

# Pupil premium strategy statement

## Higher Walton CE Primary School 2024-27

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	90 + 5 Nursery
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Vicki Clarke
Pupil premium lead	Vicki Clarke
Governor / Trustee lead	Reverend Hannah Boyd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£41,340.00

## Part A: Pupil premium strategy plan

### Statement of intent

Higher Walton CE Primary School is a smaller than average Christian faith school taking children from all faiths and none. We aim to provide an ambitious curriculum that is broad and balanced to meet the needs of all the children in our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. Our staff are dedicated to motivate and inspire our children through a curriculum that engages and challenges all learners. Our Pupil Premium strategy is integral to wider school plans and provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. Quality first teaching is central to our approach and we invest in this and other strategies to ensure that all of our children are challenged. Common barriers to learning for disadvantaged children at Higher Walton can include delayed development in communication and language, readiness for school learning, less support at home, more frequent social and emotional problems and their attendance and punctuality.

Early identification and intervention is key to ensure children are brought in line with the national average. Our staff dedicate their time to provide education and personal development to give children across school the opportunities to experience more than just academic lessons. These personal development opportunities encourage children to take on a variety of different roles, which essentially improves their confidence, resilience and skills.

Our intention is:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Implicit in this, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically for reading with a focus on phonics and early reading. We will ensure the same interventions for mathematics and writing where needed.
- We will continue to deliver, through quality first teaching, a comprehensive programme of vocabulary and language development. For the children with an identified specific speech, language and communication need, they will access specialist intervention programmes lead by outside agencies and alongside staff in school.
- To support our children's health and wellbeing and develop their social and emotional resilience; enabling them to access learning at an appropriate level. We will ensure we have a comprehensive pathway of referral and programme of SEMH interventions and teaching strategies in place to address the universal wellbeing needs of all pupils but specifically those identified with acute social, emotional and mental health needs, which have become barriers to their learning.

- Provide Cultural Capital experiences for children with limited enrichment opportunities. We will ensure that no child is disadvantaged through a narrowing of our curriculum intent. Our curriculum, which is comprehensively outlined on our website, will be implemented effectively to address the cultural capital deficit. We will also ensure we provide experiential learning opportunities, enrichment experiences and a full programme of extra-curricular and leadership opportunities.
- Care for our families and provide pastoral support where required, offering breakfast club as needed.

To achieve these objectives we will:

- Provide 1:1 and small group support with experienced HLTAs and support staff
- Seek additional support from external specialist teachers
- Support with payments towards activities, educational visits and residentials
- Offer behaviour and nurture support at key points within the school day
- Offer free places at breakfast and after-school clubs
- Support the funding of specialist learning platforms
- Provide resources which enrich or enhance learning in the classroom
- Prioritise attendance support
- Extend PE provision and provide opportunities for pupils to engage with our enhanced curriculum offer

Our children who are in receipt of Pupil Premium Funding are not a homogeneous group and some of the children are not socially disadvantaged. Equally, there are some children who do not qualify for funding who are impacted by social disadvantage. As a school, we assess the needs of all the children and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has justifiably identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Appropriate use of resources and an awareness that the curriculum should not be narrowed, means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Delayed communication and language skills</b> - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery

	through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	<b>Low self-esteem and less developed social and emotional skills</b> - Observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities and limited socialising with others during school closures. These challenges particularly affect disadvantaged children, including their attainment.
3	<b>Less developed attitudes and readiness for learning</b> - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with retention than their peers. This negatively impacts their development as learners.
4	<b>Poor attendance and punctuality</b> – Attendance and Punctuality issues for identified individuals.
5	<b>Lack of parental engagement</b> - Our assessments, observations and discussions with staff indicate a lack of parental engagement in home learning. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<b>Limited Cultural Capital experiences</b> - Our assessments, observations and discussions with pupils and families have identified social and emotional issues and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this. Assessments and observations will indicate improved oral language among Pupil Premium children.
Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2. (1)	PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps.
Attainment in Reading will be in line with non-disadvantaged peers. (1)	Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2 and KS2 reading

	outcomes in 2024, will show that the proportion of disadvantaged pupils who meet the expected standard in Reading is equal to that of national non - disadvantaged pupils.
Increased confidence and resilience in pupils. (2)	PP pupils will report an improved level of confidence in their feedback on the school's well-being questionnaire. The frequency of teachers identifying social and emotional needs as barriers to learning will lessen by July 2025.
Improved behaviour for learning. (3)	Class teachers will see an overall improvement in the retrieval of key knowledge and this will be evidence through pupil voice interviews.
Improved attendance and punctuality. (4)	Improved attendance by 2024 and further reduce the attendance gap between PP children and non-PP children.
Improved parental engagement. (5)	PP pupils who are not engaging with home learning will have opportunities for 1:1 reading in school. PP families will be contacted for parent's evenings and other academic support meetings.
Increase wider opportunities and Cultural Capital experiences. (6)	PP pupils to attend trips and visits, subsidised as necessary. Ensure that the opportunities provided are targeted to develop pupils' language and communication, as well as impacting on self-esteem and social and emotional wellbeing. Monitor extra-curricular.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £26,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Staff training on retrieval teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream</li> </ul>	<ul style="list-style-type: none"> <li>High quality and consistency of T&amp;L will impact on the %</li> </ul>

<ul style="list-style-type: none"> <li>• Intervention groups led by highly qualified Teaching Assistants.</li> <li>• Additional Teaching Assistant hours to provide feedback and to support interventions.</li> <li>• Termly data monitoring and progress discussions.</li> <li>• Whole school CPD in teaching phonics and reading.</li> <li>• Reading materials to spark interest.</li> <li>• Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2.</li> <li>• Quality marking &amp; feedback monitored by senior leaders.</li> <li>• Sonar to analyse attainment and progress.</li> <li>• Interventions and smaller targeted booster groups in Year 6.</li> <li>• Training and resources to implement Bug Club Phonics Scheme in EYFS and KS1.</li> <li>• Support from REACH to help develop a culture of behaviour for learning across school.</li> <li>• Staff CPD</li> </ul> <p>(1, 2, 3)</p> <p>Estimated costs:</p> <p>Additional TA hours for interventions £22,017</p> <p>Nessy £245</p> <p>Bug Club Phonics £330</p> <p>Reach support £570</p> <p>Sonar £780</p> <p>Testbase £265</p> <p>Phonics Tracker £74</p> <p>LCC CPD £2000</p>	<p>School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.</p> <ul style="list-style-type: none"> <li>• Impact of metacognition and self-regulation is high, with an average impact of (+7months) progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</li> <li>• Feedback (High impact for very low cost +8 months).</li> <li>• EEF toolkit: Small Group Work (Average impact +4 months). EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months).</li> <li>• EEF Guidance recommend the importance of 'explicitly teaching phonics' and 'that children must develop fluency in these skills to improve overall Literacy outcomes'.</li> <li>• EEF guidance recommends that teaching learning behaviours will help to reduce the need to manage misbehaviour and lead to increased quality learning time. Effective classroom management of behaviour can reduce challenging behaviour and pupil disengagement.</li> <li>• High quality staff CPD is essential to follow principles set out by the Education Endowment Foundation. We access course run by Lancashire Education Authority and courses are followed up during Staff meetings and INSET</li> </ul>	<p>of disadvantaged pupils achieving expected standard at KS2.</p> <ul style="list-style-type: none"> <li>• All PP pupils will show basic knowledge and understanding of how they learn best.</li> <li>• Weekly logged negative behaviour incidents on CPOMS will be reduced.</li> <li>• Same day intervention logs will demonstrate the immediate impact on closing gaps in knowledge.</li> </ul>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Baseline assessment used to identify communication/language baselines and to measure progress made. Staff training – including TalkBoost</li> <li>TalkBoost intervention implementation (targeted) and training impacting all.</li> <li>Phonics lead in school to model phonics sessions, support new to school staff to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</li> <li>Speech and language interventions.</li> <li>SENCo to target assessment and support for those eligible for PP who are identified as having SEN.</li> <li>Additional service support when required to deliver strategies.</li> <li>Phonics groups led by teachers and teaching assistants in 'Bug Club Phonics' scheme.</li> </ul> <p>(1, 3) Estimated costs: TalkBoost £2750</p>	<ul style="list-style-type: none"> <li>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</li> <li>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</li> <li>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</li> <li>The EEF toolkit states that Oral Language impact development (Average impact +5 months).</li> <li>The EEF toolkit states that a consistent phonics approach has a moderate impact (+4 months) for a very low cost.</li> <li>TalkBoost has been identified by the EEF as a promising project.</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills in EYFS will improve impacting on early reading and writing.</li> <li>Phonics screening results for disadvantaged pupils will increase.</li> </ul>
<ul style="list-style-type: none"> <li>Use of synthetic phonics programme</li> <li>Keep up interventions run by trained teaching assistants</li> <li>Use of Phonics Tracker</li> <li>Phonics lead to monitor practice and lead CPD</li> <li>Structured daily synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>Phonics approaches have been consistently found to have an average impact of an additional (+5 months) impact, with synthetic phonic programmes such as 'Bug Club Phonics' having a higher impact. 'Keep up' approaches have also been shown to have a positive impact on learning, with an average positive effect (5 months) and additional progress within an academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Data will show that 65% of PP pupils will achieve the expected standard in their phonics screening assessment.</li> </ul>

<p>programme - 'Bug Club Phonics'. Focused phonic tutoring and peer tutoring approaches to be used to ensure any gaps in learning are closed quickly.</p> <ul style="list-style-type: none"> <li>• Twice daily phonics 'keep up' interventions</li> <li>• One-to-one reading intervention across for identified children</li> <li>• Regular, small group, structured phonics interventions</li> <li>• Targeted one-to-one and small group intervention based on specific identified learning needs.</li> <li>• Times Tables Rockstars and Spelling Shed</li> </ul> <p>(1, 3) Estimated costs: 1:1 reading £2000 TTRS £253 Spelling Shed £200</p>	<ul style="list-style-type: none"> <li>• Whilst most pupils can succeed with high-quality in class reading support, evidence demonstrates that the use of one-to-one and small group reading interventions can support children who struggle with this area of literacy</li> <li>• According to the EEF, some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</li> <li>• According to the Education Endowment Foundation (EEF), small group tuition has an average impact of four months' additional progress over the course of a year. This small group tuition is most likely to be effective if it is targeted at pupils' specific needs Regular practice of basic skills is vital in maintaining standards in maths and spelling. These online platforms allow all children to practise independently.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Identified attendance lead in school</li> <li>• School based family wellbeing support</li> <li>• Monitor attendance and implement identified strategies.</li> <li>• Free breakfast club.</li> </ul> <p>(4) Estimated costs: Attendance lead £2800 Breakfast club £500</p>	<ul style="list-style-type: none"> <li>• The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards.</li> <li>• Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance for PP pupils will improve. If attendance for an individual PP pupil does fall below 95% within a half term, planned procedures will ensure this improves.</li> </ul>

<ul style="list-style-type: none"> <li>• Embed social and emotional learning into the school culture.</li> <li>• Well-being focus days.</li> <li>• Emotional and social intervention for identified children.</li> <li>• 3 trained Mental Health First aiders.</li> <li>• 2 school based nurture staff.</li> <li>• Counselling made through referral to CFWS.</li> <li>• Breakfast Club support.</li> <li>• Lunchtime support.</li> <li>• DSL and SEND team.</li> <li>• Mental health plans and individual risk assessments used if necessary.</li> <li>• Targeted support available from additional services as and when needed.</li> <li>• Curriculum focus on 'catch up' in terms of mental health and well-being of pupils.</li> </ul> <p>(2) Estimated costs: Nurture £2000 SENDco £2300</p>	<ul style="list-style-type: none"> <li>• Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to (+4 months) progress.</li> <li>• EEF toolkit identifies that the following all have a positive impact, Behaviour intervention (+ 3months).</li> <li>• Social and emotional learning (+ 4 months).</li> <li>• Metacognition and Self-regulation strategies (+ 7 months).</li> </ul>	<ul style="list-style-type: none"> <li>• PP Pupils will be 'ready to learn'. Mental Health and wellbeing of PP children will improve. Behaviour and pastoral concerns of PP pupils will not limit learning. The frequency of class teachers reporting behaviour as a barrier to learning will decrease and logged negative behaviour incidents on CPOMS reduce.</li> </ul>
<ul style="list-style-type: none"> <li>• Visits and Visitors plans for the academic year across school recorded in school diary.</li> <li>• Funding for subsidised trips and visits.</li> </ul> <p>(6) Trips, visits and experiences £500</p>	<ul style="list-style-type: none"> <li>• EEF toolkit identifies that the following all have a positive impact, Social and Emotional Development (Average impact +4 months).</li> <li>• Arts participation (+2 months).</li> <li>• Behaviour interventions (Moderate +3 months).</li> <li>• Outdoor Adventure Learning (+4 months)</li> <li>• Every child has the right to experience activities which enhance their education.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences will be provided for PP pupils to improve language, imagination and communication.</li> <li>• Widened experiences beyond immediate environment will be provided for PP pupils.</li> </ul>
<ul style="list-style-type: none"> <li>• In school EHA assessment support.</li> <li>• Parental workshops (Curricular and Pastoral)</li> <li>• 1 trained Mental Health First aider.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months).</li> <li>• The pandemic has impacted the social and emotional learning (SEL) of many children. Evidence shows that 'SEL interventions have an identifiable and significant impact on attitudes to learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parents face to face/phone calls for PP pupils.</li> </ul>

<ul style="list-style-type: none"> <li>• Nurture provision to improve social and emotional wellbeing.</li> <li>• Support from REACH.</li> <li>• Phone calls made to PP families to engage in parent's evenings.</li> </ul> <p>(5) Estimated costs: Family support £2300</p>	<p>social relationships in school, and attainment itself' with this benefiting disadvantaged or low-attaining pupils more than other pupils.</p> <ul style="list-style-type: none"> <li>• Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from affluent backgrounds.</li> <li>• Evidence shows a clear link between attendance and attainment, particularly for disadvantaged pupils.</li> </ul>	
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**Total budgeted cost: £41,884**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Aim - Improved level of communication and language skills by the end of the Early Years Foundation Stage.</p> <p>Outcome – at the end of the 2024/2025 academic year, 2 out of 3 pupils (66%) identified as disadvantaged were working at or above the expected level in Communication and Language by the end of Reception. This is line with achievements in 2023/24.</p>
<p>Aim - Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2.</p> <p>Outcome - Three pupils identified as disadvantaged took the Phonics Screening Check (PSC) in June 2025. Two pupils (66%) reached the expected standard. The pupil who did not pass is a pupil identified with SEND. No progress measures for pupils at the end of KS2 will be published for the academic year 2024/25.</p>
<p>Aim - Attainment in Reading will be in line with non-disadvantaged peers.</p> <p>Outcome – 2 out of 3 PP pupils passed the PSC by the end of Year 2. The child who did not pass is a child identified with SEND. 2 out of 3 (66%) of PP pupils achieved expected standard in reading compared to 50% of non-disadvantaged pupils.</p>
<p>Aim - Increased confidence and resilience in pupils.</p> <p>Outcome - PP pupils reported an improved level of confidence in their feedback on the school's well-being questionnaire. The frequency of teachers identifying social and emotional needs as barriers to learning lessened in July 2025.</p>
<p>Aim - Improved behaviour for learning.</p> <p>Class teachers have seen an overall improvement in the retrieval of key knowledge and this is evidenced through pupil voice interviews.</p>
<p>Aim - Improved attendance and punctuality.</p> <p>Outcome – Overall attendance during the 2024/25 academic year for disadvantaged pupils was 87.8 % (down 4.6% from 2023/24). This compares to 95.1% for non-disadvantaged pupils. 8% of disadvantaged pupils received fixed penalty notices for attendance, 32% were provided with in-school support to improve attendance and 20% received support from the Local Authority.</p>

Aim - Improved parental engagement.
Outcome – 95% attendance of parents to Parent’s Evening in March 2025.
Aim - Increase wider opportunities and Cultural Capital experiences.
Outcome - All disadvantaged pupils accessed at least one school trip or curriculum enrichment activity during the academic year 2024/25.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
TalkBoost	LCC
Bug Club Phonics	Pearson
Nessy	Nessy Learning
TT Rockstars	Maths Circle Ltd
TalkBoost	Speech and Language UK
Spelling Shed	Edshed
Testbase	AQA
Phonics Tracker	Phonics Tracker
Sonar	Juniper

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*