



Walter Halls Primary & Early Years School

Pupil Premium Strategy 2023-2025

Children who qualify for the Pupil Premium are identified as the following: any child who has claimed Free School Meals in the last 6 years; any child looked after or previously looked after; any child who has a parent serving or served in Her Majesty's Armed Forces or has retired on a pension from the Ministry Of Defence; any child who has or has had a social worker or any child acting as a carer.

School overview

Metric	Data
School name	Walter Halls Primary School
Pupils in school	380 (excluding nursery)
Percentage of disadvantaged pupils	34.5% 2023 / 39.7% July 2024
Pupil premium allocation this academic year	Pupil Premium – £198,195 Recovery Premium - £19,432 Total - £214,627
Academic year or years covered by statement	2023-2025
Publish date	October 2023
Review date	July 2024 & July 2025
Statement authorised by	Emma Beardah (HT) James Sullivan (Chair of Governors)
Pupil premium lead	Emma Beardah
Governor lead	James Stephenson

Disadvantaged pupil progress scores for academic year 2022-23

Measure	Score
Reading	-1.97 (vs -1.29 Not disadvantaged)
Writing	+1.44 (vs +1.66 Not disadvantaged)
Maths	-0.43 (vs -1.09 Not disadvantaged)

Disadvantaged pupil performance overview for last academic year

Measure	Score (combined reading, writing and maths)
Meeting expected standard at KS2	60% of our PP children met combined standard (vs 55% non PP and 43% national PP)
Achieving high standard at KS2	5% of our PP children met higher standard combined (vs 3% non PP and 3% national PP)

Introduction:

At Walter Halls Primary & Early Years School we firmly believe that children receiving the Pupil Premium deserve the same life chances as their peers and have high aspirations for every single one of them. We strive to ensure that the children achieve to the best of their ability and any gaps in learning due to social or financial circumstances are identified and closed. All staff responsible for teaching and learning understand the importance of this support and intervention. Children in receipt of the Pupil Premium receive bespoke interventions, pre- and post-teaching and are assured the opportunity to attend all school visits and residential. The Covid19 outbreak has inevitably had an effect on all children's learning. We are aware that there may be detrimental effects on our Pupil Premium children's learning and wellbeing so our key aim is to identify these specific and individualised gaps and support recovery from these, putting measures in place to match individuals' needs.

Strategy aims for disadvantaged pupils

Measure	Activity
Aim 1: ATTAINMENT	Improve the Pupil Premium attainment in reading, writing, phonics and maths so that they attain closer to their peers – year groups targets set will be tightly aligned to the specific needs, sizes and multi-vulnerabilities in each year group.
Aim 2: PROGRESS	100% of our pupil premium children to make EXP+ progress in every year group, with targeted groups to make better than EXP.
Aim 3: COVID-RECOVERY	Identify specific gaps in learning and put measures in place following sustained COVID 19 absences and inevitable loss of coverage of full curriculum in each key stage.
Aim 4: ATTENDANCE	Narrow the gap between pupil premium and non-pupil premium attendance, ensuring PA/SA children who are also pupil premium are targeted relentlessly
Aim 5: SOCIAL/EMOTIONAL/WELLBEING	All Pupil Premium pupils to grow in their resilience, confidence, and wellbeing and be able to communicate their excitement about/interest in learning, demonstrating aspiration for their future
Barriers to learning these priorities address:	A, B, C, D, E, F, G, H (see below)
Projected spending:	£223,212
PP & RP allocation	£214,627
Difference	–£8,585 (school budget)

Identified Barriers to Learning

Measure	Score
A	Pupil Premium EAL & those with C&L difficulties make less progress in their language skills than their peers
B	Higher attaining Pupil Premium pupils make less progress in reading, writing and maths than their peers
C	Lower attaining Pupil Premium pupils require additional support to ensure they attain as well as their peers and make expected progress, they are vulnerable learners
D	A number of Pupil Premium pupils require support due to lack of self-belief and confidence in their abilities
E	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
F	Attendance of specific Pupil Premium families is poor and requires continuous support and challenge
G	Pastoral issues for a number of our Pupil Premium pupils
H	LAC or Post LAC Pupils can present as vulnerable learners

Target aims for Pupil Premium pupils 2023-24.

Aim	Target	Target date
Progress in Reading, Writing and Maths	By the end of KS2, 70% of pupil premium children (without additional SEND or safeguarding barriers) will achieve EXP+ standard in reading, writing and maths. 100% of these PP children will have made EXP+ progress by the end of KS2	July 24 & July 25
Phonics	By the end of Y2, 100% of PP children (without additional SEND or safeguarding barriers) will have passed their phonics screening, entering KS2 without the need of phonics intervention. 65-70% of PP children (without additional SEND or safeguarding barriers) in Y1 will pass their phonics screening before entering Y2	July 24 & July 25
Attendance	Gaps between PP vs Non PP attendance will be closing. PP children who are persistently absent will be identified and tracked for improved attendance termly. PA attendance will fall below 15%, moving closer to national figures of 8%	July 24 & July 25
Wider strategies	To provide deeper curriculum learning experiences, visits and nurturing provision for the Pupil Premium children to support and increase their resilience, confidence, wellbeing and passion for learning.	July 24 & July 25

Targets set for Pupil Premium pupils 2023-24

	Reading		Writing		Maths	
	Exptd + Att	Exptd + Pr.	Exptd + Att	Exptd + Pr.	Exptd + Att	Exptd + Pr.
F2	58%	100%	52%	100%	58%	100%
Y1	77%	100%	60%	100%	70%	100%
Y2	59%	100%	42%	100%	47%	100%
Y3	58%	100%	42%	100%	47%	100%
Y4	56%	100%	56%	100%	70%	100%
Y5	56%	100%	52%	100%	66%	100%
Y6	64%	100%	64%	100%	75%	100%

In June 2019, the Education Endowment Fund published a new guide on the Pupil Premium, aiming to support schools in spending their Pupil Premium to maximise the benefit for their students. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Our tiered approach is detailed below under the headings

1. Teaching Priorities for current academic year
2. Targeted Academic Priorities for current academic year
3. Wider strategies

1) Teaching priorities for current academic year

Measure	Activity
<p>1. <u>Phonics & C&L strategies</u> Ensure all staff have good understanding of effective teaching of phonics and a range of strategies for improving approaches to C&L barriers</p>	<ul style="list-style-type: none"> *Increased adult capacity for phonics groupings x3 days per week *Whole Staff training allocation priority – RWInc Accredited *MER schedule – learning walks / subject leader monitoring and feedback – every term *Bespoke TA training across all year groups – Autumn & Spring terms *Increase resource support for parents via packs and website *Additional support for new teaching assistants and cover supervisors
<p>2. <u>Reading, Writing & Maths</u> Provision for reading is judged to be at least a ‘good’ standard in its delivery and impact. Gaps brought about by COVID are closing</p>	<ul style="list-style-type: none"> *Nottingham City Priority offer for literacy support – engagement, audit support and English leader dissemination and review *Whole Staff training allocation priority – every term. Focus on SPaG and writing *MER schedule – learning walks / subject leader monitoring and feedback – every term *Maths CPD to continue with calculation policy and CPD for manipulative to support delivery of effective maths intervention *Embed CPD from previous year NCETM maths hub support
<p>3. <u>Quality first teaching</u> Ensure all teachers and TA’s actively and continually improve approaches to teaching and learning strategies</p>	<ul style="list-style-type: none"> *Rosenshine Staff training – termly feedback on effective teacher habits *Increased feedback on effective provision for SEND *Staff Meetings and Appraisal Cycle observations Oct/Feb *Appraisal triad teams – Spring term *Pupil progress dialogue with phase leaders/SLT & subject leads – termly *Action planning from Curriculum & Assessment leader
Barriers to learning these priorities address	Ensuring all staff consistently apply evidence-based whole-class teaching interventions
Projected spending	£96,711

Targeted academic support for current academic year

Measure	Activity
<p>1. Reading</p> <p>Pupil Premium pupils to make expected progress and attain the expected level or above (targets set by class teachers in September, tightly aligned to the specific needs, sizes and multi-vulnerabilities in each year group)</p>	<ul style="list-style-type: none"> • TA support allocation to EY/Y1 is consistent and allows for regular 1:1 and small group intervention with consistent adult provision • Reading and phonics training for staff is regular and ensures consistency of approach across school. • Phonics training for all staff is implemented rapidly and monitored termly <p>FS – Adjusted TA / Adult allocation structure to allow for more robust intervention and a high focus on the quality of CP Embed SEND assessment methods in order to quickly identify next steps for these learners Embed and revisit new EY Goal expectations with all adults in F2</p> <p>KS1 – Spoken language intervention support for EAL learners – high influx last academic year Reading focus groups for all PP children in Y1 & Y2 Daily readers 1:1 with adult intervention Weekly phonics intervention sessions in addition to daily RWInc Embed SEND assessment methods in order to quickly identify next steps for these learners</p>
<p>2. Phonics</p> <p>By the end of Y2, 100% of PP children (without additional SEND or safeguarding barriers) will have passed their phonics screening, entering KS2 without the need of phonics intervention. 65-70% of PP children (without additional SEND or safeguarding barriers) in Y1 will pass their phonics screening before entering Y2</p>	<p>KS2 - Areas for focus are: Building on the work of explaining vocabulary in context. Summarising from across paragraphs and making inferences that are justified. Embed SEND assessment methods in order to quickly identify next steps for these learners Reading comp and skills focused booster sessions before and after school 2-3 times per week for identified groups</p>
<p>3. Writing</p> <p>Pupil Premium pupils to make expected + progress and attain the expected level or above (targets set by class teachers in September, tightly aligned to the specific needs, sizes and multi-vulnerabilities in each year group)</p>	<p>FS – TA support allocation to EY/Y1 is consistent and allows for regular 1:1 and small group intervention with consistent adult provision Adjusted TA / Adult allocation structure to allow for more robust intervention and a high focus on the quality of CP Embed SEND assessment methods in order to quickly identify next steps for these learners Embed and revisit new EY Goal expectations with all adults in F2</p> <p>KS1 – Focused intervention on children who achieved a '2' in EY Goals Sentence construction focused group work Target work for HA writers – spelling interventions from Autumn term onwards Writing stamina focused work – genre adjustment and shortened writing tasks EAL support for transition – signs and symbols intervention Embed SEND assessment methods in order to quickly identify next steps for these learners</p> <p>KS2 – GDS writers technical writing to match grammar knowledge – focused group work. Focused CPD & intervention group work for sentence construction – punctuation focus. WTE children to focus on accurate sentence punctuation and having sentences that make sense- technical writing and sentence stacking. Handwriting and spelling intervention groups – half termly review Writing stamina for groups of children needs to continue to be developed on, but in particular, those children who are still working at a year 3 level in UKS2. SPAG focused intervention termly from Autumn with a focus on SPAG terminology. Spelling strategies embedded and focused groups for dyslexia across phase 3 Writing 'end points' targeted with cycle of writing refocused on – performance/purpose of writing revisited. Introduce 'free-write' sessions for targeted children to improve writing stamina and editing skills Embed SEND assessment methods in order to quickly identify next steps for these learners</p>

<p>4. Maths</p> <p>a. Pupil Premium pupils to make expected progress and attain the expected level or above (targets set by class teachers in September, tightly aligned to the specific needs, sizes and multi-vulnerabilities in each year group)</p>	<p>FS – TA support allocation to EY/Y1 is consistent and allows for regular 1:1 and small group intervention with consistent adult provision Adjusted TA / Adult allocation structure to allow for more robust intervention and a high focus on the quality of CP Embed SEND assessment methods in order to quickly identify next steps for these learners Embed and revisit new EY Goal expectations with all adults in F2</p> <p>KS1 – Twice-weekly arithmetic intervention groups Times tables focused groups and daily games / activities Each session to have high fluency focus with weekly problem solving application sessions. Pre-teach and post-teach sessions for identified learners 1:1 or small group</p> <p>KS2 – GDS maths focus on reasoning in more complex word problems. NFER focus areas: 4 operations- particularly when in word problems and multi-step. Still need more focus on using the written methods accurately and developing fluency. (Many children not recognising near doubles, partition methods, number bonds etc, to work efficiently) Measurement and geometry- properties of shape and position and direction. To consistently hit arithmetic / four operations in all focused groups. Daily maths ‘kick-start’ sessions Pre-teach / post-teach slots for identified learners Maths booster session 2-3 times per week before and after school – TA & CT led</p>
<p>Barriers to learning these priorities address</p>	<p>A, B, C, D, E, F, G</p>
<p>Projected spending</p>	<p>£18,080 (RP) + £24,833 (PP) = £42,913</p>

Wider strategies for current academic year

Measure	Activity
<p>1. Improve Pupil Premium attendance overall</p>	<ul style="list-style-type: none"> *Pupil progress meetings to identify individual attendance barriers – links made with FS Worker and Attendance team via phase leaders *Investment in effective collaborative work between phase leaders, family support worker and attendance leader all school-based *Links with identified families via Family support worker during allocated parent meetings twice a year. *Investment in attendance rewards every half term and end of year attendance prize, to incentivise positive strategies. *Investment in breakfast provision with targeted support offered to PP families identified as above <p>(F, G)</p>
<p>2. Meet the needs of individual Pupil Premium pupils by providing provision for wellbeing, confidence and resilience</p>	<ul style="list-style-type: none"> *Investment in full time family support worker, play therapist and assistant SENDCO to maintain high capacity of pastoral support every week *Weekly ‘time to talk’ and play therapy sessions allocated to identified PP children. *Investment in Music Hub and Epic offering 1:1 and 1:2/3 mentoring support through sport and other activities *Investment in ‘Epic sports’ provision offering activities to small groups over and above PPA provision *Ensure all PP children have proper uniform and equipment *Investment in Pupil leadership ensuring PP children engage with these groups – Inclusion Ambassadors, Head Students, Sports Ambassadors and Reading Leaders <p>(B, C, D, G)</p>

4. Ensure Pupil Premium children have access to the same range of life experiences and activities as their peers	*Ensure all Pupil Premium pupils to attend all trips and residential offered to them (D, E) * Investment to offer a variety of experiences, visitors and speakers to our Pupil Premium children to inspire them and engage aspiration values (for example INTU university for Y6 funded, Regular visits for every year group as above – to ensure the quality of these visits targets aspiration (D, E)
Barriers to learning these priorities address	As above - see red text
Projected spending	£83,588

Monitoring and Impact

Area	Monitoring	Impact
Teaching	Appraisal Cycle Observations Ongoing monitoring linked to action plan and MER schedules each term 'Deep dive' support from NST partners	Teaching will be at least 'good' in all areas of school Teaching support and interventions will be effective and progress noted Children meet targets as set out above
Targeted support	Termly impact measured on Pupil Premium and pupil progress trackers Ongoing monitoring linked to action plan and MER schedules each term	Bespoke targeted interventions are effective, identify and close gaps in the children's learning
Wider strategies	Termly impact measured on Pupil Premium and pupil progress trackers Attendance monitoring Parent and child voice / case study work instigated by pastoral team	Pupil Premium children are accessing the same opportunities as their peers (visits and residential) Gaps between PP vs Non PP attendance will be closing. PP children who are persistently absent will be identified and tracked for improved attendance termly. PA attendance will fall below 15%, moving closer to national figures of 8% Parents are more engaged in their child's learning (more than 50% to attend meetings) Pupils can communicate current learning, interests and show a positive attitude towards school.

Review July 2024:

Pupil premium numbers have risen during 2023-24 academic year from 34.5% to 39.7%.

Aim	Outcome
Progress in Reading, Writing and Maths – EXP+	<ul style="list-style-type: none"> By the end of KS2 in 2024, PP combined outcomes exceeded non-PP outcomes by 1% which was an increase of 0.7% on the previous year. Reading PP was 65.5% ARE vs Non PP of 68.8%, an increase of 7.6% for PP compared to

	<p>2023</p> <ul style="list-style-type: none"> • Higher standards in reading for PP was 24% vs 31%, with a 8.3% increase from 2023 • Writing for PP was 62% vs 63% ARE for non-PP, which is a fall of 6% compared to 2023. No PP children achieved HS in writing in 2024 • In Maths, 72% of PP children achieved ARE exceeding non PP 63%, a rise of 4% compared with 2023. 21% of PP achieved HS in maths compared to 34% non PP which is a rise of 15% for HS in maths for PP children compared with 2023.
Phonics	<p>At the start of Autumn term 2023/24, only 14% of PP children were on track to pass phonics screening compared to 20% Non PP. By Spring term this had risen to 28% on-track and by the end of Summer 64% of PP children passed their phonics screening, compared to 68% non-PP children.</p> <p>By the end of Y2, only 7 children have not passed their phonics screening, with 5 of them being PP children and 6 out of 7 have significant SEND.</p>
Wider strategies	<ul style="list-style-type: none"> • PP attendance figures have grown from 89.8% in 2022 to 91.2% in 2023 and 91.3% by the end of 2024. Compared to national PP figures for 2023 and 2024 we are in-line or slightly above national for these two consecutive years. • Gaps between PP attendance and non PP attendance are not hugely significant I 2024 – 93.5% Non PP vs 91.3% PP. PA attendance figures are falling over time and now sit below national PA figures (17% vs 20% national) • 100% of children were able to access visits and residential during 2024 • Pupil and staff surveys show high engagement in school – see Impact Summary 2024

Review in July 2025: