

Pupil Premium Strategy Statement

2024-27 (updated Oct 25)



This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	422 (Oct 25)
Proportion (%) of pupil premium eligible pupils (current as of October 25)	21% (82 pupils out of 392, excluding Nursery on census day)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	Oct 25
Date on which it will be reviewed	Oct 26
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 25-26 updated Sep 25'). £1515 per eligible pupil.	£121,200 80 pupils (21%) (Funding for 25-26 is based on Oct 24 census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,200

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 (<u>Note that the data used here is for 2024 at start of this plan</u>)
1	Deprivation: We have high levels of deprivation. The school location deprivation indicator is in quintile 5 (most deprived schools). The pupil base is also in quintile 5. Walnut Tree Walk is in the top 40% of schools for the proportion of pupils eligible for Pupil Premium (quintile 4).
2	On-entry low attainment: Attainment on entry to the EYFS is typically significantly below the national average for our PP children.
3	Attendance: Lower attendance levels for our disadvantaged pupils compared to their peers (23-24 academic year: 93.8% for PP, 96.7% non PP)
4	SEN: Walnut Tree Walk is in the middle quintile of schools for the proportion of pupils supported with an EHCP; however, we expect this to significantly increase over the next year. There is a significant correlation between SEN and Pupil Premium: 54% of children with EHCP or in process of applying for one are in receipt of Pupil Premium, which is significantly higher than the school PP%. Many of our children have specific difficulties related to speech, language and communication.
5	EAL: Walnut Tree Walk is in the top 20% of schools for the proportion of pupils with English as an additional language at 38%.
6	Oracy skills, language acquisition and vocabulary: 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'.
7	Access to devices: Lack of access to technology for homework.
8	Parental involvement: 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
Attainment in Maths for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally	<ul style="list-style-type: none"> • The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6 • An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally
Attainment in Reading for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally	<ul style="list-style-type: none"> • The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6 • An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally • All PP children leave primary school as confident readers
Attainment in Writing for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally	<ul style="list-style-type: none"> • The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6 • An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally
Our vulnerable pupils and families are well supported by maintaining a high level of family engagement and promoting pupil wellbeing.	<ul style="list-style-type: none"> • Early access to a range of in-school therapeutic support for children and families • All children to receive enrichment experiences to build their cultural capital • High levels of participation in activity clubs, trips and tuition
Pupil Premium pupils to have improved attendance	<ul style="list-style-type: none"> • An improvement in the attendance for our PP pupils so that it is broadly in line with the national average for all pupils.

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.

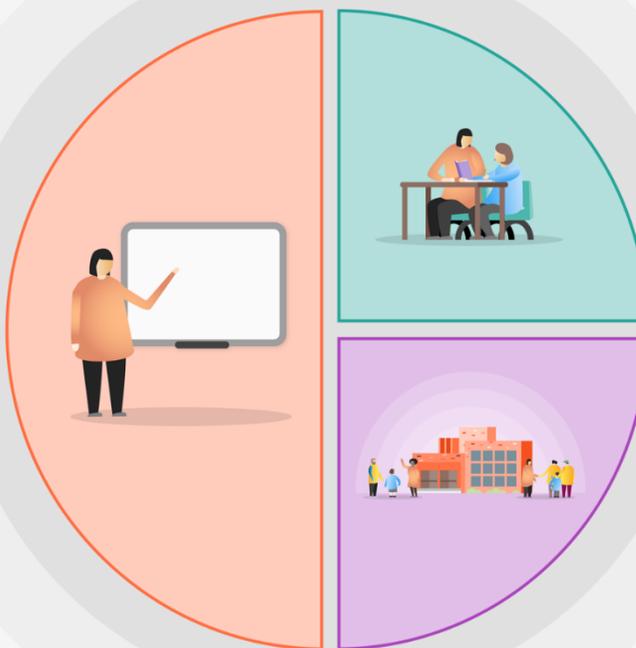
1 Teaching

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 25-26 Academic Year: £83,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Area of Focus: High Quality Teaching		
<p>CPD, including:</p> <ul style="list-style-type: none"> - whole school subscription to National College - Planned INSET training - Individual staff CPD - Phonics Sound-Write training for all Rec and KS1 staff - Maths Mastery - Subject Lead networking and training - Developing a whole school Quality First Teaching 'Supporting Literacy Needs' policy 	<p>Dependent on the area of CPD, but all CPD is linked to priority areas and has a strong evidence-base, eg:</p> <p>EEF T&L Toolkit:</p> <p>Mastery learning <small>High impact for very low cost based on limited evidence.</small> £ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +5</p> <p>Phonics <small>High impact for very low cost based on very extensive evidence.</small> £ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +5</p> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence.</small> £ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +6</p> <p>See impact of Sounds Write at WTW</p> <p>EEF states that 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'.</p>	2, 4, 5, 6
<p>Curriculum development, focusing on oracy, language and vocabulary development:</p> <ul style="list-style-type: none"> • CPD on creating a word rich environment • CPD on creating links across the curriculum • Oracy/Voice 21 implementation of whole school approach • Monitoring and review of oracy whole school approach 	<p>EEF T&L Toolkit:</p> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence.</small> £ £ £ £ £ £ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ +6</p> <p>Voice 21 Impact Report, evidence includes:</p> <ul style="list-style-type: none"> • Over 3 years, the number of teachers in schools we work with who rated themselves as confident oracy practitioners, increased from 30% to 70%. • By the end of our two-year Voicing Vocabulary project, students in Year 6 and 7 were more likely to have an above-average reading score than their peers nationally. • We used comparative judgment to assess the oracy skills of 463 Year 5 students in 55 Voice 21 Oracy Schools across England and Wales, generating an average school oracy score. We found that this average score improves by 50% when we compare first and fourth-year Voice 21 Oracy Schools. <p>OFSTED's report: 'Strong Foundations in the first years of school' (Oct 2024) identified that often in schools children were being given too complex tasks too early on before they have mastered the foundational skills of, for example, sentence structure and handwriting.</p>	2, 4, 5, 6

Area of Focus: Reading, Phonics and Writing		
Additional adults for daily reading lessons in KS1	<p>EEF T&L Toolkit:</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.   </p> <p>Phonics High impact for very low cost based on very extensive evidence.   </p>	2, 4, 6
Additional teacher for reading support in Year 4, including supporting families to support children with reading	<p>EEF T&L Toolkit:</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.   </p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.   </p>	2, 4, 6
Area of Focus: Writing		
<p>Additional teacher in Year 4 Writing sessions to improve outcomes in writing:</p> <ul style="list-style-type: none"> Daily writing taught with focus on raising the achievement of pupil premium children in writing <p>Supporting ECTs to further support PP children underachieving in writing.</p>	<p>OFSTED's report: 'Strong Foundations in the first years of school' (Oct 2024) identified that often in schools children were being given too complex tasks too early on before they have mastered the foundational skills of, for example, sentence structure and handwriting.</p> <p>EEF T&L Toolkit:</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.   </p>	2, 4, 6
Area of Focus: Mathematics		
Use of the Mastering Number programme to develop teachers' understanding of how children learn mathematics.	<p>EEF T&L Toolkit:</p> <p>Mastery learning High impact for very low cost based on limited evidence.   </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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	2, 4, 6
Area of Focus: Support and Learning at Home		
Parent workshops to improve parental engagement in children's learning	<p>EEF T&L Toolkit: Parental Engagement</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence.   </p>	8

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

Budgeted cost for 25-26 Academic Year: £53,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths small group and 1:1 teaching with Maths Intervention Teacher	<p>EEF T&L Toolkit:</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.   +4</p> <p>One to one tuition High impact for moderate cost based on moderate evidence.   +5</p> <p>Individualised instruction Moderate impact for very low cost based on limited evidence.   +4</p> <p>School KS2 SATs Data for target children</p>	2, 4, 5, 6
Attendance catch-up daily: Catch up in maths and English if children have been absent (offered daily)	<p>EEF T&L Toolkit:</p> <p>One to one tuition High impact for moderate cost based on moderate evidence.   +5</p> <p>Individualised instruction Moderate impact for very low cost based on limited evidence.   +4</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.   +4</p>	1, 3
Fresh Start/ On Track reading and writing intervention	<p>EEF T&L Toolkit:</p> <p>Extending school time Moderate impact for moderate cost based on moderate evidence.   +3</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.   +4</p> <p>The EEF also evaluated the Fresh Start programme in 2014 with Durham University and found a +3 months impact.</p>	2, 4, 5, 6
Phonics intervention groups	<p>EEF T&L Toolkit:</p> <p>Phonics High impact for very low cost based on very extensive evidence.   +5</p> <p>School Phonics Check Data for target children. 2023 and 2024 92/93% of children passed the phonics check, including 80% of PP children.</p>	2, 6
Nuffield Early Language Intervention	<p>EEF T&L Toolkit:</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.   +6</p>	1, 2, 4, 6
SALT Therapy including Speech and Language Intervention Teaching Assistant	<p>EEF T&L Toolkit:</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.   +6</p>	2, 4, 6

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of 2024-25 spending

This reviews the pupil premium strategy outcomes for the first year of our 2024-2027 plan.

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.

- **Year 6 cohort 24-25:** For combined results, our PP premium children reaching ARE (64%) performed better than the national average for all pupils (62%).
- In Reading, our PP premium children (82%) performed better than the national average for all pupils (75%)
- In writing, our PP premium children (73%) were in line with the national average for all pupils (72%).
- In Maths, our PP children (73%) were in line with the national average for all pupils (73%).

Attendance for our FSM children for the academic year 2024-25 was 94.0%. This put us in the 3rd decile nationally (the top 20-30% of schools) and 15th out of 59 Lambeth schools for FSM pupils. For all pupils, we were in the 2nd decile so further work is needed to further close the gap.

65% of our Pupil Premium attended a subsidised or free after-school activity club. This is lower than our target so further work is needed on this.

Impact of 2023-24 spending

This reviews the pupil premium strategy outcomes for the final year of our 2021-2024 plan (the previous plan).

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.

- **Year 6 cohort 23-24:** For combined results, our PP premium children reaching ARE (69%) performed significantly better than the PP national average (45%) and also the national average for all pupils (61%) and non-disadvantaged pupils nationally (67%).

- In Reading, our PP premium children (79%) performed better than the national average for all pupils (74%)
- In writing, our PP premium children (71%) were in line with the national average for all pupils (72%).
- In Maths, our PP children (93%) performed significantly above the national average for all pupils (73%).

Impact of 2022-23 spending

This reviews the pupil premium strategy outcomes for the second year of our previous plan.

- **Year 6 cohort 22-23:** 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%).
- **Year 5 cohort 22-23:** PP children performed in line with their non-disadvantaged peers in Reading, Writing and Maths.

The average scaled score for PP children has risen:

- In Reading from 102.7 in 2022 to 104.4 in 2023

In Maths from 98.9 in 2022 to 104.7 in 2023

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

Pupil Premium Strategy agreed by Governors: 16th October 2025

Date of next review: October 2026

Signed (Headteacher): _____

Signed (Chair of Governors): _____