.

There are 4 schools in the locality; however, Walton has the highest deprivation factor by far.

We have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to reach their full potential. Pupil premium funding is supporting us in ensuring that all children can, indeed 'Choose their dream and chase it.'

Although the expectations for all are high, the Pupil Premium Grant helps the school to provide initiatives to narrow the attainment and achievement gap for some.

Key facts

• As Ofsted (2016) noted, "
Walton on the Naze Primary School is officially a Good school with Outstanding features.

• *Pupils' behaviour is good; they are polite, and focus well in lessons and listen attentively. There are good relationships between adults and pupils.*

• *The school places a high priority on pupils' welfare. Pupils feel safe in school and are confident that staff will deal with their concerns.*

- *Teachers understand what different pupils should be achieving and provide support when it is needed. This is having a positive impact, especially for the most disadvantaged and those who have additional needs.*

*This academic year, the school has taken part in a County Review (September 21) and a SEND review (Feb 22).
The following quotes are taken from the outcomes...*

SEND review February 2022

- There are positive and warm relationships between pupils and staff.
- There is a clear vision and commitment to inclusion that is evidenced across the school

County Review September 2021

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- Learning Support Assistants support pupils well through effective questioning
- Pupil behaviour is well supported and engagement in learning is strong.
- Pupils' conduct around school was calm and purposeful.
- Relationships between adults and pupils are a strength.
- The level of pastoral care for pupils is also a strength, which is supporting the implementation of TPP (Trauma Perceptive practise)

Pupils with significant SEND have a personalised bespoke curriculum plan. They are well supported by LSAs. The curriculum is adapted through a range of means such as pictorial information, pre teaching of vocabulary and additional scaffolds.

• Walton is becoming increasingly popular in the local community, with the school now being a first school of choice and numbers of pupils are rising. We were previously asked by County to take bulge years, meaning we had a varied number in each of the cohorts. These additional numbers have been through the school system now, so we have returned to one form entry.

• We are engaged in and committed to partnership working with a range of organisations which enhance our provision and supports our local community:

South Tendring Primary Partnership, Mid Tendring Education Partnership, the Educational Psychologist Team, the Inclusion Partner, GROW, Neeca and many others.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

As a school, through targeted interventions we are working to eliminate barriers to learning and progress.

We continue to analyse our data and have made use of a range of research, such as, good practice in using pupil premium funding and the Sutton Trust toolkit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school, particularly in relation to Vulnerable groups (PDM's, PPM, PM targets)

• We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective (E.g. 2:1 provision) and all staff have been gifted a copy of the Mark Rowland book, 'Addressing educational disadvantage in schools and colleges. The Essex Way.' This has been used for CPD sessions and will continue to be utilised for sessions this academic year.

We work with other local schools to benchmark and ensure best practice.

Identification of Pupils

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of good and outstanding teaching achieved by using our Phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Early morning sessions (Booster, Timetables and Phonics)

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents: to develop their own skills, to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson, TIP's, 1:1)
- Providing high quality pastoral and therapeutic support

Funding Priorities

We continue to use a whole school approach to supporting children in developing their skills as writers though the use of talk and have invested in staff training for the Read Write Inc phonics programme and Talk for Writing across the school. We have bought into a 2-year programme to ensure consistency and monitoring.

In order to develop children as Leaders and promote independence, the school will be training new children to become Playground Pals and we have regular class monitors, School Councillors and Year 6 Head Boy and Girl.

It is clear that children who have the chance to sample a variety of experiences perform better; therefore, Walton Primary will endeavour to provide these opportunities for all children.

The school regularly meets with other schools to discuss and analyse our own cohorts and their progress and attainment.

One of the main foci 21/22 continued to be developing our Curriculum and high-quality teaching of writing and phonic.

As always, one of the most important factors for supporting our vulnerable children has been to provide high quality pastoral and emotional and social support to help remove barriers to learning for specific pupils. This data can be very difficult to quantify, however, all staff have been asked to complete case studies for children, including vulnerable children. Within this, the real impact for the child can be seen, even if this is not measurable educational progress or attainment.

An ongoing focus is also to further increase the percentage of quality of teaching at good or better which has been supported by effective use of the funding for quality CPD.

Walton Primary School PPG Allocation 21.22

