

# Pupil Premium Strategy Statement

2021-24 (updated Sep 23)



This statement details our school's use of pupil premium (and recovery premium) for the 2023 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 this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Walnut Tree Walk Primary
Number of pupils in school	341 (Sep 22)
Proportion (%) of pupil premium eligible pupils (current as of October 23)	27% (89 pupils out of 335, excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Oct 23
Date on which it will be reviewed	Oct 24
Statement authorised by	Andrew Chaplin
Pupil premium lead	Andrew Chaplin
Governor / Trustee lead	Martin Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (taken from 'Pupil Premium allocation 23-24 updated Sep 23').	£136,770 94 pupils (30%)
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£150,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Walnut Tree Walk Primary School, our ultimate aim is to close the attainment gap between disadvantaged children and their peers.

At Walnut Tree Walk Primary School we strive to ensure that:

- Teaching and Learning opportunities meet the needs of all our pupils, irrespective of gender, ethnicity, class or any other characteristics;
- The needs of Pupil Premium pupils are well met through additional support and provision which enables them to make the best possible progress; and
- The all-round education, health and well-being of all our children is of paramount importance.

We use evidenced-based approaches as our starting points and carefully adapt them to our school context. Our funding will be allocated using a three-tiered approach to help balance our approaches to improving teaching, targeted academic support, and wider strategies, although we recognise there is some overlap between these tiers.

## Challenges

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

Challenge number	Detail of challenge (data for 2021 at start of this plan)
1	We have high levels of deprivation. The school location deprivation indicator was in quintile 5 (most deprived schools). The pupil base is also in quintile 5. Walnut Tree Walk is in the top 20% of schools for the proportion of pupils eligible for Pupil Premium at 41% (national average 21%).
2	Walnut Tree Walk is in the top 20% of schools for the proportion of pupils with English as an additional language at 47% (national average 23%).
3	Walnut Tree Walk is in the top 40% of schools for the proportion of pupils supported with an EHCP or Support Plan. Many of our children have specific difficulties related to speech, language and communication.
4	The impact of Covid-19 on children and families' mental wellbeing.
5	Lower attendance levels for our disadvantaged pupils compared to their peers.
6	Lack of access to technology for remote learning and homework.
7	Attainment on entry to the EYFS is typically significantly below the national average for our PP children.
8	Lack of knowledge of, and exposure to, tier 2 and 3 vocabulary, and a reduced access to cultural capital for our PP children, creating a 'vocabulary gap'.
9	Support for parents to be able to better support their children at home.

## 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
<b>Raise attainment in Maths to close the attainment gap between disadvantaged children and their peers.</b>	<ul style="list-style-type: none"> <li>• An increase in the percentage of Pupil Premium children who achieve the expected standard in Maths in each year group and at the end of each Key Stage.</li> <li>• An increase in the percentage of Pupil Premium children who achieve Greater Depth in Maths each year group and at the end of each Key Stage.</li> <li>• A rise in the average scaled score in Maths for disadvantaged pupils at the end of KS2.</li> </ul>
<b>Raise attainment in Reading to close the attainment gap between disadvantaged children and their peers.</b>	<ul style="list-style-type: none"> <li>• An increase in the percentage of Pupil Premium children who achieve the expected standard in Reading in each year group and at the end of each Key Stage.</li> <li>• An increase in the percentage of Pupil Premium children who achieve Greater Depth in Reading each year group and at the end of each Key Stage.</li> <li>• A rise in the average scaled score in Reading for disadvantaged pupils at the end of KS2.</li> </ul>
<b>Raise attainment in Writing to close the attainment gap between disadvantaged children and their peers.</b>	<ul style="list-style-type: none"> <li>• An increase in the percentage of Pupil Premium children who achieve the expected standard in Writing in each year group and at the end of each Key Stage.</li> <li>• An increase in the percentage of Pupil Premium children who achieve Greater Depth in Writing each year group and at the end of each Key Stage.</li> </ul>
<b>Support our vulnerable pupils and families by maintaining a high level of family engagement and promoting pupil wellbeing.</b>	<ul style="list-style-type: none"> <li>• An improvement in the attendance for our PP pupils</li> <li>• Early access to a range of in-school therapeutic support for children and families</li> <li>• All children to receive enrichment experiences to build their cultural capital</li> </ul>

## 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.

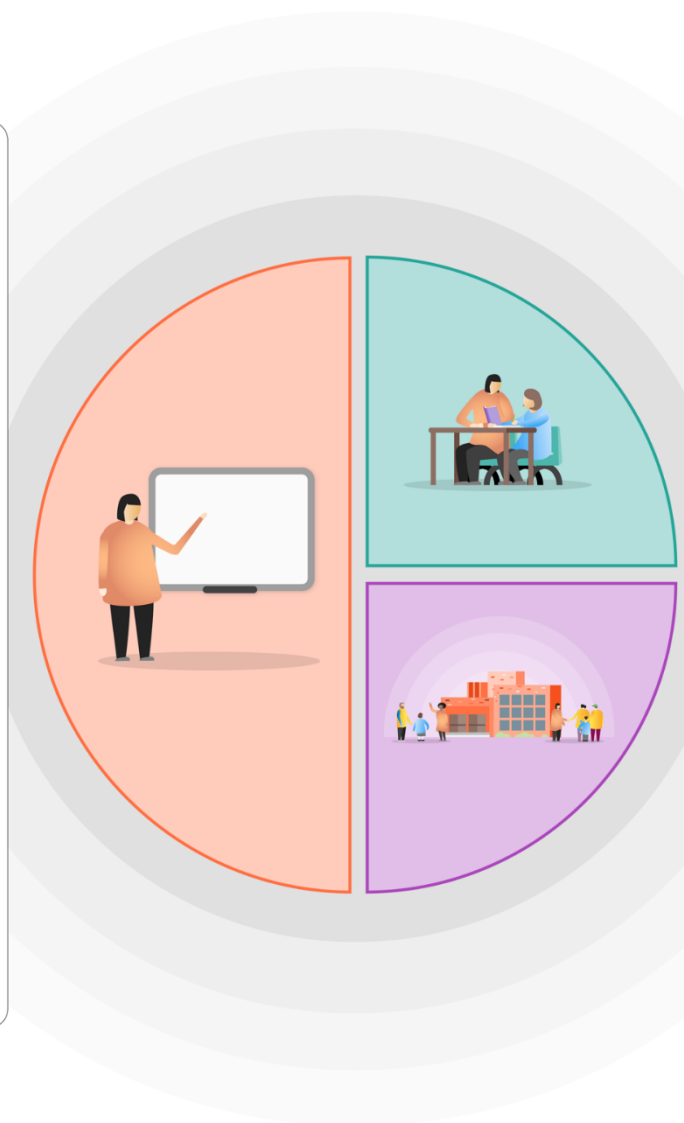
### 1 Teaching

Quality First Teaching supported by evidence-informed CPD for teachers and support staff.

CPD focus on developing metacognition and self-regulation, and the quality and impact of feedback, as well as subject specific training and leadership CPD.

Development of whole school reading approaches.

Development of a broad and engaging curriculum that focuses on vocabulary acquisition across all subject areas.



### 2 Targeted academic support













Specific intervention programmes focused on gaps in phonics, early language skills, speech and language, reading comprehension and numeracy skills.




### 3 Wider strategies

Extensive provision for supporting children and families' mental health and wellbeing.  
Free breakfast and after school club for targeted children.  
Access to cultural capital through rich trips, experiences and music tuition.

## Teaching (for example, CPD, recruitment and retention)




Budgeted cost for 23-24 Academic Year: £44,500




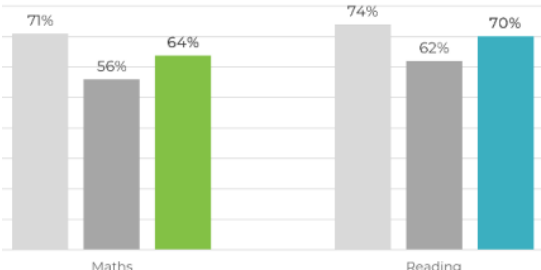















Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Area of Focus: High Quality Teaching</b>		
CPD, including: <ul style="list-style-type: none"> <li>- whole school subscription to National College</li> <li>- Planned INSET training</li> <li>- Individual staff CPD</li> <li>- Phonics Sound-Write training</li> <li>- Subject Lead networking and training</li> <li>- Metacognition and self-regulation</li> </ul>	Dependent on the area of CPD, but all CPD is linked to priority areas and has a strong evidence-base.  EEF T&L Toolkit: Metacognition    	1,2,3,4,5,7,8
Curriculum development, focusing on broadening cultural capital and acquisition of knowledge, skills and vocabulary, to ensure high quality teaching across the wider curriculum.		1,2,3,8
Developing our use of diagnostic assessments to ensure support is sharply focused on identified gaps	Assessment used to accurately identify support needed. Targeted support then provided – see next section for impact of these. Recommendation 6 of <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1,7,8
Develop feedback policy in school, and implement	EEF T&L Toolkit: Feedback    	7,8
<b>Area of Focus: Reading and Phonics</b>		
Additional adults for daily reading lessons in KS1 and Year 3	EEF T&L Toolkit: Reading Comprehension      EEF T&L Toolkit: Phonics    	1,8

Area of Focus: Mathematics		
Use of the Mastering Number programme to develop teachers' understanding of how children learn mathematics.	<p>EEF T&amp;L Toolkit: Mastery Learning</p>  <p>The EEF Guidance Report for Improving Mathematics in Key Stage 1 sets as a key recommendation the need to 'develop practitioners' understanding of how children learn mathematics' and to 'Use manipulatives and representations to develop understanding</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 3, 8
Area of Focus: Support and Learning at Home		
Parent workshops to improve parental engagement in children's learning	<p>EEF T&amp;L Toolkit: Parental Engagement</p> 	9
Provision of digital technology for home learning, including tablets and subscriptions (eg IXL)	<p>EEF T&amp;L Toolkit: Digital Technology</p> 	6,9

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













Budgeted cost for 23-24 Academic Year: £67,275 (part funded by Pupil Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths small group and 1:1 teaching with Maths Intervention Teacher	<p>EEF T&amp;L Toolkit: Small Group Tuition</p>  <p>School KS2 SATs Data for target children</p>	1,2,3
Academic Mentor to target and deliver support to PP children	<p>EEF T&amp;L Toolkit: Small Group Tuition</p>  <p>Government recommended programme.</p>	1,2,3,8
Numeracy Catch Up	<p>EEF T&amp;L Toolkit: Small Group Tuition</p>  <p>Government recommended programme.</p>	1,2,3,8

	In school data analysis for 20/21 cohort showed significant gains (av pre-test = 17%, post-test 36%)	
Action Tutors in Reading and Maths for Year 5 and 6 pupils	<p>EEF T&amp;L Toolkit: One to One Tuition</p> <p>    </p> <p>Action Tutor Data (national 21-22):</p> <p>Children meeting expected standards in Year 6 SATs</p>  <p>See also school level data produced by Action Tutoring, and SATs data.</p>	1,2,3,8
Fresh Start/ On Track reading and writing intervention	<p>EEF T&amp;L Toolkit: Small Group Tuition</p> <p>    </p> <p>The EEF also evaluated the Fresh Start programme in 2014 with Durham University and found a +3 months impact.</p>	1,2,3,8
Phonics intervention groups	<p>EEF T&amp;L Toolkit: Phonics</p> <p>    </p> <p>School Phonics Check Data for target children</p>	1,2,3,7,8
Nuffield Early Language Intervention	<p>EEF T&amp;L Toolkit: Early Years Interventions</p> <p>    </p> <p>Oral Language Interventions:</p> <p>    </p>	7
SALT Therapy including Speech and Language Intervention Teaching Assistant	<p>EEF T&amp;L Toolkit: Oral language interventions:</p> <p>    </p>	3

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

Budgeted cost for Academic Year 23-24: £67,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Mentor (5 afternoons a week)	EEF T&L Toolkit: Social and Emotional Learning   	4
Discounted or free after school activity clubs	EEF T&L Toolkit: Arts Provision    <p>Although this study shows a relatively low impact, internal positive case studies show that children react positively to after school enrichment activities.</p>	4, 5
Extensive range of therapeutic support for children, including Drama Therapist and Child Psychologist and Psychotherapist (part funded with external grant)	EEF T&L Toolkit: Social and Emotional Learning    <p>Individual positive case studies as well as data from our internal rating scale used to provide a baseline and evaluation of the relevant concern. A solution focused scaling exercise is used at the start of interventions and is reviewed at the end, both of which demonstrate progress from the input.</p>	4
Free breakfast and after school club for targeted pupils	Individual cases studies with positive impact on attendance and emotional wellbeing.	4,5
Trips and experiences to enhance pupil engagement, enjoyment and motivation, and increase access to cultural capital	EEF T&L Toolkit: Outdoor Adventure Learning   	4,5,8
Provide families with targeted support to ensure they feel encouraged to attend school every day	<a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a> <p>Research shows each day off has a negative impact on outcomes at the end of KS2 and KS4.</p>	5

**Total budgeted cost: £161,741 of which £150,400 is from Pupil Premium funding**



## 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.

<i><b>Impact of 2022-23 spending</b></i>
<p>This reviews the pupil premium strategy outcomes for the second year of our 2021-2024 plan.</p> <p>The Senior Leadership Team and Governing Body closely monitor how we use our Pupil Premium Funding to ensure that it is having an impact on the attainment, progress and wellbeing of eligible pupils. We carefully monitor and track the progress of individual pupils so that support and interventions can be put in place for children who need it. Pupil Premium Funding and the impact of this is a regular item on the governors' Curriculum, Standards and Inclusion committee.</p> <ul style="list-style-type: none"><li>• <b>Year 6 cohort 22-23:</b> For combined results, our PP premium children reaching ARE (70%) performed significantly better than the PP national average (44%) and also the national average for all pupils (59%). In Reading, our PP premium children (74%) performed better than the PP national average (60%) and also the national average (73%). In writing, our PP premium children (70%) performed better than the PP national average (58%) and were in line the national average for all pupils (71%). In Maths, our PP children (87%) performed significantly better than the PP national average (59%) and also the national average for all pupils (73%).</li><li>• <b>Year 5 cohort 22-23:</b> PP children performed in line with their non-disadvantaged peers in Reading, Writing and Maths.</li></ul> <p>The average scaled score for PP children has risen:</p> <ul style="list-style-type: none"><li>• In Reading from 102.7 in 2022 to 104.4 in 2023</li><li>• In Maths from 98.9 in 2022 to 104.7 in 2023</li></ul>
<i><b>Impact of 2021-2022 spending</b></i>
<p>This reviews the pupil premium strategy outcomes for the first year of our 2021-2024 plan.</p> <ul style="list-style-type: none"><li>• <b>Year 6 cohort:</b> For combined results, our PP premium children reaching ARE (60%) performed better than the PP national average (43%) and also the national average (59%). In Reading, our PP premium children (80%) performed better than the PP national average (62%) and also the national average (74%). In writing, our PP premium children (73%) performed better than the PP national average (55%) and also the national average (69%). In Maths, our PP children (60%) performed better than the PP national average (56%).</li><li>• <b>Year 5 cohort:</b> PP children performed broadly in line with their non-disadvantaged peers in Reading, Writing and Maths.</li><li>• <b>Year 4 cohort:</b> PP children performing broadly in line with their non-disadvantaged peers in Writing. In Reading, PP children at ARE increased from 40% to 45%.</li></ul>

- **Year 3 cohort:** PP children performed broadly in line with their non-disadvantaged peers in Maths. They were slightly lower in Reading and Writing.

### ***Impact of 2019-20 and 2020-21 Spending***

*Due to COVID-19, performance measures have not been published for 2019-2020 or for 2020 to 2021, and therefore results will not be used to hold schools to account.*

The previous year was the end of our previous 3-year plan. Key Points from End of Year Assessments (Summer 21) at the end of the 3-year plan:

- **Year 6 cohort:** % of Year 6 PP children at ARE increased from 64% to 71% in Reading, 43% to 64% in Writing, and 57% to 71% in Maths
- **Year 5 cohort:** PP children performing in line with their non-disadvantaged peers in Reading and Writing. In Maths PP children at ARE increased from 56% to 68%.
- **Year 4 cohort:** PP children performing in line with their non-disadvantaged peers in Reading, Writing and Maths.
- **Year 3 cohort:** PP children performing in line with their non-disadvantaged peers in Reading, Writing and Maths.
- **Year 2 cohort:** % of Year 6 PP children at ARE increased from 30% to 45% in Reading and Writing (in one year)

## **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*

<b>Programme</b>	<b>Provider</b>

Pupil Premium Strategy agreed by Governors: Reviewed 19<sup>th</sup> October 2023

Date of next review: October 2024

Signed (Headteacher): \_\_\_\_\_

Signed (Chair of Governors): \_\_\_\_\_