

## 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                             |
| Proportion (%) of pupil premium eligible pupils   | 13.39%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-24                         |
| Date this statement was published   | September 2021                  |
| Date on which it will be reviewed   | September 2022                  |
| 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   | £29555 ( <i>inc PLAC</i> ) |
| Recovery premium funding allocation this academic year  | £2755 ( <i>inc PLAC</i> )  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £32310 ( <i>inc PLAC</i> ) |

# 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<br>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<br>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: £5285

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>CPD to improve teaching quality further, focusing on high quality instruction</i></p> <p><i>£1500 – staff development budget</i></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>Identification of key tier 3 vocabulary to be taught across the curriculum</i></p>   | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>  | 2                             |
| <p><i>Support for early careers teacher from experienced mentor</i></p> <p><i>£2625 – release time 1.5 hrs/week</i></p>                            | <p>(EEF tiered approach p7)</p>  | 1                             |
| <p><i>Embedding new systematic phonics scheme</i></p> <p><i>Further developing whole class reading</i></p> <p><i>£1160 – scheme, resources</i></p> | <p><b>EEF phonics: + 5m</b></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> <p><b>EEF Reading Comprehension strategies: +6m</b></p> <p>Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Strategies and approaches need to be taught explicitly and consistently. It is crucial to support pupils to apply comprehension strategies independently to other reading tasks, contexts and subjects.</p> | 1, 2                          |

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

Budgeted cost: £16944

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>School led tutoring – experienced teacher currently contracted 0.8 will work an additional afternoon a week</i></p> <p>£609 recovery premium (+ £1827 ring fenced tutoring grant)</p>                              | <p><b>EEF Small group tuition: +4m</b></p> <p>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. 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, 5                       |
| <p><i>National Tuition programme – experienced teacher currently contracted 0.8 will work an additional afternoon a week</i></p> <p>4 blocks of tutoring - 30% from Recovery premium - £1026 (70% subsidised by DfE)</p> |   | 1, 4, 5                       |
| <p><i>NELI Language intervention</i></p> <p>£1090</p>  | <p><b>EEF Oral language intervention: +6m</b></p> <p>Evidence suggests that pupils from lower socio-economic backgrounds are more likely to be behind more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers</p>   | 1,2                           |
| <p><i>TA intervention focusing on IEP targets</i></p> <p>£1220</p>   | <p><b>EEF Teaching Assistant interventions: +4m</b></p> <p>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</p>  | 1,3                           |
| <p><i>Specialist advice and in class support to enable high needs SEN pupils to access curriculum</i></p>  |   | 1,3                           |

|   |   |  |
|---|---|--|
| <p><i>prior to EHCP assessment</i></p> <p><i>IDSS/EP advice £3050</i></p> <p><i>Support- £9949 from premium, plus funding from budget</i></p> | <p>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> |  |
|---|---|--|

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

Budgeted cost: £10081

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Supporting mental health and wellbeing, including self-confidence and self-esteem, through in-class teaching in morning meetings and PSHE, and opportunity to practise through nurture groups</i></p> <p><i>£1125</i></p>   | <p><b>EEF Social and Emotional Learning: +4m</b></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>   | <p>4, 7</p>                   |
| <p><i>Additional ½ day/week non-contact time for Deputy Head to work with parents to support attendance, wellbeing and behaviour</i></p> <p><i>£5966</i></p> <p><i>Resources £85</i></p>  |   | <p>6</p>                      |
| <p><i>Staff training on self-regulation and managing challenging behaviour</i></p> <p><i>£1800</i></p> <p><i>TA support (1:1 in class and through small group ELSA interventions) for children who display challenging behaviour</i></p> <p><i>£1125 + 1:1 in class</i></p> | <p><b>EEF Behaviour interventions: +3m</b></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> | <p>3, 8</p>                   |

**Total budgeted cost: £ £32310 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 2020 to 2021 academic year.

This academic year was a second year affected by Covid-19 closures. In addition to the whole school restricted opening period (January to March 2021), Year 2/3 class were also affected by 2 bubble closures in November and June, and EYFS by 1 bubble closure in July.

#### **Teaching:**

##### **Reading**

Reading continued to be a school improvement priority in 2020-21. The Reading Hub conducted a school audit of reading, and resulting actions were built into the improvement plan. The whole class reading approach has been further developed in KS2 and introduced into Year 2/3, and sustained throughout the year including periods of remote learning. Pupils' enjoyment and confidence in reading has grown.

Internal teacher assessment data for July 2021, taken from our tracker, is showing positive impact of approaches used.

|               | <b>% at least ARE</b> |
|---------------|-----------------------|
| Year 6        | 94%                   |
| Year 5        | 71%                   |
| Year 4        | 87%                   |
| Year 3        | 75%                   |
| Year 2        | 67%                   |
| Year 1        | 85%                   |
| Whole school  | 80%                   |
| Pupil premium | 72%                   |

##### **Writing**

Writing was the core area most affected by lockdowns and bubble closures; stamina and presentation suffered particularly in Year 5 where engagement in remote learning was weakest in both lockdown periods. Time has been spent trying to rebuild this with an increased focus on handwriting. The disadvantage gap is wider in writing than other core areas.



Internal teacher assessment data for July 2021, taken from our tracker

|               | <b>% at least ARE</b> |
|---------------|-----------------------|
| Year 6        | 81%                   |
| Year 5        | 41%                   |
| Year 4        | 67%                   |
| Year 3        | 42%                   |
| Year 2        | 60%                   |
| Year 1        | 80%                   |
| Whole school  | 63%                   |
| Pupil premium | 44%                   |

## **Maths**

Maths leader and Year 2/3 teacher took part in year-long CPD programme led by Maths Hub, developing mastery. White Rose maths planning was introduced across school to support teaching in mixed-age classes; this was sustained throughout remote learning and bubble closures.

Internal teacher assessment data for July 2021, taken from our tracker, is showing positive impact of approaches used.

|               | <b>% at least ARE</b> |
|---------------|-----------------------|
| Year 6        | 69%                   |
| Year 5        | 59%                   |
| Year 4        | 87%                   |
| Year 3        | 75%                   |
| Year 2        | 47%                   |
| Year 1        | 70%                   |
| Whole school  | 67%                   |
| Pupil premium | 56%                   |

## **Phonics**

English hub supported review of phonics provision. Investment in CPD and resources had positive impact on teaching in EYFS and Year 1, ensuring all staff now deliver phonics effectively and that children are more confident in decoding skills. Of the children who would have taken Y1 screening test at our school in June 2020, 87% met standard in December 2020 which was significantly higher than June data for the previous 3 years.

### **Targeted academic support:**

7 children with **high needs SEN** were supported by pupil premium funding in 2020-21; 2 of them were awarded EHC plans in January 2021 (funding then came from high

needs block funding not pupil premium), and applications for assessment were made for a further 3.

Children entered EYFS with weaker language development than usual. **NELI language intervention** has supported early language development; this Government funded programme has been delivered by a trained teaching assistant. School and bubble closures resulted in the programme not being completed during the 2020-21 academic year, so this will continue in 2021-22 with these children now in Year 1.

Internal tracking data shows that Reception children made good progress from their starting points in speaking and understanding, and expected progress in listening.

|                         | <b>% at ARE on entry<br/>(40 – 60 months)</b> | <b>% meeting ELG</b> |
|-------------------------|---|----------------------|
| Listening and attention | 44%   | 50%                  |
| Understanding           | 31%   | 81%                  |
| Speaking                | 31%   | 81%                  |

### **Wider strategies:**

#### **EYFS**

Children entered EYFS with poorer **social skills** than usual, and several were not toilet trained. 2 additional TAs were employed to work with EYFS children to help them settle in school and develop social and self-help skills.

Internal tracking data shows that Reception children made good progress from their starting points in health and self-care, and self-confidence and self-awareness, and expected progress in relationships, and managing feelings and behaviour.

|                                    | <b>% at ARE on entry<br/>(40 – 60 months)</b> | <b>% meeting ELG</b> |
|------------------------------------|---|----------------------|
| Making relationships               | 31%   | 44%                  |
| Self-confidence and self-awareness | 31%   | 63%                  |
| Managing feelings and behaviour    | 31%   | 38%                  |
| Health and self-care               | 31%   | 75%                  |

During transition meetings with nurseries, we were made aware that 38% of children entering EYFS in 2020 had been referred for ASD and/or displayed challenging behaviour in their nursery setting. Staff training and advice was implemented, and considerable additional support employed to ensure the calmest possible learning environment for these pupils and their peers in EYFS.

### **Transition back into school**

“Step up September” supported children effectively to transition back into school, re-establishing routines, expectations and school values. Morning meetings addressed concerns, and focus was given on rebuilding relationships. Mental health and wellbeing was focused on in PHSE during Autumn term. All children returned to school in September and again in March. A small number struggled with anxiety following the second lockdown.

### **Externally provided programmes**

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Phonics Bug      | Pearson         |
| White Rose Maths | White Rose      |

### **Service pupil premium funding (optional)**

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| 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.*