

Pupil premium strategy statement – Walter Halls Primary & Early Years School

Summary information

School	Walter Halls Primary & Early Years School				
Academic Year	2019-20	Total PP budget	£189,004	Date of most recent PP Review	September 2019
Total number of pupils	402 (excluding nursery)	Number of pupils eligible for PP (F2-Y6)	134	Date for next internal review of this strategy	February & June 2020

1. Current attainment 2019

	% End of KS2						% End of KS1						% End of FS (RWM is GLD)					
	All School		PP		National Non PP		All School		PP		National Non PP		All School		PP		National Non PP	
	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD
% achieving RWM	64	10	54	4	64	10	54	5	43	0	69	13	61	0	30	0	72	
% achieving Reading	66	27	58	19	75	28	74	33	64	21	75	26	60	11	30	0	73	
% achieving Writing	75	22	69	12	78	20	63	7	57	0	70	16	60	11	30	0	73	
% achieving Maths	85	24	74	15	76	24	68	21	71	7	76	22	63	13	40	0	78	
% achieving GPS	73	22	65	15	78	34												
End of KS2																		
	School	National	National Other								School PP	National PP						
Progress in Reading	+0.45	+0.0	+0.2								-0.85	-0.6						
Progress in Writing	+1.44	+0.0	+0.2								+0.65	-0.4						
Progress in Maths	+3.14	+0.0	+0.3								+2.95	-0.6						

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	PP children in Early Years and KS1 do not achieve as well as their peers in reading, writing and maths and do not achieve GD.
B.	Higher attaining PP pupils make less progress in reading, writing and maths than their peers. In KS2 more able PP do not achieve HS combined and gaps exist in R,W,M,GPS
C.	Lower attaining PP pupils require additional support to ensure that they attain as well as their peers and make expected progress, they are vulnerable learners

D.	A number of higher attaining PP children require support to access broader curriculum because of lack of self-belief and confidence in their abilities or have a lack of aspiration. Children are not exposed to a wide variety of life experiences that allow them to experience in context, the vocabulary required to access all aspects of the curriculum	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of specific PP families is poor and requires continuous support and challenge	
F.	Pastoral, social and emotional and behavioural issues exist for a number of PP families	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps between PP and non-PP children in EY and KS1 achieving expected in R,W,M will close and GD targets will be met. PP children in EY and KS1 will make at least expected progress with some more able PP children making accelerated progress	EY & KS1 data will meet PP targets for expected in R,W,M and 100% of PP children in EY and all KS1 year groups will make at least expected progress.
B.	In KS2 we want the portion of PP children achieving GD to increase to meet national and to close the gap between them and non-PP GD children. We want a high portion of PP children to achieve combined both at expected and GD by then end of KS2	100% of PP pupils attaining GD at KS1 attain HS by end of KS2 making expected progress. Gaps in all KS2 year groups between PP and non PP GD will reduce with a high portion of PP children achieving GD in R,W,M
C.	Gaps between PP and non PP children in EY and KS1 year groups will close more rapidly	PP children with low starting points will make rapid progress so that gaps in KS1 year groups will close and a higher portion of PP children will meet expected attainment
D.	All PP children will be exposed to a wide range of curriculum activities which enhance broader experiences and aspiration for future learning and careers	Gaps between PP and non PP, particularly at GD and HS will close as they move through school with a higher portion of PP children achieving HS by the end of KS2
E.	Attendance of specific PP families to improve to over 85%. Attendance of PP cohort 2018 to improve to 96%+.	Improved attendance of key families to 85%+. Improved attendance of cohort to 96%+.
F.	Social, emotional and behavioural barriers will be removed for PP children to allow them to fully engage with their learning.	Recorded instances of behaviour for PP children will reduce. All PP children will make expected or more progress each year.

Pupil Premium Targets 2019-20
(Expected Progress 100% all Year Groups)

	Reading			Writing			Maths		
	Expected + Attainment	Greater Depth Attainment	Accelerated Progress	Expected + Attainment	Greater Depth Attainment	Accelerated Progress	Expected + Attainment	Greater Depth Attainment	Accelerated Progress
F2	71%	7%	100%	71%	7%	100%	64%	14%	100%
Y1	54%	15%	23%	54%	/	23%	54%	8%	8%
Y2	61%	28%	17%	56%	7%	/	72%	17%	17%
Y3	66%	20%	26%	66%	13%	26%	66%	13%	13%
Y4	73%	21%	26%	63%	21%	15%	63%	21%	21%
Y5	75%	21%	13%	79%	21%	13%	83%	21%	17%
Y6	73%	10%	20%	77%	10%	37%	77%	17%	20%

4. Planned expenditure

Academic year **2019-20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A-F <u>Leadership of Pupil Premium</u> to be strengthened. Senior leaders to quality assure, monitor and review PP impact regularly to ensure progress is being maximised. Targets set to be tightly matched to individual and specific needs.	*SLT to ensure PP data is robust and tracked well with an increased understanding of individualised strategies *EB to seek to appoint a PP champion in school with leadership responsibility in this areas (TLR) *Case studies of key PP children to be undertaken and improved tracking of individual needs and	Pupil premium profile of importance will be high on the improvement agenda. All staff will hold high expectations of achievement and progress. Half termly pupil progress will ensure all staff discuss specific needs and individual targets to make sure plans are personalised and precise as possible for individuals rather than general groups.	*MER schedules and leadership monitoring priorities. *Half termly pupil progress meetings in all year groups *Staff PDR / appraisal meetings *Staff meeting time to share strategy and priorities for improvement	EB / New TLR	February & June 2020

<p>A-C <u>Improvement of PP attainment in reading</u> so that as a group they attain closer to their peers. <u>Progress</u> of all PP children to be at least good in every year group.</p>	<p>*Reading, language and literacy made a whole school improvement priority and high level of MER and staff development time allocated to this. *As above – Pupil progress tracking to examine gaps in this area and map interventions to meet these needs</p>	<p>Early language and literacy skills create the largest gap for PP children and this widens and hinders achievement at higher standard by the end of KS2. Vocabulary and language skills allow for a greater chance of gaining meaningful ‘cultural capital’ and allow for later learning to ‘stick’ and build over time. Currently this group of children present the widest gaps in this area over time.</p>	<p>*Whole school improvement planning and improvement in subject leadership planning from EY to Y6 *Quality assurance of HT / DHT and MER schedule including observations and learning walks *Assessment data tracking / Pupil progress meetings led by phase leaders and QA by SLT / TLR lead for PPremium</p>	<p>EB / JG / BW / Phase leaders / New TLR lead</p>	<p>February & June 2020</p>
<p>B <u>The portion of PP achieving HS by the end of KS2 and GD in KS1 to increase.</u> The portion of PP achieving combined at expected and HS by the end of KS2 to increase</p>	<p>*Ensure targeted support accounts for this higher standard group. *Ensure ‘aspiration’ is targeted for more able PP children and the diet of broad curriculum opportunities is offered to all consistently. Ensure good tracking of this diet year on year for more able PP children.</p>	<p>Gaps widen in PP achieving higher standard and higher standard combined by the end of KS2. The portion of PP children achieving GD in KS1 and lower KS2 is not enough to ensure a greater portion continue to achieve HS in KS2 and combined at KS2. Progress towards HS from KS1 & lower KS2 needs to be more rapid.</p>	<p>*Improved tracking of different groups and specific PP individuals to tailor support offered in the correct way *PP champion to examine individual support offered and seek to enhance aspiration element of PP offer *Phase leaders to track GD to HS PP children to ensure bespoke intervention planning</p>	<p>EB / TLR lead / Phase leaders</p>	<p>February & June 2020</p>
Total budgeted cost					<p>£3,500</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A&C <u>Early Intervention: N & EY – Speech & Language and reading skills</u></p>	<p>*Develop existing TAs and teaching staff to improve speech and language intervention from Nursery into KS1 – CPD internal and external training *Quality first teaching and support from experienced phase leader and subject leaders to ensure planning and resourcing centres around these skills</p>	<p>Disadvantaged children’s reading skills are significantly lower than their peers Disadvantaged children enter our school with poor communication skills and are significantly behind their peers. Bridging this gap early on will enable them to make good progress and will improve attainment.</p>	<p>Subject leader and phase leader engagement in training opportunities INSET / Staff meeting time allocated Observations of teaching and continuous provision in Foundation and into Y1</p>	<p>SW / CH / MM</p>	<p>Spring & Summer term</p>

<p>A&C <u>Early Intervention: Foundation & KS1 reading and phonics</u></p>	<p>*Development of current RWInc scheme so that it fits better with each stage of learning from F2-Y2 *Increased instances of phonics learning in Y1 through continuous provision and other areas of learning *Basic skills teaching for sentence structure in KS1 *Parent workshops led by subject leader and phase leaders for phonics and early reading skills to encourage support for specifics of teaching and learning in this area</p>	<p>Systematic and quality provision of phonics and early reading skills has shown to be one of the best strategies for closing attainment gaps in PP and non-PP</p> <p>Reading is a whole school area of development. Disadvantaged children do not always have access to reading material at home and there is a gap between disadvantaged children and their peers.</p> <p>Parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children.</p>	<p>Lesson observations PDR cycle project – evaluation of outcomes Subject leader MER Attendance at parent workshops - feedback</p>	<p>BW / SLT</p>	<p>Spring & Summer term</p>
Total budgeted cost					<p>£50,356</p>
<p>A&C <u>KS1 – Vocabulary & reading</u></p>	<p>*Lesson structures adapted throughout the school to ensure a greater emphasis on vocabulary. *Vocabulary to be a main focus of all Reading sessions and there is a vocabulary based session at the beginning of all reading sessions. Children discuss new vocabulary and will use the new words in sentences of their own to ensure understanding. *Development of school library to raise profile of reading – purchasing of high quality texts and opportunities to enhance reading environments around school.</p>	<p>Reading is a whole school area of development. Disadvantaged children do not always have access to reading material at home and there is a gap between disadvantaged children and their peers. Children are not in possession of reading books at home unless they are from school.</p> <p>Vocabulary acquisition allows for a building of ‘cultural capital’ and enables all other areas of learning to ‘stick’ leading to mastery</p>	<p>Observations Classroom environments Pupil voice</p>	<p>BW / SLT / Phase leaders</p>	<p>Summer term</p>
<p>A&C <u>KS1 – GD writing</u></p>	<p>*Development of RWInc scheme so that the writing element allows for greater challenge and quicker reactions to GD writers *Subject leader support given in KS1 with a targeting of GD PP children</p>	<p>Higher standard writers will be identified sooner in their learning journey allowing them to achieve HS by end of KS2</p>	<p>Book scrutiny Lesson observation</p>	<p>BW / SLT</p>	<p>Spring 2 / Summer 1</p>

<p>A&C <u>KS1 – Cross-curricula maths</u></p>	<p>*Introduction of ‘daily routines’ in maths to ensure it features heavily in other areas of learning on regular basis * Subject leader support to improve teaching and learning. A focus is given to the disadvantaged groups across the school. Planning and assessment is developing and improved with the support of the subject leaders.</p>	<p>Daily routines in maths frees up curriculum blocking and allows for mastery learning. Maths will be fed into a higher degree of other learning on a regular and daily basis</p> <p>Quality subject experience will positively impact on teaching and learning of this subject area on other practitioners</p>	<p>Subject leader observations & MER time Observations Pupil progress meetings</p>	<p>IB / Phase leaders / All class teachers</p>	<p>Spring / Summer term</p>
Total budgeted cost					<p>£24,419</p>
<p>B Y3 & 4 GD to HS reading</p>	<p>*Focus on vocabulary in all lessons across curriculum *Refinement of Guided reading sessions in KS2 to target GD/HS *Development of school library to raise profile of reading – purchasing of high quality texts and opportunities to enhance reading environments around school. *Reading ambassadors to be elected and PP children targeted *Outdoor reading areas to be developed and children inc PP children be part of this development *Parent workshops led by subject leader and phase leaders for phonics and early reading skills to encourage support for specifics of teaching and learning in this area</p>	<p>Reading is a whole school area of development. Disadvantaged children do not always have access to reading material at home and there is a gap between disadvantaged children and their peers. Children are not in possession of reading books at home unless they are from school.</p> <p>Parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children.</p> <p>Children's engagement in leadership around school increases engagement in subject area and ownership of own progress</p>	<p>Library engagement and engagement of reading ambassadors – pupil voice</p> <p>Engagement of attendance at workshops</p> <p>Subject leader observations and monitoring</p>	<p>BW / Phase leaders / SLT</p>	<p>Half termly</p>
<p>B Y3 & 4 GD to HS writing</p>	<p>*TA pre-teach and post-teach strategies for PP GD writers – sessions x1-2 per week to introduce topics before taught and gather vocabulary *Specific subject leader support for phase leaders and class teachers in higher standard writing skills</p>	<p>Effective feedback is considered to be the most effective method of increasing progress according to the Education Endowment Foundation. Small group intervention and pre-teach session allow children to have confidence to tackle work when they face it later in the classroom environment and enhances rapid progress</p>	<p>TA/Class teacher feedback Pupil progress meeting Subject leader observations and book scrutiny</p>	<p>BW / Phase leaders</p>	<p>Termly</p>

<p>B Y3 & 4 GD to HS maths</p>	<p>*TA pre-teach and post-teach sessions x1-2 week for targeted PP children working towards GD maths. *Maths fluency targeted sessions x1-2 per week for GD PP maths children to focus on times tables and other fluency facts *TTRS launch across school with focus on times tables – PP targeted *Introduction of ‘daily routines’ in maths to ensure it features heavily in other areas of learning on regular basis</p>	<p>Effective feedback is considered to be the most effective method of increasing progress according to the Education Endowment Foundation. Small group intervention and pre-teach session allow children to have confidence to tackle work when they face it later in the classroom environment and enhances rapid progress</p>	<p>Maths leader observations Engagement in TTRS – tracked Phase leader – pupil progress meetings Pre-teach groups regularly reviewed</p>	<p>IB/ phase leaders</p>	<p>Termly</p>
Total budgeted cost					<p>£26,754</p>
<p>B Y5 & 6 GD to HS reading</p>	<p>*Refinement of Guided reading sessions in KS2 to target GD/HS *Parent workshops led by subject leader and phase leaders for phonics and early reading skills to encourage support for specifics of teaching and learning in this area *Development of school library to raise profile of reading – purchasing of high quality texts and opportunities to enhance reading environments around school.</p>	<p>Reading is a whole school area of development. Disadvantaged children do not always have access to reading material at home and there is a gap between disadvantaged children and their peers. Children are not in possession of reading books at home unless they are from school. Parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children.</p>	<p>Pupil feedback on library Half termly progress meetings Engagement in workshops</p>	<p>BW / Phase leaders / SLT</p>	<p>Spring & Summer term</p>
<p>B Y5 & 6 GD to HS writing</p>	<p>*<u>Effective feedback focus</u> from SLT / Phase leader – focused 1:1 sessions with PP writers in Y5&Y6 x1 day per week targeting more able PP writers in Y5 & Y6</p>	<p>Effective feedback is considered to be the most effective method of increasing progress according to the Education Endowment Foundation.</p>	<p>Pupil progress meetings Tracking of data Feedback from Year 5/6 teachers Pupil survey from sample of students</p>	<p>SLT / NB & FS</p>	<p>Spring & Summer 2</p>

B Y5 & 6 GD to HS maths	*TA pre-teach and post-teach sessions x1-2 week for targeted PP children working towards GD maths. *Maths fluency targeted sessions x1-2 per week for GD PP maths children to focus on times tables and other fluency facts *TTRS launch across school with focus on times tables – PP targeted **Introduction of ‘daily routines’ in maths to ensure it features heavily in other areas of learning on regular basis	Instant feedback is highly effective. Working in smaller groups with an adult means children can have misconceptions correct immediately, rather than allowing a gap in their knowledge and understanding to expand. Instant feedback to be given from the teacher as well as classroom support. Daily routines in maths frees up curriculum blocking and allows for mastery learning.	Phase leaders engage with data to decide which groups of children need interventions and in which specific subject areas /learning objectives. Phase leaders to track effectiveness of interventions through analysis of data. Pupil progress meetings Learning walk / book scrutiny to ensure all disadvantaged children are receiving effective feedback in each lesson.	Phase leaders TLR / Subject lead	Half termly
A-C Booster provision	*Weekly maths booster provision for Y6 children – PP children to be targeted to attend *Additional reading booster sessions for Y5& Y6 children in reading comp skills – x1-2 per week *Y2 reading booster sessions x1-2 afternoons per week with SLT	Provision has been effective in previous years. Sutton Trust toolkit shows that small group tuition can add 4 months of progress	All staff will receive areas that children need support with. Teachers will monitor progress of groups of children After a block of sessions, groups will be changed where necessary. Groups are largely taught by members of SLT or experienced teachers who are familiar with the national testing requirements.	IB / JR / BW plus SLT to run boosters	End of each half term
A-C Homework clubs	*Phase leaders to run homework clubs during lunchtimes x1 per week in every year group. PP children to be targeted. Pre-teach sessions to run in conjunction	Homework and parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children.	Attendance at homework club Class teachers to track impact – pupil progress meetings	Class teachers / phase leaders	Termly
Total budgeted cost					£31,654
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E To improve PP attendance	*Funding of full time Family support worker with responsibility for attendance – monitoring and specific tracking of patterns to be improved *FS worker to target specific PP children with poor attendance for family engagement	Parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children. Improving attendance and supporting families whilst engaging parents can have an impact on attainment and progress	Weekly assemblies to remind children of incentives Liaise with attendance officer on a weekly basis	JB / EB / JG	Termly

	*Attendance initiative for weekly, half termly and annual prizes funded				
Total budgeted cost					£13,936
A,D,F To improve language and literacy skills of key parents and families particularly those in EY	*FS worker, Play therapist and PTA to organise and run family workshops focusing on literacy skills and reading – targeting of PP families and early years intervention *Foundation stage phase leader to target transition from outside providers to bridge activities connected with this areas	Parental engagement can each add 2-3 months of progress. Parental engagement from home is limited with disadvantaged children. Early intervention and early literacy skills intervention is shown to have one of the biggest impact on closing the gaps in attainment of PP children	FS worker feeds into safeguarding team and SLT team Number of parents attending sessions and feedback given Pupil progress meeting tracking	JB / KC SW	Summer term
F Counselling / therapy provision / Social and emotional barriers	*Weekly Time to Talk provision targeted at vulnerable PP families *Full time provision from play therapist to work alongside vulnerable PP children with bespoke timetabling *Breakfast bars and fruit will be made available for children in the mornings. Breakfast club provision implemented for broader range of children *Any gaps in uniform or uniform that no longer fits can be replaced	The majority of disadvantaged children at the school have a variety of different needs. There barriers to learning are not always academic and so to enable children to progress and narrow the gap with their peers, other needs need to be addressed, such as emotional, social and behavioural needs Children who have inadequate uniform can feel uncomfortable or embarrassed. This will impact on their learning and can have a social impact. A lot of disadvantaged children either don't have breakfast, or do not bring a snack to have at break time. Going the whole morning without any food can have a negative effect on the child's ability to learn and concentrate during the morning sessions. It is also a potential safeguarding concern.	Led by Play therapist and SENDCO team on individual needs basis Monitoring of specific breakfast needs from class teachers and phase leaders and fed into safeguarding team Children receive slots according to the level of need. Teachers refer individuals using a process set by SENCO	SLT / Safeguarding team / JB / KC	Half termly
Total budgeted cost					£29,814
D To ensure all visits and residentials are accessible – aspiration provision	*Mapping of current provision in every year group, connected with core areas especially reading and language *Additional funding allocated for every year group to ensure all children can attend an	Raise aspirations for disadvantaged children who do not have the same level of social mobility as their peers. Broaden horizons – university is an option for them and to expose children to the range of courses that are available.	Curriculum mapping Pupil survey	SLT/Phase leads / TLR leader	Spring

	'experience' every term of every year. *Additional funding for residentials in Y5 & Y6				
Total budgeted cost					£1,600
D&F Aspiration via speakers, experiences and visitors to school raising aspiration and employability	*Bespoke tracking of needs of PP children to ensure the correct support for aspiration goes to the right children – TLR leader *Mapping of provision to identify gaps in targeting of aspiration via visitors and visits out *INTU university for Y6 funded *Regular visits for every year group as above – to ensure the quality of these visits targets aspiration *Seek future opportunities for funding the work of Career Mark	Raise aspirations for disadvantaged children who do not have the same level of social mobility as their peers. Broaden horizons – university is an option for them and to expose children to the range of courses that are available.	Pupil survey	SLT/Phase leads / TLR leader	Spring
Total budgeted cost					£7,000
6. Review of expenditure – EACH OF THE ABOVE TO BE REVIEWED IN JUNE 2020 – DUE TO COVID-19 CLOSURE THIS REVIEW HAS BEEN ROLLED-OVER TO NEW ACADEMIC YEAR. SEE 2020-21 PLAN					
Previous Academic Year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost
ii. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost
iii. Other approaches					

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk