

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Walkington Primary School
Number of pupils in school	206 (December '23)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23, 23/24
Date this statement was first published	December 2021
Date on which it has been most recently reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Mr C Bullough
Governor / Trustee lead	Mr P Andrew

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17750
Recovery premium funding allocation this academic year	£1257
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19007

# Part A: Pupil premium strategy plan

## Statement of intent

At Walkington School we are consistent in our aims for all pupils, irrespective of background or challenges they face in school or elsewhere. These are for all our pupils to:

- **Become successful learners**
- **Get the most out of life**
- **Feel comfortable and happy being who they are**

(More detail on these aims can be found on our school website)

In a nutshell, we strive to ensure every single one of our pupils leaves Walkington having met the expected standard in English and maths, equipped with the reading skills and prior knowledge to successfully engage with secondary education and what lies beyond. We are proud of the role the schools plays in enhancing the life chances of all our pupils and in positively shaping their futures.

We recognise that some of our pupils may face additional challenges associated with the criteria for PPG eligibility, while at the same time appreciating that this criteria does not automatically have a negative impact on their education or development. Indeed, over time some of our most successful students have been eligible for PPG funding. We are also acutely aware of the fact that within each year group we often have a very limited number of eligible pupils, and go to great lengths to ensure their supervision, support and outcomes do not highlight or draw negative attention to any previous or existing barriers. Both national and school level data made available to the public is usually suppressed or redacted to ensure no individual pupils can be identified within our reports. This makes comparison with national figures difficult at times, for instance 2 pupils in a year group leads to very crude measures of 0, 50 or 100% levels of success. Furthermore, our disadvantaged pupils make up such a small percentage of our cohorts they are statistically less likely to feature in groups with a higher number of defining characteristics, such as achieving greater depth *in a number* of subject areas. Nonetheless, our ambition and expectation for these pupils remains the same for all pupils in our care.

While we may have limited numbers of pupils, staff awareness and support for these children is of the highest priority. All pupils eligible (along with those deemed to be 'disadvantaged' outside the standard criteria by the school), are issued with internal 'passports', which are reviewed on a termly basis by the whole staff team who know or are in contact with the child. These meetings are chaired by the *Disadvantaged Champion*, currently the Headteacher, who then reports termly to the governor lead. They then produce a report to be tabled at each full governing body meeting. The

champion and governor undertake regular learning walks to observe and discuss the provision and activities supported by this strategy, and we have always felt it is essential that to undertake this crucial governor position the lead would discuss the progress of each individual pupil with the in-school champion, maintaining strict confidentiality beyond these conversations. This level of scrutiny and support enables the governing body to have a very good understanding of the school's work in this area and to monitor outcomes that the national data may not reveal.

In line with our equal opportunities policy, part of our agreed strategy is to ensure that no child misses out on any part of our universal offer as a result of disadvantage outside of school. To this end, any activities up-to and including the residential visit which are designed to be accessed by all pupils in a cohort will be funded by the school should parents indicate they require this form of financial support.

With regard to spending decisions, our strategy for our most disadvantaged is to do what is needed rather than what can be delivered through a relatively limited sum of additional funding. We recognise that this additional money is best used to support our strategic aims in terms of providing the very best teaching to all our pupils, every day. The grant is not allocated as a personal allowance, in line with the national guidance, and is always used to support our aims and to close academic gaps wherever they appear. While any specific barriers are listed on personal passports, we often find that there is little commonality across pupils within a phase or class, therefore our aim is to provide every child with excellent first wave teaching, then take any second wave steps to remove these barriers and close any gaps to their peers, particularly in the core subjects. The school is increasingly basing its provision and CPD on research based evidence, and for many years has used the EEF tools in shaping and evaluating its work.

## Challenges

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

**NB - Should any new barriers be identified, or increased commonality detected, during the life of this plan, then this will be reflected in the strategy at the next review point.**

Challenge number	Detail of challenge
1	In common with our non-D/Ad pupils, our D/Ad cohort have a variable profile with regards to their current academic profile. They require consistently strong first-wave teaching, ideally from professionals they know and trust, supported by accurate ongoing assessment.

2	A disproportionate number of our D/Ad cohort at this present time also appear on our revised SEN register, and require coordinated and cohesive management of their provision to ensure success
3	A very limited number of D/Ad pupils may not benefit from the same support and encouragement outside of school when mastering the basics of reading and mathematics, and will require additional input and support from staff to compensate for this
4	Each year, a number of our D/Ad pupils form part of the broader group of pupils who require targeted support in terms of their wellbeing, confidence and emotional/mental health, which impacts negatively on their ability to thrive and make good progress across the curriculum.

## 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
All pupils, including D/Ad make rapid and successful progress in acquiring phonic decoding skills	All pupils, including those who are identified as D/Ad will pass the phonic screening test by the end of KS1 at the latest
All pupils become fluent and capable readers, in line with national age-related expectations	The aim is for all pupils to achieve the age-related expectations in reading by the end of KS1
All pupils make good progress in all subject areas, and in particular across core subjects	The aim is for all pupils, including those who are identified as D/Ad, to achieve the expected standard in reading, writing and maths by the end of KS2
All pupils are well prepared for the next stage of their education	All pupils complete a successful transition into secondary education, including those who require a more structured and prolonged transition period

## 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: £ 19310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply/HLTA for SLT cover ((£16310)	<p><i>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</i></p> <p>EEF, Autumn 2021</p>	1,2
NFER tests (£3000)	<p><i>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.</i></p> <p><i>Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment.</i></p> <p>EEF, Autumn 21</p>	1

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to school led tutoring programme, including training, release time, monitoring and any other delivery costs (£2000)	<p><i>It is clear that whilst all students have lost some learning, we need to reach those whose education has been disrupted the most by the pandemic. Tutoring can have a positive impact on pupils' academic progress and schools can access tuition which best fits the needs of their pupils. It is important, regardless of education setting, that pupils can access tutoring. State-maintained primary and secondary schools can register for the programme. Tuition can also be delivered in specialist settings as well as supporting pupils with additional needs including SEND, in mainstream settings.</i></p> <p><i>"I think it's a flexible solution for schools"</i></p> <p><i>Whether it be through an Academic Mentor, a tutor supplied through a Tution Partner <b>or <u>schools using their own staff</u></b> to support students through a government grant, the programme has a range of options that schools can choose from. Schools can also identify which subjects pupils would most benefit from, whether tuition will take place before, during or after the school day and if it is provided online or face to face.</i></p> <p>Andy Mellor, Leeds Beckett University</p> <p>NTP Website, December 2021</p>	3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

**Total budgeted cost: £21310**

## 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.

**Intended outcome 1 - All pupils, including those who are identified as D/Ad will pass the phonic screening test by the end of KS1 at the latest**

*100% of disadvantaged pupils, and 100% of all pupils, achieved the expected standard in the phonic screening test by the end of KS1 in 2023*

**Intended outcome 2 - The aim is for all pupils to achieve the age-related expectations (ARE) in reading by the end of KS1**

*The proportion of pupils reaching the ARE in reading at the end of KS1 2023, and the national comparison, was as follows:*

#### ASSESSMENTS

Subject	Level	Walkington Primary School (2747)	NCER National		Local Authority - East Riding	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	100.0%	68.3%	+31.7%	67.8%	+32.2%
	GDS	23.3%	18.8%	+4.5%	15.1%	+8.2%


*In terms of disadvantaged pupils, they statistically performed on a par to non-disadvantaged pupils. However, detailed data is not included here due to very small cohort numbers, which may reveal individual pupil results.*

*It is worth noting that within the life-span of the current plan, we have met our highly challenging aspirational goal of all pupils meeting the expected level in KS. This measure will be removed for 2024 in line with changes to national assessment procedures.*

**Intended outcome 3 - The aim is for all pupils, including those who are identified as D/Ad, to achieve the expected standard in reading, writing and maths by the end of KS2**

*Again, the data against this target shows a very strong positive gap to local and national cohorts, placing the school in the highest 3% for attainment at this age.*

*There was no discernible difference between the overall average points score of our cohort of disadvantaged pupils when compared to our non-disadvantaged pupils:*

Attainment		
Average Scaled Score (Re, Ma) 		
FSM6	Not FSM6	Gap
107.7	107.8	-0.1

The average scaled score for our disadvantaged pupils was 107.7, against a national average score for all pupils of 104.6.

**Intended outcome 4 - All pupils complete a successful transition into secondary education, including those who require a more structured and prolonged transition period**

As far as the school is aware at this stage, all pupils, including those classified as either disadvantaged or having additional needs, made a successful and sustained transition to their next school at the end of the last academic year. In some cases, this included additional arrangements, for instance additional pupil visits and handover meetings including pupils, parents and staff.

## 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
N/A	

## Service pupil premium funding (optional)

Due to the very small cohort numbers associated with this funding, we are not reporting on this activity within this report cycle

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A