

Pupil premium strategy statement for WHC Primary Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

This strategy is for 2023-2026.

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	Waltham Holy Cross
Number of pupils in school	595 (October 2025)
Proportion (%) of pupil premium eligible pupils	160/569 (28.1%) (4 x PLAC, 1x service pupil)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Coton
Pupil premium lead/ Trust Disadvantaged Champion	Sarah Clarke
Governor / Trustee lead	Julie Dixey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250, 194
Recovery premium funding allocation this academic year	£0
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	£250,194

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they:

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

At Waltham Holy Cross Primary Academy, we are committed to addressing disadvantage; within our school, trust, wider community and on a national level. Fundamentally, we want to empower our community and all its stakeholders, to think and act differently when addressing the causes of socioeconomic disadvantage on learning. To this end we have a nominated trust Disadvantages Champion, who is working alongside Marc Rowland (EEF/Unity Schools Research) and Harlow Education Consortium to establish a community wide Disadvantaged Strategy. This work has highlighted five core elements, all of which mirror national research and have assisted Waltham Holy Cross to develop a long-term approach, focussed specifically upon the needs of our pupils.

The five core elements are:

- Relationships (primarily based on Trauma Perceptive Practice);
- Metacognition and self-regulated learning;
- Social, emotional and mental health (SEMH);
- Language development and comprehension.
- EYFS

We recognise that the foundation on which all other elements need to be established is **relationships**. Our plan focused specifically on evidence-based practice of the five key elements to champion our Pupil Premium pupils - ‘Learners not labels’. Likewise, we have a nominated governor with a specific ‘Disadvantaged Strategy’ focus, who is also responsible for measuring the strategy’s impact upon our pupils and families; our

culture of '***purpose, positivity and regular reflection***' (Rowland 2021) for our pupils, drives aspirations and better outcomes for our whole school community.

It is recognised that support from governors needs to be long-term and that there should be an understanding from all parties that our aims are also long-term and that the impact will not be immediate (tiered-approach). In order to ensure all our disadvantaged strategy aims are met, we have established a whole school culture - a collaborative approach with SLT, teachers, pupils and governors - championing the view, that education has a powerful role to play in the improvement of life chances and life choices, irrespective of socioeconomic background. This rationale has been adopted by the whole school, to inform an evidence-informed strategy focussing on our pupils' most pressing issues.

Quality first teaching (including the appointment of specialist teachers and facilitators) is not sufficient alone. As a result, our funding is to be used to develop staff through weekly, **high quality**, professional development; in relationships, metacognition and self-regulation, social, emotional, mental health and well-being and language development and comprehension. Similarly, funding also allows us to provide wider family support – both inside and outside of the classroom; an established family support team, a Family Liaison Officer/Safeguarding Officer, Place2Be and trust Safeguarding Lead.

Moreover, we recognise that early intervention is critical. The earlier we can intervene, and improve our disadvantaged pupils as learners, the better chance they will have of thriving throughout their schooling. Interventions align to our more long-term, wider school development plans (SIP/subject action plans) and partnerships. For example, this year (since July 2021) we have been working with Herts for Learning Early Years team to support our Early Years provision. Research indicates that initiatives such as these address the impact of socioeconomic disadvantage on learning in the long term - the **causes** rather than the **symptoms**.

Finally, our evidence of need is identified through diagnostic assessment (academic and pastoral), pupil voice, teacher voice, classroom observations, open, honest discussions with families and an in-depth understanding of our community in Waltham Abbey and the challenges our pupils face.

'Effective assessment helps support better learning.'

(M.Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language development and comprehension - vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance gap between pupil premium and non-pupil premium

3	SEMH behaviours (TPP/Zones of regulation/my Happy mind) including pupil well-being
4	Metacognition – developing independent self-regulation and learning behaviours
5	Early Years - school readiness due to low starting points

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
<p>1. Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.</p> <ul style="list-style-type: none"> • A vocabulary-rich environment • Teacher questioning • Talk sentence and sentence stems planned for and modelled across the curriculum • The implementation and embedding of Trust Oracy Strategy. • Quality Professional Development (weekly INSETs/coaching/triads/Peer observations). • Oracy-led approach to assemblies (class/phase and whole school). 	<p>Pupils show an understanding of vocabulary in lessons, including Tier 2 and 3</p> <p>Pupils use the taught words in speaking and writing</p> <p>There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity</p> <p>Pupils show understanding of the 'gist' of a text through summary</p> <p>Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. using mini whiteboards</p> <p>More detailed and academic pupil explanations</p> <p>More extended dialogue</p> <p>More questions about vocabulary from both the teachers and the pupils</p> <p>Examples of 'word consciousness'</p> <p>More vocabulary edits in pupils' books</p> <p>Written expression in pupils' books more sophisticated</p> <p>A word rich classroom climate</p> <p>The appropriate use of scaffolds for all learners, including those with SEND, therefore increasing independence</p> <p>This then leads to: Pupils meeting national standards in reading, writing and spoken language and make</p>

	<p>good progress from their starting points. Confident, fluent readers.</p> <p>Pupils with a love of reading with access to quality texts.</p> <p>EYFS filling the 'word' gap ensuring an easy transition into KS1 and preparation for transition to each subsequent Key Stage.</p> <p>Fluent writers with a good grasp of GPS.</p> <p>Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework</p>
<p>2. Attendance</p> <ul style="list-style-type: none"> • Pupil Premium attendance increases so that more learning can take place. • Pupils access classroom learning daily to support meeting national standard and closing gaps in all subjects. 	<p>The gap between those disadvantaged and non-disadvantaged closes, increasing time at school.</p> <p>Access to Wrap Around Care to facilitate attendance.</p>
<p>3. SEMH (Social, Emotional & Mental Health)</p> <ul style="list-style-type: none"> • Trauma Perceptive Practice: enabling adults to understand behaviour and support the emotional wellbeing of children. • Zones of Regulation: providing children with the language of their emotions • myHappymind programme: providing children with strategies to identify and move through their emotions appropriately 	<p>Positive relationships and readiness for learning across the school.</p> <p>Pupils access learning and have secure attachment in the school setting.</p> <p>Pupils develop strategies for self and coregulation meaning they can return to learning quicker when dysregulated.</p> <p>Parents become skilled in the language of TPP and manage challenging behaviours at home (SEMH).</p> <p>Higher engagement for families in need of support.</p> <p>Non-judgemental attitudes to encourage early help.</p> <p>An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes.</p> <p>Children understand the science of the brain and the impact on their feelings and emotions.</p>
<p>4. Metacognition and Self-regulation</p> <ul style="list-style-type: none"> • Cycles of quality professional development. 	<p>Pupils' behaviours for learning and self-regulation are reflected in daily lessons:</p>

<ul style="list-style-type: none"> • Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths. • Leaders consistently quality assure, coach and support across the curriculum, ensuring sustained improvements in teaching and learning that have a lasting, positive impact on pupil outcomes. 	<p>Pupils using subject-specific sentence/question stems</p> <p>Pupils trying out different approaches/identifying the best strategy.</p> <p>Pupils using strategies other than asking for teacher support when stuck</p> <p>Explicit teacher modelling which pupils emulate</p> <p>Pupils regularly looking back over prior learning</p> <p>Children understand metacognition + cognition + motivation = self-regulated learners.</p> <p>Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.</p> <p>Teachers demonstrate strong subject knowledge across all curriculum areas and consistently apply effective teaching strategies that enhance pupil learning.</p> <p>Teachers facilitate and pupils demonstrate more mature learning behaviours that ensure well-prepared discussion, depth of thought and active, accountable participation.</p>
<p>5. Early Years – school readiness due to low starting points</p> <ul style="list-style-type: none"> • Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment • Early intervention and targeted support • Closing the word gap • Teachers provide a vocabulary rich environment • Opportunities for parental engagement • Support and continued professional development from EY consultants 	<p>Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided</p> <p>Pupils are expected to speak in full sentences with adults modelling ambitious vocabulary</p> <p>Pupils' use of language is developed in line with age-related expectations</p> <p>Pupils achieving a 'good level of development' by the end of Reception</p> <p>EYFS Parents feel empowered to support and help children with their learning.</p> <p>Schools effectively implement Strong Foundations, ensuring pupils develop secure foundational</p>

	knowledge and skills that prepare them for future learning.
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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)

‘Professional Development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential.’

Developing Great Teaching – Teacher Development Trust

Budgeted cost: £99,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged strategy sessions for SLT - to enhance teaching and learning through CPD programme. Upskilling ALL school staff.	<ul style="list-style-type: none"> Quality Assurance of Teachers’ Continuing Professional Development – Rapid Evidence Review (Wellcomm; April 2019) Teacher Feedback to Improve Pupil Learning (EEF; Sept 2021) As Beck et al identified in ‘Bringing Words to Life’. We deepen knowledge through robust vocabulary instruction, not simple word exposure Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) - A whole Essex approach to ‘focus on the causes of disadvantage, not the symptoms.’ (Marc Rowland 2021) A ‘learning led approach’, not a ‘label led approach’ through the Disadvantaged Strategy - to fully address disadvantage. 	1 2 3 4 5
Identifying Tier 3 vocabulary in all areas and exposing this through direct teaching, texts and modelling via everyday interactions.	<ul style="list-style-type: none"> Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021) Closing the Vocabulary Gap (Alex Quigley; 2021) Oral Language Interventions (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	1 4 5

Spanish and PE specialist teachers to enhance learning, cultural capital and teacher development.	<ul style="list-style-type: none"> Specialist Teachers or Teachers who Specialise? (Research School Network; 4 May, 2020) https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise Oracy improves and greater engagement from PP pupils in all aspects of school life. 	1 3 4 5
Establishment of shared TDL (Teaching and Development Lead) role to enhance ECTs and subject leaders. Strong mentor programme to support both first and second year ECTs	<ul style="list-style-type: none"> What are the characteristics of teacher professional development that increase pupil achievement? Protocol for a systematic review (Sims et al; January 2021) Retain: CPD for Early Career Teachers of KS1 - Pilot report and executive summary (EEF; May 2018) 	1 3 4 5

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

‘This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding), are also found to improve attainment.’

What makes Great Teaching – Prof. Rob Coe

Budgeted cost: £71,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 catch up sessions and small group sessions.	<ul style="list-style-type: none"> Phonics (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics One to one tuition (EEF; 2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 	1 4 5

<p>Development Days from Ruth Miskin to support leadership (EY Lead/Phonics Lead)</p> <p>Development Days from Herts for Learning (improve EYFS provision/leadership of EYFS)</p> <p>Metacognition and self-regulation training (trust wide)</p> <p>TPP – Family relationships and Belonging training</p> <p>myHappymind programme</p>	<ul style="list-style-type: none"> • Effective Professional Development – Guidance Report (EEF; October 2021) • How do school leaders successfully lead learning? (NCSL -2011) • Leadership for closing the gap and reducing variation in outcomes: developing a framework for action (NCSL - 2011) <p>Herts for Learning: https://www.hertsforlearning.co.uk/teaching-and-learning/early-years-advisory-and-consultancy-services-schools</p> <ul style="list-style-type: none"> • EEF Metacognition and Self-regulated Learning Guidance Report - Seven recommendations for teaching self-regulated learning and metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition <p>https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>Further EPS/CUL/WellComm/Visual Coding/Breaking Barriers/Smart thinking/ Time to Talk/Talk About Morph mastery/Analytic phonics/RWInc sessions.</p> <p>Reading and Writing Strategy.</p> <p>Vocabulary Toolkit</p> <p>developing spoken language)</p> <p>Assessment not assumptions</p>	<ul style="list-style-type: none"> • Machin, S., Murphy, R., Hanushek, E. (2011). Improving the impact of teachers on pupil achievement in the UK – interim findings. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (EEF: Oral Language Intervention Research) • Supporting pupils with SEND – 3 key messages for schools (EEF; 2018) https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-with-send-what-weve-learned-so-far • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • INSET training • Standardised tests (PUMA/PIRA) and Gap Analysis to drive interventions and need. 	<p>4</p>

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

Budgeted cost: £59,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising attendance through using 'nudge theory' and strong communication, targeting those under 96%.	<ul style="list-style-type: none"> An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance Nudge theory argues that if we wish to alter people's behaviour in a particular direction, it's more effective to encourage positive choices rather than restricting unwanted behaviour with sanctions. Improving school attendance: support for schools and local authorities (DfE – 27th September 2021) https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 	1 2 3
Further establishing Trauma Perceptive Practice with staff training and school systems, coupled with Place2Be services for further support MIND Essex Inclusion Partner (EP)	<ul style="list-style-type: none"> Mental health and behaviour in schools (Department for Education; 2018) Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021) Senior Mental Health Lead and Mental Health First Aider training 	1 3
Family Support Team based at the school to engage with families in need of support. EWO – to discover the needs of families and challenges to attendance.	<ul style="list-style-type: none"> Engaging families in learning – A thematic inspection of family learning (Education Scotland; February 2021) Early Intervention is key An evidence informed approach to improving attendance (Research Schools Network; March 2018) https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance 	1 2 3

Total budgeted cost: £250,194

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 2023 to 2024 academic years.

This Pupil Premium Strategy Plan is committed to a 3-year tiered strategy (2023-2026). Pupil evaluations were undertaken throughout the academic year, with the school tailoring outcomes according to our gap analyses to prioritise teaching and learning.

The school uses standardised tests (PIRA, PUMA, GAPS) on a termly basis to oversee achievement. In addition, soft data e.g., pupil behaviours, relationships and provision are also considered to modify and develop further actions.

The first year of this strategy (tiered approach) was reviewed to governors in July 2024 as a first year Strategy Review. This Review was to help inform the strategic direction/evaluation of our strategy and to evidence fidelity to our new 2023-26 Strategy thus far.

2024-25

Outline outcomes for disadvantaged pupils in the 2024-2025 academic year and explain how their performance has been assessed.

We have reviewed the targets set in our last pupil premium strategy to ensure we are continually striving for excellence from all, irrespective of background or disadvantage.

Measure	Score
Achieving GLD at the end of EYFS	25% (4 out of 16) PP pupils 78.9% (45 out of 57) non PP pupils
Meeting expected standard in end of Year 1 Phonics Screening Check	68.4% (13 out of 19) PP pupils 90.6% (58 out of 64) non PP pupils

Meeting expected standard in KS1 reading	63.4% (26 out of 41) PP pupils 72.2% (83 out of 115) non PP pupils
Achieving high standard in KS1 reading	2.4% (1 out of 41) PP pupils 15.7% (18 out of 115) non PP pupils
Meeting expected standard in KS1 writing	57.1% (24 out of 42) PP pupils 69.6% (80 out of 115) non PP pupils
Achieving high standard in KS1 writing	2.4% (1 out of 42) PP pupils 5.2% (6 out of 115) non PP pupils
Meeting expected standard in KS1 maths	64.3% (27 out of 42) PP pupils 74.8% (86 out of 115) non PP pupils
Achieving high standard in KS1 maths	9.5% (4 out of 42) PP pupils 18.3% (21 out of 115) non PP pupils
Meeting expected standard in KS2 reading	60% (45 out of 75) PP pupils 77.6% (125 out of 161) non PP pupils
Meeting expected standard in KS2 writing	44% (33 out of 75) PP pupils 67.7% (109 out of 161) non PP pupils
Meeting expected standard in KS2 maths	69.3% (52 out of 75) PP pupils 82% (132 out of 161) non PP pupils

Attendance 24/25

Attendance figures show those children in receipt of pupil premium funding:

PP – 93.69%

Non-PP – 97.42%

National Average – 93.1%

PP pupils are attending well and outperforming the national average, reflecting the school's supportive strategies. There remains a small gap with non-PP pupils, providing an opportunity to further enhance engagement and consistency.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
TTRS	Maths Circle Ltd
Jigsaw – Mindful Approach to PSHE	Jigsaw Education Group

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>As detailed above - WHC adopts a whole school approach for ALL children</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>As detailed above - WHC adopts a whole school approach for ALL children</i>

Further information (optional)

The school prides itself on being an inclusive school for all pupils. As a result of this, we also ensure that we provide ongoing funds for:

- *4 fully funded after school clubs with a wide variety of sports on offer led by external professionals (Superstar sports)*
- *Place2Be counselling and Place2Talk sessions*
- *Adult Community Learning offer*
- *EWASS (Educational Welfare), including attendance*
- *Family support worker & Safeguarding officer*
- *Specialist Teacher for PE*
- *Trust Safeguarding Officer*
- *Trust Inclusion/SEND team – including ASD, SpLD, Speech and Language specialists*
- *Curriculum enrichment opportunities – educational visits and workshops*
- *Intervention programmes- support staff*
- *Professional Development for teaching/support staff –on all 5 core elements of the Disadvantaged Strategy (Relationships, Metacognition and self-regulation, SEMH (through TPP), Language development and communication, EYFS);*
- *Graduate Pre QTS programme*
- *Internal ITT programme alongside external training*
- *Up to date resources for learning*
- *Regular research-based projects to support best practice/pedagogy.*
- *Rigorous attendance and punctuality procedures and support in place.*
- *Interactive Boards and a whole school digital solution (ipads/touch screen chrome books/laptops in every class.)*