# 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**

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| **Detail** | **Data** |
| School name | Higher Walton CE Primary School |
| Number of pupils in school | 102 + 1 nursery |
| Proportion (%) of pupil premium eligible pupils | 23.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Catherine Prince |
| Pupil premium lead | Catherine Prince/Victoria Clarke |
| Governor / Trustee lead | Rachel Atkinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £40675 |
| Recovery premium funding allocation this academic year | £3335 |
| 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 | £41010 |

# 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, cohorts vary significantly year on year, making it difficult to identify trends.

**Challenges**

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

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| **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 aspirations |
| 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.

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| **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 suspensions and CPOMS 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: £29,450

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Smaller, single aged classes in EYFS and Y1 to promote and accelerate lost learning*  *£25,000 additional staff costs* | “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. | 1, 2, 3 |
| *Ensuring systematic phonics scheme is taught effectively, through staff training and purchasing home reading books*  *£250 resources*  *£500 training/cover* | **EEF phonics: + 5m**  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. | 1, 2, 5 |
| *Introducing new SEND intervention tools (IDL – Literacy and Numeracy & Bug Club Rapid Phonics) to accelerate attainment for PP pupils*  *£1200 - schemes*  *£ 2000 staff training and cover*  *£ 500 resources* | “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. | 1,4, 5, 6 |

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

Budgeted cost: £13,200

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Additional TA intervention focusing on IEP targets*  *£10,000* | **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 | 1,3,4 |
| *Specialist advice and in class support to enable high needs SEN pupils to access curriculum prior to EHCP assessment*  *IDSS/EP advice £3200* | 1,3 |

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

Budgeted cost: £3000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Supervision and counselling sessions from New Start – available to all staff and pupils*  *£1000* | **EEF – Social and Emotional well-being**  Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. | 6, 7, 8 |
| *Ensure staff receive support and training to manage behaviour effectively*  *£2000 (GHIST package plus other training)* | **EEF Behaviour interventions: +3m**  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  Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 3, 8 |

**Total budgeted cost: £45650**

(£41,010 from Pupil Premium Funding and £4,640 from school budget)

# Part B: Review of outcomes in the previous academic year

**Pupil premium strategy outcomes**

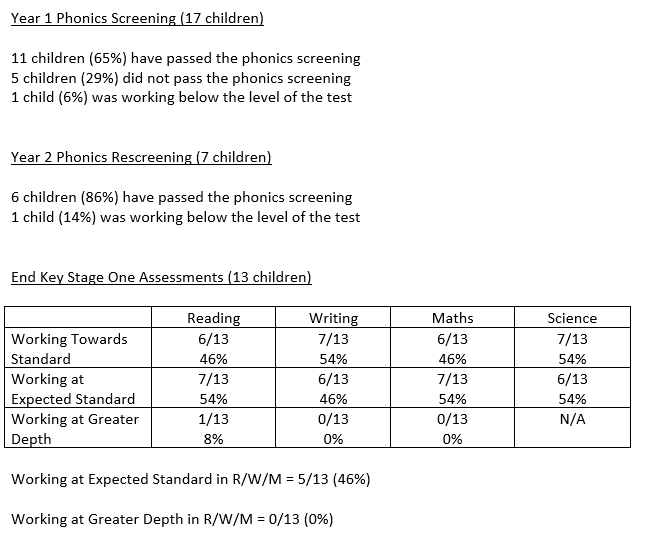
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Teaching:

**Tutoring and Academic Mentor**

An academic mentor was employed for 17.5 hours per week to facilitate catch up programmes using School Led Tutoring funding and to enable Years 1-3 to be taught as single year groups each day for mathematics.

This had a significant impact on the data for Y2 children, as they had a poor year with regards to progress when they were in Year 1.

This also allowed the teaching of phonics to take place in smaller groups, and the Y2 phonics rescreen was excellent, with significant improvement in Year 1 phonics scores from the previous year – see data:

### 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 and EHCPs.** 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.

The DHT was given additional release time to help manage the additional needs, particularly within EYFS.

### 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.

New Start counselling support sessions were booked for staff supervision to promote well-being and additional counselling/play therapy was provided through SEND/EHA for children with additional needs/challenging circumstances. This had a positive impact, and the number of suspensions was greatly reduced in the Summer Term.

### 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. Additional staff were employed to provide support in EYFS, partly funded by pupil premium/additional EHCP funding and partly from the school general budget.

All support staff in EYFS/KS1 were Team Teach trained to enable them to safely manage challenging behavior.

**Externally provided programmes**

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| **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)**

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | Additional TA support in EYFS, to support SEMH. |
| What was the impact of that spending on service pupil premium eligible pupils? | Significant reduction of suspensions – particularly in Summer Term |

**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.*