

Pupil premium strategy statement – Walmore Hill Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs K Evans
Pupil premium lead	Mrs K Evans
Governor / Trustee lead	Mr C Fordham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,005

Part A: Pupil premium strategy plan

Statement of intent

At Pillowell, Blakeney and Walmore Hill Schools Federation we aim that all pupils, irrespective of background will become happy, confident learners enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils in achieving this goal.

Our primary approach is to ensure quality first teaching, whether that be through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress.

We identify the challenges and needs of each Pupil Premium child through diagnostic assessment and, through My Plans and Pupil Progress meetings, we set targets which will support their learning, whether these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise that there are considerable challenges in this current economic climate which have a huge impact on the mental health and well-being of our pupils and their families, particularly the disadvantaged. We want to support our families in providing the best start we can for their children.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance within the pupil premium group (5/8 have less than 90% attendance)
2	High mobility for our PP group leading to disrupted schooling and therefore lower attainment than equivalent non-PP pupils. (50% PP pupils move around through the year)
3	Many of our PP group are from traveller backgrounds with low levels of literacy within the family and therefore find it difficult to engage with school (3/8 are travellers).
4	Aspirations following primary school vary greatly. None of our traveller children attend secondary school. (3/8 won't receive formal education following Y6).
5	5/8 of our PP children didn't attend a pre-school setting before starting school. They did not access high quality EYFS provision and through assessments and observations we have identified that this has an effect on language and communication skills as well as social and emotional development.

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
Improve attendance of disadvantaged pupils	Attendance of disadvantaged pupils to be in line with non-disadvantaged pupils (use national figures for specific groups e.g. GRT)
The gap between disadvantaged and non-disadvantaged pupils moves closer to national expectations	End of year assessments at KS1 and KS2 indicate a narrowing gap between disadvantaged and non-disadvantaged in reading, writing and maths. End of EYFS and phonics screening indicate a closing gap for these pupils.
Parents are supported to engage with school	Attendance of PP parents at parents meetings is improved. PP parents engage with school and their child's learning at home.
Early identification of disadvantaged children within our EYFS setting and targeted communication and language interventions started early.	Families engaged with EYFS setting and disadvantaged groups coming into our pre-school sessions. Staff members knowledgeable about early SEND identification and children identified early. Timely interventions close the gap in communication and language skills. ELG results show that more PP children are meeting the standards and achieving GLD.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are administered, interpreted and acted on correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,5
<p>Continued CPD and coaching for all staff that supports the implementation of the validated SSP.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,5

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

Budgeted cost: £3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS staff training to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3,4,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub (partner school).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4,5

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

Budgeted cost: £9965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve employment of a Traveller Liaison Worker to work directly with families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 4</p>
<p>Traveller liaison worker and family support worker to provide sessions to disadvantaged children and families.</p>	<p>Parental engagement has a positive impact on average of +3 months' additional progress.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Education Endowment Foundation See also 'Working with parents to support children's learning': Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>

Total budgeted cost: £18,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Improve attendance of disadvantaged pupils</p> <p>The attendance of disadvantaged pupils to be in line with non-disadvantaged pupils</p>	<p>Disadvantaged pupil attendance 2022/23 88.54% compared to non-disadvantaged 80% and 87% non-traveller pupils</p>																								
<p>The gap between disadvantaged and non-disadvantaged pupils moves closer to national expectations</p> <p>End of year assessments at KS1 and KS2 indicate a narrowing gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>	<p>KS1</p> <table border="1" data-bbox="807 674 1410 954"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Non-disadv</td> <td>35%</td> <td>29%</td> <td>35%</td> </tr> </tbody> </table> <p>KS2</p> <table border="1" data-bbox="807 1039 1410 1319"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>25%</td> <td>12.5%</td> <td>37.5%</td> </tr> <tr> <td>Non-disadv</td> <td>29%</td> <td>23%</td> <td>29%</td> </tr> </tbody> </table> <p>Cohorts change considerably throughout the year due to high mobility in specific pupil groups. Children who are not PP have significant SEND/ attendance needs.</p>		Read	Write	Maths	Disadv	50%	50%	50%	Non-disadv	35%	29%	35%		Read	Write	Maths	Disadv	25%	12.5%	37.5%	Non-disadv	29%	23%	29%
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<p>End of EYFS and phonics screening also indicate a closing gap for these pupils.</p>	<table border="1" data-bbox="807 1536 1394 1816"> <thead> <tr> <th></th> <th>GLD</th> <th>Y1</th> <th>Y2</th> </tr> </thead> <tbody> <tr> <td>Disadv</td> <td>0%</td> <td>No pupils</td> <td>0</td> </tr> <tr> <td>Non-disadv</td> <td>0%</td> <td></td> <td>30%</td> </tr> </tbody> </table> <p>High mobility and dual registration had a large impact on figures this year. Some traveller children who were doing well according to internal assessments and were</p>		GLD	Y1	Y2	Disadv	0%	No pupils	0	Non-disadv	0%		30%												
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	predicted to pass, left school just before the PSC.
PP/ SEND pupils are identified swiftly and their progress tracked.	The Federation SENCO works with staff and families to provide timely support. Lack of engagement from parents in attending appointments e.g. SALT can hinder progress.
Appropriate targeted support is in place to ensure the pupils make at least expected progress. Pupils make at least expected progress.	6 PP pupils made expected progress in reading and maths, 1 made better than expected progress. 5 PP pupils made expected progress in writing. 1 child did not make expected progress in writing.

* 4 children left school before the end of the academic year so data is based on the information we had whilst they were with us.

#Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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 more 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](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.