

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Walpole Cross Keys Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joanne Borley (Headteacher)
Pupil premium lead	Nicki Maddison (Deputy Headteacher)
Governor / Trustee lead	Matt Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,310
Recovery premium funding allocation this academic year	£2,000
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	£10,310

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils, including those that are disadvantaged to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to identify gaps in learning and intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- support our children's mental health and wellbeing to enable them to access their learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. This is evident from reception through to ks2.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils have greater difficulties with phonics than their peers. The negatively impacts on their development as readers and writers.

3	2022 national data indicates that attainment in reading, writing and maths attainment combined among disadvantage pupils is below age related expectations.
4	Our observations and discussions with pupils have identified social and emotional issues for many pupils, including lack of resilience to challenges. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data for academic year 2021-22 shows that attendance of disadvantaged children is below the expected 97%.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils	KS2 reading and writing attainment for disadvantage pupils is in line with non-disadvantage pupils.
Improved maths attainment among disadvantage pupils.	KS2 maths attainment for disadvantage pupils is in line with non-disadvantage pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant improvement in pupil resilience and use of metacognition <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from demonstrated by:</p> <p>the overall absence rate for all pupils being no less than 97%</p>

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc Spelling & Phonics.</p> <p>Continue to upskill all staff on phonics through high quality CPD. Reading lead to be released to monitor daily phonics and signpost staff to regular CPD. Train any new staff to deliver 1:1 phonics.</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD,</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,2 & 3
<p>Use of PIXL to identify gaps in learning and inform teacher of next steps in learning.</p> <p>Training for staff to ensure assessments and gap materials are used effectively.</p>	<p>EEF Guide to Pupil Premium – tiered approach – targeted academic support. EEF Toolkit (+4)</p> <p>Use PIXL assessments and assessment for learning strategies, teachers will identify children for small group interventions linked to classroom teaching.</p>	1,2 & 3
<p>Continue with further CPD for all staff on metacognition and self-regulation to enable staff to model this to children primality through maths and science lessons..</p>	<p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. EEF (+7)</p>	4
<p>Enhancement of our maths teaching and curriculum for maths lead to take part in Embedding Mastery through the local MathsHub. Maths lead will disseminate this to staff through CPD.</p>	<p>EEF (+5)</p>	3
<p>Continue to embed activities across the school curriculum to support oral</p>	<p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; 	1

skills and continue CPD to support this.	<ul style="list-style-type: none"> explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF(+6 months) schools (+6 months)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3200 (£2190 to subsidise school led tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition for phonics	EEF Toolkit (+5) Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1 & 2
Intervention for key year groups for identified children. Reading, maths & phonics.	<p>EEF Toolkit (+4) Small group tuition Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>We will identify pupils each half term as having gaps in maths that could be effectively addressed through intensive small group tuition.</p> <p>We will identify pupils each half term as having gaps in reading that could be effectively addressed through intensive small group tuition.</p>	1,2 & 3

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

Budgeted cost: £3110

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support pupils' social and emotional needs through training a Thrive Practitioner to be able to deliver social and emotional interventions to selected children.	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. (EEF + 4)	4
Funding for after school clubs, trips and residential.	EEF Social and Emotional (+4)	4
Pupils to receive musical tuition	EEF Toolkit (+3) It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4
Embedding principles of DfE's 'Working Together to improve Attendance' guidance. This will involve training our new attendance officer.	DFEs Working Together to Improve Attendance & EEF Parental Engagement (+4)	5

Total budgeted cost: £ £10,310

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 2021 to 2022 academic year.

Teaching

Activity 1: (All pupils) RWInc Spelling & Phonics.

All staff to be trained in delivering high quality 15 minute daily spelling sessions.

All staff to be trained in the delivery of high quality phonics.

CPD for all staff on the RWI Spelling scheme

Reading lead trained to deliver high quality phonics CPD

Reading lead delivered high quality phonics training to all staff

1:1 phonics being utilised for identified children

In Summer 2022 PIXL tests, in Years 5, Walpole Cross Keys pupils scored higher than National PIXL pupils on the Spelling Paper.

Activity 2 (all pupils)

Use of PiXL to identify gaps and inform teacher of next steps in learning.

All teachers used PIXL tests at the end of 2021 to identify gaps in learning. These gaps were passed onto the new class teacher ready to address in the Autumn term.

During the Autumn Term, teachers used this diagnostic information to start to fill the gaps in reading, maths and GPS.

At the end of the Autumn term, PiXL was used once more to identify Gaps for the Spring term.

At the end of the year, the number of pupils working at Expected+ in Combined RWM had increased or maintained target in all year groups.

The biggest impact in each subject could be seen in Year 3, see table below:

Year 2	Exp Start	Exp End
Re	50%	63%
Wri	50%	63%

Activity 3 (all pupils)

CPD for all staff on metacognition to enable this to be modelled to the children

Metacognition CPD with a math focus delivered to all staff

Metacognition posters given to staff

Staff encouraged to use language of metacognition and display on working walls

Staff use this as a way to model problem solving in maths

In Summer 2022 PIXL tests, in Year 4, Walpole Cross Keys pupils scored higher or in line with than National PIXL pupils on the Maths reasoning Papers.

Activity 4 (all pupils)

Enhance maths teaching and curriculum planning in line with DFE and EEF guidance

Maths lead been released from class to monitor the teaching and learning of maths
Maths lead worked closely with trust maths lead to improve the teaching and learning of maths.

Maths lead worked with other maths leads to alter long term maths planning for 2022-23 year.

Maths CPD delivered on variation and maths QLA and investigations

Maths lead monitors strengths and weaknesses throughout the year and addresses these either whole school or bespoke with the class teacher.

Year 1 and 2 took part in Embedding Mastery Maths Hub programme.

Activity 5 (all pupils)

Embedding activities to support oral skills

CPD on Oracy skills

All classrooms have oracy boards and these are used to enhance oracy skills

English CPD on the use of language and small tasks set to enhance the understanding of oracy and language.

Targeted academic Support

Activity 1 – 1:1 and small group tuition for phonics

RWI phonics tracked every 6 weeks

Any child in years R to year 3 identified as not keeping with phonics received small group or 1:1 phonics tuition. This tuition was delivered in school hours

Targeted academic Support

Activity 2 – Reading and Maths Intervention

Gaps identified and data analysed for years 1-6 through PIXL and National tests.

Children identified received small group tuition for reading and/or maths.

Year 6 children received small group tuition during schools hours.

Wider Strategies

Activity 1 – Teaching of metacognition and self-regulation for children to take greater responsibility for their learning

The school has a Senior Mental Health Lead who has completed the Senior Mental Health Lead training during academic year 2021-22. Mental health activities are promoted throughout the year and through a newsletter. The school takes part in National mental Health events such as 'Hello Yellow'.

The school has started work on the Mental Health Award during academic year 2021-22.

The Jigsaw PSHE Scheme promotes self-regulation strategies such as 'Calm Me' activities.

Activity 2 - Funding for after school clubs and trips.

All pupil premium children are offered at least 50% off the cost of school visits; more is available at the discretion of the headteacher.

Some pupil premium children attend after school clubs funded by the school.

Priority 3 - Pupils to receive musical instrument tuition

Music tuition has taken place all year.

Pupils in Class 3 have received lessons on recorder.

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
Tacking Tables	Learning Resources
Primary PIXL	PIXL

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

utilising a DfE grant to train a senior mental health lead. We will continue to work towards achieving the Carnegie Mental Health Award.