

# Pupil Premium Strategy Statement

2024-27 (created Oct 24)



This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Walnut Tree Walk Primary
Number of pupils in school	393 (Oct 24)
Proportion (%) of pupil premium eligible pupils (current as of October 24)	26.5% (89 pupils out of 336, excluding Nursery on census day)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-27
Date this statement was published	Oct 24
Date on which it will be reviewed	Oct 25
Statement authorised by	Andrew Chaplin
Pupil premium lead	Andrew Chaplin
Governor / Trustee lead	Martin Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (taken from 'Pupil Premium allocation 24-25 updated Sep 24'). £1480 per eligible pupil.	£131,720 89 pupils (26.5%)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£131,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Walnut Tree Walk Primary School, our ultimate aim is to close the attainment gap between disadvantaged children and their peers.

At Walnut Tree Walk Primary School we strive to ensure that:

- Teaching and Learning opportunities meet the needs of all our pupils, irrespective of gender, ethnicity, class or any other characteristics;
- The needs of Pupil Premium pupils are well met through additional support and provision which enables them to make the best possible progress; and
- The all-round education, health and well-being of all our children is of paramount importance.

We use evidenced-based approaches as our starting points and carefully adapt them to our school context. Our funding will be allocated using a three-tiered approach to help balance our approaches to improving teaching, targeted academic support, and wider strategies, although we recognise there is some overlap between these tiers.

## Challenges

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

Challenge number	Detail of challenge (data for 2024 at start of this plan)
1	<b>Deprivation:</b> We have high levels of deprivation. The school location deprivation indicator is in quintile 5 (most deprived schools). The pupil base is also in quintile 5. Walnut Tree Walk is in the top 40% of schools for the proportion of pupils eligible for Pupil Premium (quintile 4).
2	<b>On-entry low attainment:</b> Attainment on entry to the EYFS is typically significantly below the national average for our PP children.
3	<b>Attendance:</b> Lower attendance levels for our disadvantaged pupils compared to their peers (23-24 academic year: 93.8% for PP, 96.7% non PP)
4	<b>SEN:</b> Walnut Tree Walk is in the middle quintile of schools for the proportion of pupils supported with an EHCP; however, we expect this to significantly increase over the next year. There is a significant correlation between SEN and Pupil Premium: 54% of children with EHCP or in process of applying for one are in receipt of Pupil Premium, which is significantly higher than the school PP%.  Many of our children have specific difficulties related to speech, language and communication.
5	<b>EAL:</b> Walnut Tree Walk is in the top 20% of schools for the proportion of pupils with English as an additional language at 38%.

6	<b>Language acquisition and vocabulary:</b> Lack of knowledge of, and exposure to, tier 2 and 3 vocabulary, and a reduced access to cultural capital for our PP children, creating a 'vocabulary gap'.
7	<b>Access to devices:</b> Lack of access to technology for homework.
8	<b>Parental involvement:</b> Support for parents to be able to better support their children at home.

## 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
<b>Attainment in Maths for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally</b>	<ul style="list-style-type: none"> <li>The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6</li> <li>An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally</li> </ul>
<b>Attainment in Reading for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally</b>	<ul style="list-style-type: none"> <li>The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6</li> <li>An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally</li> <li>All PP children leave primary school as confident readers</li> </ul>
<b>Attainment in Writing for disadvantaged pupils is at least in line with their non-disadvantaged peers nationally</b>	<ul style="list-style-type: none"> <li>The attainment gap between PP and non-PP children is narrowed for each cohort as they move from EYFS through to Year 6</li> <li>An ambition for the percentage of Pupil Premium children who achieve the expected standard in Maths at the end of Key Stage 2 to be broadly in line with non-PP children nationally</li> </ul>
<b>Our vulnerable pupils and families are well supported by maintaining a high level of family engagement and promoting pupil wellbeing.</b>	<ul style="list-style-type: none"> <li>Early access to a range of in-school therapeutic support for children and families</li> <li>All children to receive enrichment experiences to build their cultural capital</li> <li>High levels of participation in activity clubs, trips and tuition</li> </ul>
<b>Pupil Premium pupils to have improved attendance</b>	<ul style="list-style-type: none"> <li>An improvement in the attendance for our PP pupils so that it is broadly in line with their non-disadvantaged peers nationally</li> </ul>

## 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.

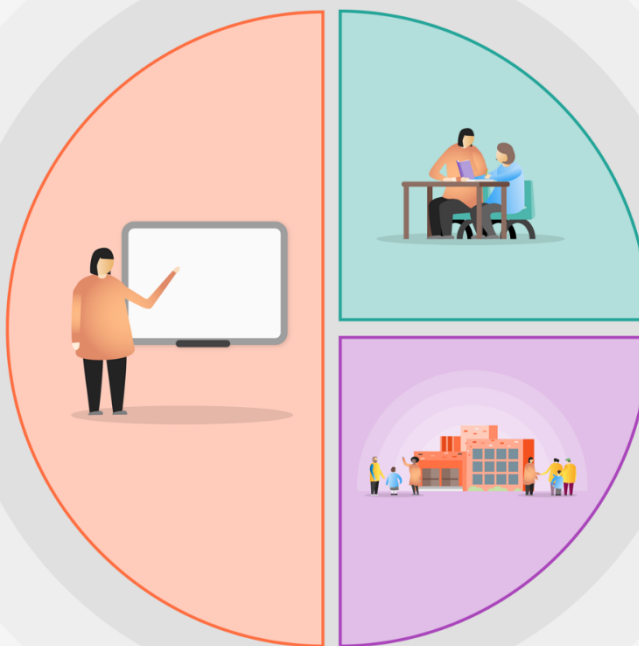
### 1 Teaching

Quality First Teaching supported by evidence-informed CPD for teachers and support staff.

CPD focus on developing metacognition and self-regulation, and the quality and impact of feedback, as well as subject specific training and leadership CPD.

Development of whole school reading approaches.

Development of a broad and engaging curriculum that focuses on vocabulary acquisition across all subject areas.



### 2 Targeted academic support







Specific intervention programmes focused on gaps in phonics, early language skills, speech and language, reading comprehension and numeracy skills.







### 3 Wider strategies

Extensive provision for supporting children and families' mental health and wellbeing.  
Free breakfast and after school club for targeted children.  
Access to cultural capital through rich trips, experiences and music tuition.

## Teaching (for example, CPD, recruitment and retention)







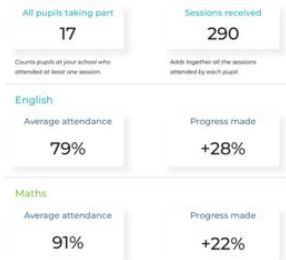












Budgeted cost for 24-25 Academic Year: £48,204




Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Area of Focus: High Quality Teaching</b>		
<p>CPD, including:</p> <ul style="list-style-type: none"> <li>- whole school subscription to National College</li> <li>- Planned INSET training</li> <li>- Individual staff CPD</li> <li>- Phonics Sound-Write training for all Rec and KS1 staff</li> <li>- Maths Mastery</li> <li>- Subject Lead networking and training</li> <li>- Developing a whole school Quality First Teaching 'Supporting Literacy Needs' policy</li> </ul>	<p>Dependent on the area of CPD, but all CPD is linked to priority areas and has a strong evidence-base, eg:</p> <p>EEF T&amp;L Toolkit: Mastery Teaching    </p> <p>EEF T&amp;L Toolkit: Phonics    </p> <p>See impact of Sounds Write at WTW</p> <p>EEF states that 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'.</p>	2, 4, 5, 6
<p>Curriculum development, focusing on broadening cultural capital and acquisition of knowledge, skills and vocabulary, to ensure high Quality First Teaching across the wider curriculum, including:</p> <ul style="list-style-type: none"> <li>- Review of KS1 writing curriculum to ensure children are fluent in key skills before writing more complex tasks</li> <li>- Spelling and vocabulary scheme created and embedded</li> </ul>	<p>OFSTED's report: 'Strong Foundations in the first years of school' (Oct 2024) identified that often in schools children were being given too complex tasks too early on before they have mastered the foundational skills of, for example, sentence structure and handwriting.</p>	2, 4, 5, 6

Area of Focus: Reading, Phonics and Writing		
Additional adults for daily reading lessons in KS1 and Year 3	<p>EEF T&amp;L Toolkit: Reading Comprehension</p>  <p>EEF T&amp;L Toolkit: Phonics</p> 	2, 6
KS2 Writing Group, focusing on key word and sentence level skills	<p>OFSTED’s report: ‘Strong Foundations in the first years of school’ (Oct 2024) identified that often in schools children were being given too complex tasks too early on before they have mastered the foundational skills of, for example, sentence structure and handwriting.</p> <p>EEF T&amp;L Toolkit: Small Group Tuition</p> 	2, 4, 6
Area of Focus: Mathematics		
Use of the Mastering Number programme to develop teachers’ understanding of how children learn mathematics.	<p>EEF T&amp;L Toolkit: Mastery Learning</p>  <p>The EEF Guidance Report for Improving Mathematics in Key Stage 1 sets as a key recommendation the need to ‘develop practitioners’ understanding of how children learn mathematics’ and to ‘Use manipulatives and representations to develop understanding</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	2, 4, 6
Area of Focus: Support and Learning at Home		
Parent workshops to improve parental engagement in children’s learning	<p>EEF T&amp;L Toolkit: Parental Engagement</p> 	8
Provision of digital technology for home learning, including chrome books and subscriptions (eg IXL)	<p>EEF T&amp;L Toolkit: Digital Technology</p> 	7

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










Budgeted cost for 24-25 Academic Year: £49,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths small group and 1:1 teaching with Maths Intervention Teacher</p>	<p>EEF T&amp;L Toolkit: Small Group Tuition</p> <p>  </p> <p>School KS2 SATs Data for target children</p>	<p>2, 4, 5, 6</p>
<p>Action Tutors in Reading and Maths for Year 5 and 6 pupils</p>	<p>EEF T&amp;L Toolkit: One to One Tuition</p> <p>  </p> <p>Action Tutor Data (2023-24) Walnut Tree Walk Primary School Your Action Tutoring report for 2023-24</p>  <p>See also school level SATs data for July 2024.</p>	<p>2, 4, 5, 6</p>
<p>Fresh Start/ On Track reading and writing intervention</p>	<p>EEF T&amp;L Toolkit: Small Group Tuition</p> <p>  </p> <p>The EEF also evaluated the Fresh Start programme in 2014 with Durham University and found a +3 months impact.</p>	<p>2, 4, 5, 6</p>
<p>Phonics intervention groups</p>	<p>EEF T&amp;L Toolkit: Phonics</p> <p>  </p> <p>School Phonics Check Data for target children. 2023 and 2024 92/93% of children passed the phonics check, including 80% of PP children.</p>	<p>2, 6</p>
<p>Nuffield Early Language Intervention</p>	<p>EEF T&amp;L Toolkit: Early Years Interventions</p> <p>  </p> <p>Oral Language Interventions:</p> <p>  </p>	<p>1, 2, 4, 6</p>



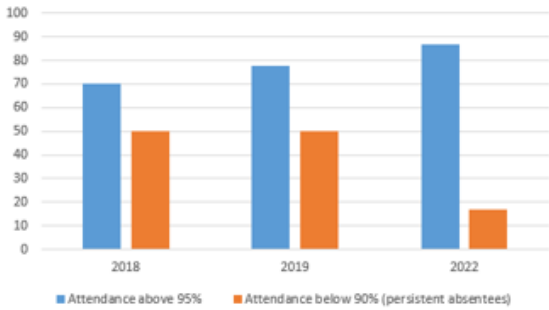
SALT Therapy including Speech and Language Intervention Teaching Assistant	EEF T&L Toolkit: Oral language interventions:   	2, 4, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost for Academic Year 24-25: £43,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Mentor (5 afternoons a week)	EEF T&L Toolkit: Social and Emotional Learning   	1, 3, 8
Discounted or free after school activity clubs	EEF T&L Toolkit: Arts Provision    <p>Although this study shows a relatively low impact, internal positive case studies show that children react positively to after school enrichment activities.</p>	1, 6, 8
Extensive range of therapeutic support for children, including Drama Therapist and Child Psychologist and Psychotherapist (part funded with external grant)	EEF T&L Toolkit: Social and Emotional Learning    <p>Speaking to a school therapist 'can be a transformative experience for children and young people. It can help them cope with the difficult circumstances they face in their lives - and to go on and flourish in the future'. (British Association for Counselling and Psychotherapy – BACP)</p> <p>Individual positive case studies as well as data from our internal rating scale used to provide a baseline and evaluation of the relevant concern. A solution focused scaling exercise is used at the start of interventions and is reviewed at the end, both of which demonstrate progress from the input.</p>	1, 3, 8



Free breakfast and after school club for targeted pupils	Individual cases studies with positive impact on attendance and emotional wellbeing.	1, 3
Trips and experiences to enhance pupil engagement, enjoyment and motivation, and increase access to cultural capital	<p>EEF T&amp;L Toolkit: Arts Participation</p> <p>   </p>	1, 6
<p>Studybugs attendance monitoring and notification software</p> <p>Provide families with targeted support to ensure they feel encouraged to attend school every day</p>	<p>There is research/ evidence both nationally and in-school data showing the clear correlation between attendance and academic achievement, eg: <a href="https://www.teaching-school.co.uk/News/Teacher-Talk-Why-Attendance-Matters/">https://www.teaching-school.co.uk/News/Teacher-Talk-Why-Attendance-Matters/</a></p> <p>WTW data:</p> <p>Percentage of children reaching the expected standard in Reading, Writing and Maths at the end of Year 6</p>  <p>Studybugs schools last year (23-24) reduced Persistent Absence by 3 times the national average improvement</p>	3

**Total budgeted cost: £141,098 of which £131,720 is from Pupil Premium funding**

# 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 2021-24 academic years under our previous three-year Pupil Premium Strategy.

### *Impact of 2023-24 spending*

This reviews the pupil premium strategy outcomes for the third year of our 2021-2024 plan.

The Senior Leadership Team and Governing Body closely monitor how we use our Pupil Premium Funding to ensure that it is having an impact on the attainment, progress and wellbeing of eligible pupils. We carefully monitor and track the progress of individual pupils so that support and interventions can be put in place for children who need it. Pupil Premium Funding and the impact of this is a regular item on the governors' Curriculum, Standards and Inclusion committee.

- **Year 6 cohort 23-24:** For combined results, our PP premium children reaching ARE (69%) performed significantly better than the PP national average (45%) and also the national average for all pupils (61%) and non-disadvantaged pupils nationally (67%).
- In Reading, our PP premium children (79%) performed better than the national average for all pupils (74%)
- In writing, our PP premium children (71%) were in line with the national average for all pupils (72%).
- In Maths, our PP children (93%) performed significantly above the national average for all pupils (73%).

### *Impact of 2022-23 spending*

This reviews the pupil premium strategy outcomes for the second year of our 2021-2024 plan.

- **Year 6 cohort 22-23:** For combined results, our PP premium children reaching ARE (70%) performed significantly better than the PP national average (44%) and also the national average for all pupils (59%). In Reading, our PP premium children (74%) performed better than the PP national average (60%) and also the national average (73%). In writing, our PP premium children (70%) performed better than the PP national average (58%) and were in line the national average for all pupils (71%). In Maths, our PP children (87%) performed significantly better than the PP national average (59%) and also the national average for all pupils (73%).
- **Year 5 cohort 22-23:** PP children performed in line with their non-disadvantaged peers in Reading, Writing and Maths.

The average scaled score for PP children has risen:

- In Reading from 102.7 in 2022 to 104.4 in 2023

In Maths from 98.9 in 2022 to 104.7 in 2023

### ***Impact of 2021-2022 spending***

This reviews the pupil premium strategy outcomes for the first year of our 2021-2024 plan.

- **Year 6 cohort:** For combined results, our PP premium children reaching ARE (60%) performed better than the PP national average (43%) and also the national average (59%). In Reading, our PP premium children (80%) performed better than the PP national average (62%) and also the national average (74%). In writing, our PP premium children (73%) performed better than the PP national average (55%) and also the national average (69%). In Maths, our PP children (60%) performed better than the PP national average (56%).
- **Year 5 cohort:** PP children performed broadly in line with their non-disadvantaged peers in Reading, Writing and Maths.
- **Year 4 cohort:** PP children performing broadly in line with their non-disadvantaged peers in Writing. In Reading, PP children at ARE increased from 40% to 45%.
- **Year 3 cohort:** PP children performed broadly in line with their non-disadvantaged peers in Maths. They were slightly lower in Reading and Writing.

## **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*

<b>Programme</b>	<b>Provider</b>

Pupil Premium Strategy agreed by Governors: 24<sup>th</sup> October 2024

Date of next review: October 2025

Signed (Headteacher): \_\_\_\_\_

Signed (Chair of Governors): \_\_\_\_\_