

Pupil premium strategy statement 2024

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	209
Proportion (%) of pupil premium eligible pupils	5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was first published	December 2024
Date on which it has been most recently reviewed	December 2025
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	£14000
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	£14000

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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply/HLTA for SLT cover £10000	<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
Contribution to school CPD budget of £2000	<p><i>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</i></p> <p><i>In 2024-25, staff CPD will focus upon raising our self-assessment against the Voice 21 Oracy Benchmarks, 2019</i></p> <p><i>In addition, the HT has been seconded to a local leadership partnership to participate in the following project, in collaboration with the EEF and a local research school:</i></p>	1,2

Purpose

The purpose of the Partnership Development Team is to provide strategic direction and leadership to the Evidence Exploration Partnership between East Riding of Yorkshire, North Yorks Coast Research School and EEF. The Partnership Development Team will aim to achieve the following outcomes:

- Work together to identify a priority, or small number of priorities that can be effectively addressed.
- Draw on a range of backgrounds, expertise, and influence in the system to co-construct solutions aimed at meeting this need.
- Develop a theory of change to inform onward pathways for addressing the priority, including whether continuing with an EEF Evidence into Action partnership is an appropriate way forward for all partners.

Our partnerships approach is underpinned by six Partnership Foundations which the Partnership Development Team agree to commit and adhere to throughout the Evidence Exploration Partnership.

The six Partnership Foundations are:

- Collaborative**: Work within and across the local education system to co-construct and co-deliver change for children.
- Aligned**: Understand, use and complement existing expertise within local infrastructures.
- Coordinated**: Organise and align people and activities around a high-leverage priority amenable to change.
- Evidence led**: Take an evidence-informed approach to processes and practices at school and system level.
- Supportive**: Build strong supporting structures, providing project leadership and keeping the main thing the main thing.
- Sustainable**: Commit to a long-term structured implementation process taking time to prepare, whilst building lasting system capacity beyond the life of the partnership.

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>	1,2

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: £15000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our previous pupil premium activity had on pupils in the 2023 to 2024 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

No D/Ad pupils were eligible to take the PST in 2024

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

*A very small cohort of current Y 3 pupils were assessed against ARE at the end of 203/24 academic year, with all standardised scores landing within the expected range for both **reading and maths**.*

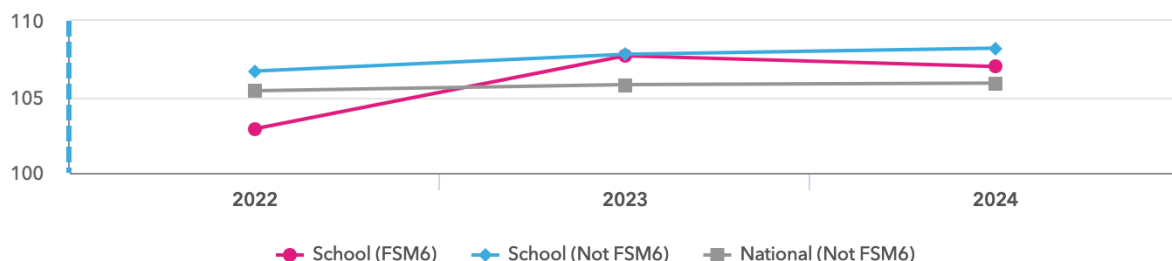
Intended outcome 3 - The aim is for all pupils, including those who are identified as D/Ad, to achieve the expected standard in reading, writing and maths by the end of KS2

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 significant difference between the overall average points score of our cohort of disadvantaged pupils when compared to our non-disadvantaged pupils:

KS2 attainment for disadvantaged pupils 2024

Average Scaled Score (Re, Ma)



The average scaled score for our disadvantaged pupils was 107, against a national average score for all pupils of 105.9.

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