

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	West Walton Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	22%
Academic years our pupil premium strategy plan covers	3
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2024
Statement authorised by	Executive Head Alison Lawrenson
Pupil Premium lead	Assistant Head/ SENDco Robert Griffiths
Governor / Trustee lead	SEND/ PP Gov Louise Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,205
Recovery Premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47,410

Part A: Pupil Premium Strategy plan

Statement of intent

Within the Windmill Primary Federation we believe that every child is entitled to the same level of opportunity, regardless of social circumstance. It is our intention that all children who attend West Walton Community Primary School have access to the same level of academic and social opportunity. Through the targeted investment of funding from the Local Authority, it is our intention to remove as many social and economic barriers as possible. Our Pupil Premium Strategy is therefore aimed at helping children to strive for both academic success as well as emotional and social wellbeing.

We strive to meet the considerable challenges young people in our care may face, including the most vulnerable of our community. This includes but is not limited to those supported by Social Services, Young Carers, and those who grow up with the label 'disadvantaged'. Indeed, if our investments are well researched and implemented, no child within our school should ever feel disadvantaged. It is our duty to ensure that those children are advantaged in order to close that gap.

As such, the investments and activities laid out within our Pupil Premium Statement are designed to support academic, social and emotional needs, helping to develop well rounded individuals who can make a positive contribution to the community.

Research shows that the greatest impact on reducing the gap between historically disadvantaged pupils and their peers is high quality teaching, and this is at the centre of our approach. In order to close the attainment gap, it is crucial that all children have access to High Quality Teaching, with robust analysis of progress. Only through identifying the gaps are we able to consider how best to close them. This also benefits all pupils without taking away from the support in place for children from lower income backgrounds.

Our strategy is part of the wider School and Federation philosophies and works in tandem with the intentions laid out in our SEND Information Report and our Accessibility Plans to ensure all children have equal opportunity during their time with us. Furthermore all children should leave the school with a greater chance of success in life, in comparison to the day they arrive.

Our review process will be reflective of local challenges which may arise for the young people in our care, and take local factors into consideration. It is also important to be mindful of the ever changing landscape for young people in a modern, online world. As such, if challenges arise within the 2 year period the plan can be adjusted to meet this demand.

To ensure success for our disadvantaged pupils we will ensure:

- Disadvantaged children have access to the same High-Quality teaching as their peers
- The work set is appropriate to level and need of each pupil regardless of social barriers
- Monitor and intervene where need is identified; implementing the correct support where required.

Challenges

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

Challenge	Detail of challenge
1	Historic Assessments demonstrate an academic gap to peers when comparing disadvantaged and non-disadvantaged pupil's academic outcomes at the end of Year 6.
2	Assessments and observations indicate a clear gap in progress for writing in comparison with peers nationally.
3	Assessments and observations indicate a high level of impact on our disadvantaged pupils, following national lockdowns and school closures over the last 2 years. The extent of this impact is felt by all pupils, but amplified amongst the most vulnerable. These findings are supported by National studies. This has not only led to significant academic gaps in knowledge and understanding, but also amplification of emotional and behavioural difficulties.
4	Information from Teachers via our safeguarding systems indicate an increase in concern for the safeguarding and wellbeing of our disadvantaged pupils following the National Lockdowns.
5	Historic lack of ambition and aspirations amongst disadvantaged families within the community, coupled with some parents negative experiences of the school system in their own childhood. This can lead to a lack of engagement at times.
6	Children from economically disadvantaged backgrounds cannot afford to access some of the opportunities made available for all pupils. This includes clubs/ trips/ wrap around care, and funding for necessary medical assessments.
7	Observations and conversations with disadvantaged families indicate a lack of understanding in terms of financial and fiscal management.

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
Reduced gap in attainment for children from advantaged and disadvantaged backgrounds by the time they leave the school	Gap in attainment at the end of KS2 to be smaller than the gap in attainment at the end of KS1. Children from Disadvantaged backgrounds to have the same opportunity to progress as their peers.
Writing standards and attainment to improve for all pupils, including disadvantaged pupils	KS2 outcomes in 2023/4 to demonstrate an increased percentage of pupils achieving ARE in writing in comparison to 2021/2 data
Improved attainment in Maths and Reading for all Pupils including disadvantaged pupils	KS2 outcomes in 2023/4 to demonstrate an increased percentage of pupils achieving ARE in Maths and Reading in comparison to 2021/2 data
To achieve and sustain improved wellbeing for all pupils in the school community, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by outcomes of Pupil and Parent surveys, number of safeguarding concerns/ incidents reducing over a 3 year period. Significant attendance at community and enrichment activities
To build on the improving relationships with disadvantaged families	Significant attendance at community and enrichment activities. Outcomes evidenced by engagement with Parent Support advisors and parent surveys.
Disadvantaged children to access the same opportunities as non-disadvantaged children	Continued access to school activities and opportunities regardless of social and economic background

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)

Activity	Evidence that supports this approach	Challenge's addressed
Investment in new Phonics teaching programme and assorted resources. In tandem with Catch Up funding.	Research indicates that a strong foundation in Phonics is required for the development of Reading, which in turn leads to improved academic outcomes Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
CPD and release time for Subject Leads as required, as well as around key issues affecting disadvantaged children	Continuing Professional Development (CPD) is widely recognised as a fundamental way to improve the professional standards and skills of individuals, thus ensuring High Quality Teaching The Importance of Continuing Professional Development (CPD) The CPD Certification Service (cpduk.co.uk)	1,2,3
Investment in new PSHE teaching programme and assorted resources.	Extensive evidence linking childhood social and emotional skills to improved school outcomes Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4

Targeted academic support

Activity	Evidence that supports this approach	Challenge's addressed
Continued Investment in diagnostic assessment tools for academic capabilities – Balance/ Shine/ Lexia/ TT Rockstars/ Provision Tracker	Robust assessment and tracking systems lead to improved outcomes. Systems identified highlight gaps in learning and crucial provide support in closing gaps. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,2,3
Achievement Team interventions targeting gaps in learning	Targeted interventions proven to close gap in learning when completed by qualified and competent staff. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Behaviour interventions implemented to support disadvantaged children	Improved behavioural outcomes lead to improved engagement with school Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
Engaging with the National Tutor Programme to provide an opportunity to close the gap inflated by Pandemic	Tuition targeted at key children and key areas of learning. Small group or 1 to 1. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Continued investment in Parent Support Advisors and Pastoral Team	Research indicates low fee high reward to encouraging parental engagement and support Parental engagement EEF (educationendowmentfoundation.org.uk)	4,5,6,7

Continued investment in access to wrap around care and outside school activities	Wrap around care where available to support local families who would not otherwise afford this opportunity can lead to improved outcomes for families and young people Effectiveness of wraparound vs. case management for children and adolescents: Results of a randomized study (nih.gov)	4,5,6,7
Continued investment in Animal Care and Pastoral Services	Emotional and social impact of working with animals clear in the reduced incidents on site and recommended by RSPCA and NSPCC Social and emotional learning EEF (educationendowmentfoundation.org.uk) Showing Kindness To Disadvantaged Young People - RSPCA	4,5,6,7
Investment in EPSS support, either through targeted intervention with specialist support or EP assessment where needed	Children need to have the emotional support to understand how their behaviours/ feelings are impacting themselves and others. Staff embed the recommended strategies Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4

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

Activity	Evidence that supports this approach	Challenge's addressed
Contingency funding for acute issues	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that may at this time have not been identified	All
Embedding principles of good practice set out in the DFE's Improving School attendance advice. Potentially allowing for training/ release time to develop and implement attendance support procedures.	DFE guidance informed by engagement with schools Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1,2,3,4,5,6
Embedding principles of good practice set out in the DFE's Pupil Premium expenditure advice. Potentially allowing for training/ release time to develop and implement attendance procedures.	DFE guidance informed by engagement with schools Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	1,2,3,4,5,6
Investment in engagement activities/ opportunities for disadvantaged children – access to trips etc	Pupil Premium funding recommendations are that they help disadvantaged pupils access the same opportunities as non-disadvantaged pupils Using pupil premium EEF (educationendowmentfoundation.org.uk)	5,6

Investment in necessary private medical assessment for Dyslexia/ etc	Not all families can afford the fees to seek diagnosis privately and assessment through a GP has proved almost impossible at times. The impact of being aware of your needs, and then having the right recommended support in place, should not be reserved for those who can afford it. How does dyslexia impact on a child's learning? TheSchoolRun	6
--	---	---

Total budgeted cost: £47,410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the **2022/ 2023** academic year.

2022 to 2023 end of key stage outcomes are based on our 2020 intake cohort and progress is measured from their end of KS1 outcomes. Coverage of the KS2 curriculum was extremely disrupted for this cohort of pupils due to the C19 pandemic and associated national lockdowns. The 2020 intake had **8 pupil premium eligible pupils out of a total of 30 – 27%** which is higher than the national average. It is acknowledged that pupils eligible for the pupil premium were particularly negatively affected by the lockdown whilst eligible for a place in school many of our pupils did not attend school at that time. Their education in Y6 was not disrupted by school closures but significant gaps had developed. The school utilised additional targeted funding to lead small group interventions including through the National Tutoring Programme whereby a trained tutor delivered targeted support through the school led route across the year,

Overall attainment for pupils eligible for the pupil premium was 25% at or above the expected level for reading, writing and maths combined compared with 50% for the whole cohort. Reading was 75% (2% less than the cohort as a whole), 25% for writing (28% less) and 50% for maths (17% less).

Of the 8 pupils on this cohort eligible for the pupil premium, 2 (25%) were also on the SEND register, some with high levels of need which also accounts for some of the specific challenges they faced.

Attendance for pupils eligible for the pupil premium in the school was 88% which was 3% lower than that for all pupils.

Our other assessments and observations indicate that for a large number of pupils the C19 pandemic had a significantly negative impact on behaviour, wellbeing and mental health and for a number of children this was a very real concern and remains so for the pupils still on roll. We utilised a significant chunk of the pupil premium to support these aspects through our comprehensive pastoral offer and without these the impact would have been more severe.

Further information (optional)

Our Pupil Premium Strategy is supplemented by additional measures embedded throughout our practice that does not necessarily impact funding. This includes but is not limited too:

- Whole school ethos of helping all children to meet need, regardless of start in life
- High Quality Teaching for all at the heart of our education principles
- Development of High Quality Verbal feedback to ensure improved outcomes for all [Feedback | EEF \(educationendowmentfoundation.org.uk\)](#)
- Utilising DfE funded opportunities, such as development of mental health leads
- Investing time where needed with families, parents and staff

This strategy is based on considering the needs of our community and the many challenges they have faced in recent years. This is considered alongside research conducted by the DfE and the Education Endowment foundation in order to develop a cost effective plan with achievable and measureable outcomes.

Parent feedback and staff discussion have informed the Strategy and formed part of the thinking in terms of areas of need and investment. The plan may change if need be before the next formal review, as no child or family should have to wait an arbitrary review period to access the support they need to succeed.

Strategy established with support from the DfE recommendations, in line with advice from EEF and The Key for schools online support network.