

Pupil premium strategy statement

School overview

Metric	Data
School name	Higher Walton CE Primary School
Pupils in school	112
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£31993
Academic year or years covered by statement	2020-21
Publish date	31 st October 2020
Review date	July 2021
Statement authorised by	Joy Headley
Pupil premium lead	Jackie Noblet
Governor lead	Liza Lewis

Disadvantaged pupil performance overview for the last academic year

No external data for 2020 as national assessments were cancelled due to Covid.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	July 2021
Progress in Writing	Achieve national average progress scores in KS2	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2	July 2021
Phonics	Achieve national average expected standard in Phonics check	June 2021
Other	Improve attendance and punctuality of a small minority of pupils	July 2021

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

Measure	Activity
Priority 1	Implement Phonics Bug to ensure all EYFS/KS1 staff deliver phonics effectively

Priority 2	Develop pupils' stamina and presentation in writing
Priority 3	Continue to work with Maths Hub to further develop mastery teaching, focusing on strategies for mixed age classes
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Weak decoding skills • Lack of stamina and poor handwriting in writing • Lack of flexibility in mathematical reasoning
Projected spending	£ 1475

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	NELI language intervention
Priority 3	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • High needs SEN • Limited vocabulary and language development
Projected spending	£14518 (Total cost £29493; part funded by pupil premium, part from general budget)

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting EYFS social skills and self-help (toilet-training) skills
Priority 2	Providing behaviour support for identified children
Priority 3	Supporting pupils with transition (back) into school after remote education March – July 2020, re-establishing routines, expectations, relationships, standards and values quickly ("Step up September")
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Increasing number of EYFS children not yet toilet-trained and lacking social interaction • Anger outbursts and disruption from children who are unable to self-regulate behaviour • Anxiety caused by long period away from school environment
Projected spending	£16000 (Total cost £32544; part funded by pupil premium, part from general budget)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Sufficient time for staff CPD – including TAs Delivering high quality phonics and maths remotely during any future bubble closures or lockdown periods	Use of INSET training and additional cover for staff to attend meetings and training sessions Resources chosen for in-school delivery of maths and phonics are accessible online
Targeted support	Sufficient staffing to meet needs of increasing number of SEN pupils	Effective deployment of staff
Wider strategies	Build time for emotional wellbeing alongside academic recovery Sufficient staff to address needs of EYFS cohort who have been significantly affected by lockdown	Morning meetings to gauge level of emotional support needed Whole school focus on “Step up September” rebuilding ethos and behaviour expectations SLT monitoring of staffing levels in EYFS.

Review: 2019-20

This academic year was badly affected by Covid-19. School closed to all but a very small group of keyworkers in March. In June, more keyworker/vulnerable children returned, and Reception and Year 6 were welcomed back on a part-time basis. No end of year teacher assessment was collected.

Aim	Outcome
Progress in reading	Reading was a school improvement priority in 2019-20. INSET held on whole class reading: WCR introduced in KS2 and good practice modelled; very positive impact noted on engagement and enjoyment of reading Dyslexia Gold intervention group (9 children) showed strong progress (average 15 months progress in reading age and 16.5 words per minute increase in reading speed during Autumn term). Intervention continued in Spring term until lockdown. Phonics training attended by reading leader in March, subject audit conducted in July, which informs next improvement plan. No end of year teacher assessment was collected.
Progress in maths	Maths leader and Year 2/3 teacher took part in year- long CPD programme led by Maths Hub, implementing strategies in class. White Rose maths planning trialled in Spring term and proved effective in delivering high quality teaching during lockdown. No end of year teacher assessment was collected
Phonics	Reading was a school improvement priority in 2019-20. Reading leader reorganised delivery of phonics, and provided modelling/ coaching support for TAs. Phonics lending library introduced for home support. Year 2 phonics catch-up intervention had positive impact – 80% reached standard by February with 20% on track to do so before June recheck.

	Year 1 internal data showed 67% secure in Phase 5 in February with 33% on track to be secure by June 2020.
Other: Attendance	Attendance was broadly similar across school at around 95%. Attendance for disadvantaged rose from 92% (2018-19) to 95.2% (Autumn 2019) and for SEND from 93.8% to 95.1% A small number of pupils with persistent absence were monitored closely; of 9 PA children in 2018-19, 2 left school in July and 4 improved attendance in Autumn term. 3 continued to be targeted and supported.
Other: SEN and behaviour support	1:1 classroom support was put in place for 1 child with high SEN prior to EHC application being made; this support enabled them to access an appropriate curriculum. EHC application was made in July 2020. Speech and language 1:1 support (3 children) focused on children's individual speech targets set by speech therapist. TA support focusing on IEP targets enabled pupils to have dedicated time on their own personal targets.
Other: Behaviour / nurture	Nurture groups (14 children) led by ELSA trained TA supported pupils to learn anger management, confidence and resilience, and positive social interaction with peers Classroom support was put in place for children with challenging behaviour; this reduced fixed term exclusions and enabled them to apply their anger management strategies with support