

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

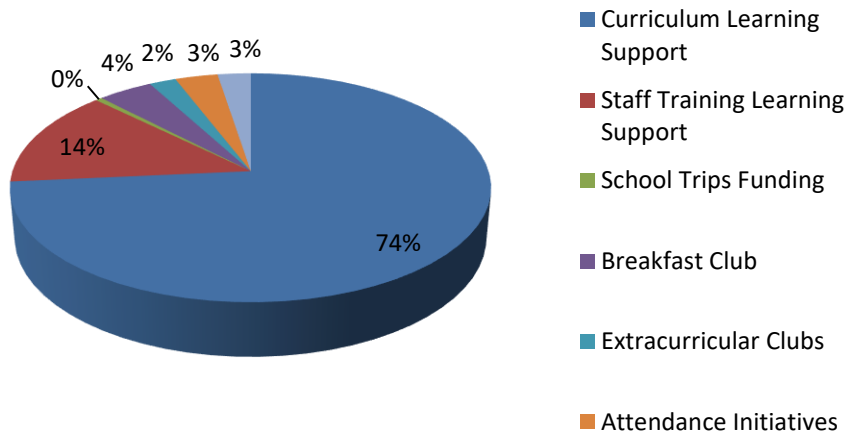
Report: April 2020 Spending to April 2021

Year Group	Item / Project	Objective	Outcome														
6	Boosters HA and LA	Extending School Hours: Programme of revision for SATs	Estab. No.	School	Cohort	RWM*			READING			WRITING			MATHS		
						≥Exp	High	<Exp	≥Exp	High	≥Exp	GDS	<Exp	≥Exp	High		
			- LA	46	65.2%	17.4%	30.4%	69.6%	28.3%	67.4%	23.9%	21.7%	78.3%	21.7%			
			5260	Walton Primary School	13	69.2%	15.4%	30.8%	69.2%	38.5%	69.2%	23.1%	15.4%	84.6%	23.1%		
5/6	Individualised SEMH support	Individualised approach Ch with SEMH needs	Increasing self- confidence , improving mental health and wellbeing - Attendance improves and less impact on other children's learning. Approximately 8 children														
R/1/2	Precision teaching	Individual children particular skill they need to practises eg spelling, High frequency words	Ch make accelerated progress in specific areas within the classroom. Monitored after all sessions														
	Sat's booster Year 2	Drawing in expertise: Extended provision for higher attaining children	Increased attainment for all and Greater depth children at KS1														
	Lucid rapid screening	Early screening tool for indicators of dyslexia	Barriers to learning addressed at an early point														
Whole school	First aid training	All staff to meet national requirements	All ch safe within school as staff trained														
	Subscription to the key	Supporting SLT in policy and decision making. Information to disseminate to all staff	All staff up to date with latest policies and research reading, templates and advice Teaching profile sat at 88% Good or better														
	Pastoral support Manager and Learning mentor	Providing additional support for children with a range of needs - emotional, social, behavioural, attendance / punctuality etc.	Barriers to learning are overcome and targeted children make good progress Children are in school regularly (See case studies and attendance notes)														
	Science week	To ensure that all children are having the opportunity to experience first-hand experimentation, planning and observations with quality materials Owl experience	Ch are able to discuss and assess their scientific learning. Opportunities given to all.														
	Forest Schools	To increase the self awareness of children to increase cooperative	Improved pupil wellbeing, happiness and investment in school community														

		teamwork skills, calmness, how to work together socially etc	
	Online music clubs	Opportunities for more teamwork, opportunity to learn an instrument which may otherwise not be available to them	Children become better players and have the basis and starting point for further development Independence and confidence Mental health and wellbeing benefits
	1:1 provisions	supporting social and emotional children at risk of Permanent Exclusion	Removing the barriers to learning and supporting children's behaviour GROW GREEN report to follow
	Attendance prizes/ notes home Attendance officer	Extend provision time by increasing punctuality and attendance for all	Improved attendance and punctuality 1 x day per week one member of Office staff
	Breakfast Club	Nourishment and social setting for children. Ability to concentrate improved.	Barriers to learning are overcome and targeted children settle quickly into school. Children are well nourished to start their day and learn
	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	Increase life chances and opportunities for PPG children, All children able to attend whole school trip Increase self confidence Greater independence Better team-working, collaborative skills
	Adventure Ambassador	To ensure all children are provided with specific opportunities before they leave the school	Grow, cook, eat, Donkey visit - how to look after an animal Planetarium, Seal trip, bedtime reading sessions all well attended and received well - pupil voice
	PPG support in PPM	To focus on SEND and PPG children Also focused class work for specific classes	Children are supported within class. School narrows the gap for disadvantaged pupils.
	Subject Leader development time		Subject Leads are aware of the strength and weaknesses across the school for PPG children - develop an Action Plan which includes specific PPG actions
	Wellbeing for staff	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	Staff to provide outstanding service for all children, particularly vulnerable children and their emotional, social needs
	PPG reading group comics	Additional resources for reluctant readers	Material to encourage reluctant readers available for all
	RWI Phonics Lead time	To increase the phonics scores and standards across the school	Lead has training sessions with the Reading Hub and runs training for all staff taking part. Time for observations and monitoring of skills across the school

	SGO and PLac children	Additional resources for Special Guardianship Children or Previously looked after children	Specific funding provided for individualised support
	Step on Training	Therapeutic approach to Behaviour management	Staff are able to manage behaviour in a different way, understanding that all behaviour is trying to tell us something.
	STPP Subscription	Support from and training alongside local schools	Local school group has provided training for individual staff and training programmes, alongside Teach meet and data analysis
	Tpp Training and release time	Training for a trainer - then CPD for all staff in how to support children with SEMH.	HT is trained as trainer and able to disseminate amongst all staff. Staff have a clear understanding of trauma and how it may present.

Walton Primary School Pupil Premium Allocation 2020-21



Blue sections were unable to complete due to Covid.

Walton on the Naze Primary School is mixed form entry school in Essex, currently with 243 pupils. We have a Breakfast club which runs daily and many varied after school clubs. (Currently on hold due to Covid)

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.

• 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 asked in various years to take additional children for County; hence we have a varied number in each of the cohorts. In 2021.22, we lose the last bulge year of children.

• 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 and Inclusion Partner, GROW 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 we have an improving track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for disadvantaged children – this is also a national trend. 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)

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
- Coaching and Lesson Study approach

Increasing learning time

We will maximise the time children have to embed their learning through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Early morning sessions (Booster 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 extensive 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 through the use of talk and have invested in staff training for the Read, Write Inc phonics programme and additional interventions alongside previous Collaborative Learning training.

To increase parental engagement in learning, we had created a weekly rolling programme for parents to attend with their child and support their reading. We have also brought in more stay and play days as asked for at previous Parent Forums and on feedback. Unfortunately, these were also on hold due to the Covid restrictions.

In order to develop children as Leaders and promote independence, the school trains new children to become Playground Pals on an annual basis 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. Our Adventure Ambassador began work last year.

The school regularly meets with other schools to discuss and analyse our own cohorts and their progress and attainment. One of the main foci for 20.21 continued to be Maths Mastery and high-quality maths teaching. This continued to be a key priority for all local schools, with Teach meets and cross school moderation taking place. Pre-Covid.

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 has been even more important during the Lockdown period, with the school providing support for children and families - regular contact through Zoom, teams or telephone calls and opening the provision to a large number of our pupils.

This support 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, some which took place jointly with other local schools.

A huge part of our priority as a school continues to be supporting our children with Social, Emotional and Mental Health needs and the school has taken on training through both Essex Steps (a therapeutic approach to behaviour management) and TPP (Trauma Perceptive Practice).