

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	Higher Walton CE Primary School
Number of pupils in school	111 + 5 nursery
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joy Headley
Pupil premium lead	Jackie Noblet
Governor / Trustee lead	Rachel Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26315
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29070

Part A: Pupil premium strategy plan

Statement of intent

Our school vision, to discover “Life in all its fullness” (John 10 verse 10), applies to all our school community. We actively seek opportunities to broaden the life experiences of our disadvantaged pupils, to ensure all our pupils make good progress academically and personally, and to enable all to flourish.

Our school aims support the needs of all our pupils, but especially those disadvantaged and/or vulnerable:

- **Our children are successful learners:** We will work hard to provide excellent and inspirational teaching which encourages an enjoyment of learning and motivates every child to achieve their full potential.
- **Our children are confident individuals:** We will nurture our children to become physically and emotionally healthy individuals with high self-esteem who are ambitious, free thinking and prepared for life beyond their time with us.
- **Our children are responsible and spiritual citizens:** We will provide a happy, caring, Christian family environment, which develops the children’s spiritual strength and enables them to flourish into tolerant and respectful young people with an appreciation for the natural world and diverse human cultures.
- **Our school is a stimulating environment:** We will provide a well-resourced, safe, engaging and exciting environment to support the delivery of a wide range of experiences and learning through an enriched creative curriculum both inside and outside.
- **Our community is actively engaged:** We will promote active and engaging partnerships between all our leaders and stakeholders including staff, parents, governors, parishioners and the local community which continually seek to improve and adapt as the world around us evolves.

Our ultimate objectives for our disadvantaged pupils are founded on these aims:

- for disadvantaged pupils in school to make or exceed nationally expected progress rates, closing the gap on their non-disadvantaged peers
- for disadvantaged pupils to achieve their potential across the wider curriculum
- for disadvantaged pupils to have high self-esteem and self-confidence
- to support our disadvantaged children pastorally, enabling them to access the curriculum fully
- for disadvantaged pupils to flourish and take positions of responsibility in school

Our strategy plan works towards achieving these objectives:

- access to high quality teaching, phonics and whole class reading, supporting language development and tutoring will support disadvantaged pupils to make or exceed nationally expected progress rates, and closing the gap on their peers
- supporting mental health and wellbeing through morning meetings and nurture groups will support pupils self-esteem, self-confidence and behaviour
- pastoral support from the Deputy Head will improve attendance and behaviour, enabling children to achieve their potential and access the curriculum fully

The key principles behind our strategy plan are:

Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

Support is not just for lower attainers

Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.

Pupil premium funding is an indication of disadvantage, not a perfect correlation

Not every child who receives pupil premium funding is disadvantaged, and not every disadvantaged child receives pupil premium funding.

We recognise that some families who are just above the Universal Credit threshold struggle financially, and some pupil premium families' economic situations improve over time (for example, parents being eligible for Universal Credit whilst studying at University who then graduate and take up well-paid employment)

Other children within our school community are also vulnerable due to:

- challenging home circumstances such as bereavement and separation
- long-term medical conditions (their own or family members)
- lack of engagement in remote education
- SEN, particularly high needs SEN prior to assessment for EHC plan
- wellbeing / safeguarding concerns
- persistent absence or punctuality issues
- behaviour

We aim to support all these needs through our Pupil Premium funding.

As a small school, our number of disadvantaged pupils in each cohort is very low and fluctuate. Data is therefore unreliable when analysing for trends.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap
2	Limited vocabulary / speech difficulties on entry
3	SEN, particularly high needs SEN prior to assessment
4	Self-confidence and self-esteem
5	Limited parental support for reading, homework and during remote education
6	Attendance – persistent absence
7	Poorer mental health /wellbeing due to challenging home circumstances and/or safeguarding concerns
8	Behaviour

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 gap between disadvantaged and non-disadvantaged will be narrowed	All disadvantaged pupils will achieve well considering their starting points
Increase in oral language and vocabulary, including subject-specific tier 3 vocabulary	Rising trend in phonics, at least in line with national data Pupils will be able to use identified tier 3 vocabulary confidently
Pupils with high needs SEN will be supported to access the curriculum prior to EHCP assessment	Pupils with SEN will consistently meet IEP targets EHCP applications will have been made where appropriate
Pupils will be confident and have positive self-esteem	Pupil and parental feedback will evidence increased confidence and self-esteem
Strategies will support those pupils who have limited support from home with reading and homework, and those who did not engage during remote education	All disadvantaged pupils will achieve well regardless of level of home support
Attendance of disadvantage pupils will be at least in line with national average; persistent absence will be no higher than national average	Attendance of disadvantaged pupils will be above 95% (except those with chronic medical conditions); persistent absence will have reduced to national average.
Pupils' mental health and wellbeing will be supported	Pupil feedback will evidence positive wellbeing
Pupils with challenging behaviour will be able to self-regulate and manage their feelings	Reduction in FTE and behaviour book entries

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)

Budgeted cost: £6371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD to improve teaching quality further, focusing on high quality instruction using Walkthru approach</i></p> <p>£650 training/resources</p>	<p>“Great teaching supports all pupils, especially the most disadvantaged “ (EEF tiered approach p5)</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2
<p><i>Ensuring systematic phonics scheme is taught effectively, through staff training and purchasing home reading books</i></p> <p>£1406 resources £540 training/cover</p>	<p>EEF phonics: + 5m</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	1, 2, 5
<p><i>Introducing new writing scheme to accelerate progress through use of high quality texts and clear modelling</i></p> <p>£395 scheme £2380 training/cover £1000 resources</p>	<p>“Great teaching supports all pupils, especially the most disadvantaged “ (EEF tiered approach p5)</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1,4

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

Budgeted cost: £11207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School led tutoring</i></p> <p><i>£760 school contribution (plus £1140 from £3078 tutoring grant – total £1900)</i></p>	<p>EEF Small group tuition: +4m See below</p>	1, 4, 5
<p><i>Employing part-time academic mentor to accelerate progress in Year 2 and Year 3 by enabling Y2/3 and Y1/2 mixed age classes to be taught in single age groups for Maths, and to tutor small groups in Reading and Phonics</i></p> <p><i>£1292 school contribution to tutoring costs (plus £1938 from tutoring grant – total £3230)</i></p> <p><i>£4855 teaching (£2755 recovery grant plus £2100 pupil premium)</i></p>	<p>“Great teaching supports all pupils, especially the most disadvantaged “ (EEF tiered approach p5) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF Small group tuition: +4m Tutoring is particularly effective for lower attaining and disadvantaged pupils. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).</p>	1,4
<p><i>TA intervention focusing on IEP targets</i></p> <p><i>£1200</i></p>	<p>EEF Teaching Assistant interventions: +4m The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress</p>	1,3,4
<p><i>Specialist advice and in class support to enable high needs SEN pupils to access curriculum prior to EHCP assessment</i></p> <p><i>IDSS/EP advice £3100</i></p>	<p>See above</p>	1,3

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

Budgeted cost: £11492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional ½ day/week non-contact time for Deputy Head to support attendance, wellbeing and behaviour</i> £5966</p>		6, 7, 8
<p><i>Ensure staff receive support and training to manage behaviour effectively</i> £2000 (GHIST package plus other training)</p> <p><i>TA support (1:1 in class and through small group ELSA interventions) for children who display challenging behaviour</i> £3526 from premium, plus funding from budget</p>	<p>EEF Behaviour interventions: +3m</p> <p>Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. It is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	3, 8

Total budgeted cost: £29070 plus additional funding from school budget

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 2021 to 2022 academic year.

Teaching:

Pedagogy

All teachers were trained in Cognitive Science principles, and introduced retrieval practice into their teaching.

Subject leaders were trained in Pupil Book Study methodology for monitoring teaching using pupil voice, leading to a greater focus on monitoring outcomes. Pupil book study discussions have shown the impact of retrieval strategies as children talk in depth about previous learning.

Reading

The whole class reading approach was further embedded this year in KS2, and pupils' enjoyment and confidence has continued to grow. Ofsted (June 2022) noted that they love reading and develop comprehension well, and the majority, including SEND, make good progress in KS2. The proportion reaching ARE increased in all KS2 years in 2021-22.

Phonics Bug continued to be used in EYFS and KS1.

Internal teacher assessment data for July 2022, taken from our tracker, is showing positive impact of approaches used.

	% at least ARE
Year 6	88%
Year 5	85%
Year 4	83%
Year 3	100%
Year 2	45%
Year 1	86%
Whole school	80%
Pupil premium	66%

Writing

Writing was a school improvement priority in 2021-22 with a focus on improving stamina and fluency, and ensuring all staff were able to model effectively. Writing CPD on "Building Better Sentences" has been undertaken by all teachers, and our ECT visited several good practice schools to develop his understanding of teaching early writing.

Internal teacher assessment data for July 2022, taken from our tracker:

	% at least ARE
Year 6	35%
Year 5	46%
Year 4	58%
Year 3	75%
Year 2	50%
Year 1	7%
Whole school	47%
Pupil premium	23%

Writing continues to be a school improvement priority in 2022-23.

Maths

All teachers were trained in mathematical fluency, variation and mastery. EYFS and KS1 teachers also took part in the Mastering Number programme.

Internal teacher assessment data for July 2022, taken from our tracker, is showing positive impact of approaches used.

	% at least ARE
Year 6	94%
Year 5	77%
Year 4	92%
Year 3	100%
Year 2	60%
Year 1	72%
Whole school	84%
Pupil premium	73%

Early Career Support

Our ECT benefited from weekly observations and mentoring discussions, focusing on developing his learning from the Teach First induction training and applying this in the classroom. Consultancy support was also bought in to support his understanding of developing early writing.

Targeted academic support:

Tuition

Tutoring has taken place 2 afternoons each week throughout 2021-22. We employed an experienced part-time member of our teaching staff through the National Tutoring Programme to deliver blocks of tuition from September to March. Pupil premium funding was used for the schools 30% contribution to this subsidised programme. The same teacher was employed from March to July to deliver school led tutoring, again using pupil premium funding for the shortfall in subsidy received.

39 blocks of tutoring have been delivered.

In reading:

- 10 Year 3 children made accelerated progress and caught up to ARE
- 3 Year 4 children initially working well below ARE made significant progress. One is now at ARE and the other two only slightly below.

In maths:

- 5 Year 3 children caught up to ARE
- 1 Year 4 child, initially working well below ARE, made 18 months progress and caught up to ARE
- 5 Year 4 children made accelerated progress, 4 caught up to ARE and the other is now only slightly below.
- 4 Year 5 children caught up to ARE, 1 still slightly below
- 2 High Needs Year 5 children made little progress due to limitations with working memory
- 3 Year 6 children initially working well below ARE caught up and achieved expected standard in Year 6 SATs with standard scores between 100 and 06
- 3 Year 6 children with SEND (2 with EHCP) achieved standard scores between 93 and 98

High Needs SEND

Specialist advice from Educational Psychologists, specialist teachers, and GHIST early intervention team enabled staff to better support 9 children with **high needs SEND**. These children also benefited from targeted 1:1 teaching assistant support in class and in withdrawal groups, funded partly from Pupil Premium and partly from the school general budget allocation. As a result of interventions and advice we were able to apply for EHC needs assessments. 5 children were awarded EHC plans in 2021-22 and are now supported through high needs funding. Applications were made for 4 more children in May 2022.

Wider strategies:

Support for attendance, behaviour and wellbeing

Additional release time has enabled the SENDCo to support staff with managing challenging behaviour, meet with parents and support wellbeing of children across school.

Managing challenging behaviour

This was the second year in which a significant number of children entering EYFS were on a ASD diagnosis pathway or displayed challenging behaviour in their nursery settings. All staff were offered specialist Autism training and the majority participated. Advice was implemented, and considerable additional support employed to ensure the calmest possible learning environment for these pupils and their peers in EYFS. A sensory room was established to provide a calm space. An additional staff member was employed to provide support in EYFS, partly funded by pupil premium and partly from the school general budget.

Internal tracking data shows that Reception children made good progress in all areas of personal, social and emotional understanding

	% at ARE on entry (40 – 60 months)	% meeting ELG
Making relationships	6%	94%
Sense of self	0%	94%
Understanding emotions	19%	94%

Externally provided programmes

Programme	Provider
Phonics Bug	Pearson
White Rose Maths	White Rose
Literary Curriculum (from November 2022)	Literacy Tree
Learning Means the World curriculum (from September 2022)	Dimensions
Questful RE	Blackburn Diocese
RESPECT curriculum	Commando Joes

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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