

Pupil premium strategy statement

School overview

Metric	Data
School name	Higher Walton CE Primary School
Pupils in school	107
Proportion of disadvantaged pupils	15.9%.
Pupil premium allocation this academic year	£22440
Academic year or years covered by statement	2019-20
Publish date	10.1.20
Review date	31.10.20
Statement authorised by	Joy Headley
Pupil premium lead	Jackie Noblet
Governor lead	Liza Lewis

Disadvantaged pupil progress scores for last academic year (4 children)

Measure	Score
Reading	-3.69
Writing	-1.32
Maths	-2.78

Disadvantaged pupil performance overview for the last academic year

Measure	Score
Meeting expected standard at KS2	75% (above national average)
Achieving high standard at KS2	0%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	July 2022
Progress in Writing	Achieve national average progress scores in KS2	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2	July 2022

Phonics	Achieve national average expected standard in Phonics check	June 2020
Other	Improve attendance and punctuality of a small minority of pupils	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Working with LA support and/or English Hub to ensure all relevant staff deliver phonics effectively
Priority 2	Introducing whole class reading approach in KS2
Priority 3	Working with Maths Hub to further develop mastery teaching in mixed age classes
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring all children develop good decoding skills • Improving vocabulary, enjoyment, fluency and confidence in reading • Ensuring staff have cohesive approach to teaching maths in mixed age classes
Projected spending	£440

Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 support for children with SEN not otherwise supported through EHC funding, including classroom support and IEP target support
Priority 2	Dyslexia Gold trial
Priority 3	Phonics intervention
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Enabling curriculum access for high needs SEN • Focused intervention for specific learning needs • Improving reading fluency and confidence
Projected spending	£7000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continuing nurture provision for identified children

Priority 2	Providing behaviour support for identified children
Priority 3	Trip subsidy for residentials for children in receipt of FSM funding
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Develop confidence, self-esteem and emotional literacy • Ensure a calm learning environment with minimal low-level disruption by supporting children with anger management • Enable pupils to benefit from residential experience who would otherwise be unable to attend
Projected spending	£15000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development	Use of INSET training and additional cover for staff to attend meetings and training sessions
Targeted support	Ensure timetables enable support staff to support and deliver interventions effectively.	SLT will ensure that timetables are produced and adapted to meet to provide appropriate support.
Wider strategies	Ensure that whole school staff continue to follow positive behaviour strategy and nurture work continues to be a priority.	SLT will monitor behaviour during visits to lessons and around school. SENCO will continue to liaise with support staff delivering nurture sessions.

Review: last year's aims and outcomes – 2018-19

Aim	Outcome
Progress in reading	<p>% achieving expected in KS1 was below national and local, but % achieving greater depth was above local average</p> <p>% achieving expected in KS2 was above national.</p> <p>Reading at KS1 will be a school improvement priority in 2019-20</p>
Progress in writing	<p>% achieving expected in KS1 rose and was above national, as was % exceeding % achieving expected in KS2 was in line with national</p>
Progress in maths	<p>% achieving expected in KS1 rose and was above national as was % exceeding.</p>

	% achieving expected in KS2 was slightly below national due to individual circumstances during test week. Embedding mastery remains on subject improvement plan
Phonics	% achieving expected standard in Y1 Phonics Check was below national. As a result, a review of practice, resources and CPD is being undertaken in 2019-20
Other	% EYFS disadvantaged children achieving GLD continued to rise and is well above national Rate of persistent absence amongst disadvantaged children was high.