



# Walter Halls Primary & Early Years School

## Pupil Premium Strategy 2021-22

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                            | 399 (excluding nursery)                                       |
| Percentage of disadvantaged pupils          | 32%   |
| Pupil premium allocation this academic year | 200,909.00 (further funding is expected re COVID 19 recovery) |
| Academic year or years covered by statement | 2021-2022   |
| Publish date                                | October 2021  |
| Review date                                 | July 2022   |
| Statement authorised by                     | Emma Beardah (HT) James Sullivan (Chair of Governors)         |
| Pupil premium lead                          | Emma Beardah  |
| Governor lead                               | James Stephenson  |

### Because of COVID- 19 impact on 2021 & 2020 results, 2019 data provided:

Disadvantaged pupil progress scores for last academic year (2019)

| Measure | Score |
|---------|-------|
| Reading | -0.85 |
| Writing | +0.65 |
| Maths   | +2.95 |

### Disadvantaged pupil performance overview for last academic year (2019)

| Measure                          | Score (combined reading, writing and maths) |
|----------------------------------|---|
| Meeting expected standard at KS2 | 54% (Non-PP 64%)                            |
| Achieving high standard at KS2   | 4% (Non-PP 10%)                             |

## 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 with transition back to school, putting measures in place to match individuals' needs.

## Strategy aims for disadvantaged pupils

| Measure  | Activity   |
|--|--|
| <b>Aim 1: ATTAINMENT</b>                       | 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. |
| <b>Aim 2: PROGRESS</b>                         | A group of Pupil Premium pupils to be identified to maintain or make accelerated progress to the higher level  |
| <b>Aim 3: COVID-RECOVERY</b>                   | Identify specific gaps in learning and put measures in place following COVID 19 absence  |
| <b>Aim 4: ATTENDANCE</b>                       | Improve attendance percentages for our Pupil Premium families  |
| <b>Aim 5: SOCIAL/EMOTIONAL/WELLBEING</b>       | 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: | <b>A, B, C, D, E, F, G, H (see below)</b>  |
| Projected spending:                            | £219,531   |
| PP Allocation 2020-21                          | £200,909   |
| Difference                                     | -£18,622 (school budget)   |

## Identified Barriers to Learning

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

## Target aims for Pupil Premium pupils 2021-22.

| Aim                                    | Target   | Target date |
|--|--|-------------|
| Progress in Reading, Writing and Maths | Approximately 70-75% (cohort dependent targets) are attaining at the expected level in combined reading, writing and maths.  | July 22     |
| Phonics                                | 75%+ of Pupil Premium children to achieve the expected standard in the Year 1 phonics test (to match non-Pupil Premium peers in school)  | July 22     |
| Attendance                             | To improve the attendance of Pupil Premium children to 96%+.   | July 22     |
| 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 22     |

## Targets set for Pupil Premium pupils 2021-2022

|           | Reading     |               |             | Writing     |               |             | Maths       |               |             |
|-----------|-------------|---------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------|
|           | Exptd + Att | Greater Depth | Exptd + Pr. | Exptd + Att | Greater Depth | Exptd + Pr. | Exptd + Att | Greater Depth | Exptd + Pr. |
| <b>F2</b> | <b>55%</b>  | <b>22%</b>    | <b>100%</b> | <b>55%</b>  | <b>11%</b>    | <b>100%</b> | <b>55%</b>  | <b>22%</b>    | <b>100%</b> |
| <b>Y1</b> | <b>63%</b>  | <b>6%</b>     | <b>100%</b> | <b>44%</b>  | <b>0%</b>     | <b>100%</b> | <b>63%</b>  | <b>19%</b>    | <b>100%</b> |
| <b>Y2</b> | <b>48%</b>  | <b>19%</b>    | <b>100%</b> | <b>38%</b>  | <b>5%</b>     | <b>100%</b> | <b>38%</b>  | <b>10%</b>    | <b>100%</b> |
| <b>Y3</b> | <b>33%</b>  | <b>0%</b>     | <b>100%</b> | <b>10%</b>  | <b>0%</b>     | <b>100%</b> | <b>39%</b>  | <b>0%</b>     | <b>100%</b> |
| <b>Y4</b> | <b>73%</b>  | <b>27%</b>    | <b>100%</b> | <b>64%</b>  | <b>23%</b>    | <b>100%</b> | <b>77%</b>  | <b>27%</b>    | <b>100%</b> |
| <b>Y5</b> | <b>75%</b>  | <b>19%</b>    | <b>100%</b> | <b>75%</b>  | <b>13%</b>    | <b>100%</b> | <b>75%</b>  | <b>19%</b>    | <b>100%</b> |
| <b>Y6</b> | <b>70%</b>  | <b>20%</b>    | <b>100%</b> | <b>75%</b>  | <b>10%</b>    | <b>100%</b> | <b>75%</b>  | <b>15%</b>    | <b>100%</b> |

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 &amp; C&amp;L strategies</u><br/>Ensure all staff have good understanding of effective teaching of phonics and a range of strategies for improving approaches to C&amp;L barriers</p> | <p>*Whole Staff training allocation priority – RWInc Accredited<br/>*MER schedule – learning walks / subject leader monitoring and feedback – every term<br/>*Bespoke TA training across all year groups – Autumn &amp; Spring terms<br/>*Increase resource support for parents via packs and website – Autumn term<br/>*Additional support for ECT in Y4 &amp; Y3 &amp; RQT in F2 - termly<br/>*English leaders own CPD – termly via NST links<br/>*Actions arising from Reading Review in May 2021 via NST</p> |
| <p>2. <u>Reading &amp; Writing</u><br/>Provision for reading is judged to be at least a 'good' standard in its delivery and impact.<br/>Gaps brought about by COVID are closing</p>                    | <p>*Whole Staff training allocation priority – every term<br/>*MER schedule – learning walks / subject leader monitoring and feedback – every term<br/>*English leaders own CPD – termly via NST links<br/>*Actions arising from Reading Review in May 2021<br/>*Action arising from Writing Review due in November 2021</p>   |
| <p>3. <u>Quality first teaching</u><br/>Ensure all teachers and TA's actively and continually improve approaches to teaching and learning strategies</p>   | <p>*Rosenshine Staff training – termly from September<br/>*Staff Meetings and Appraisal Cycle observations Oct/Feb<br/>*SLT leadership project focus in triad teams, including the effective deployment of TA's – Autumn &amp; Spring<br/>*Pupil progress dialogue with phase leaders/SLT &amp; subject leads – termly<br/>*Action planning from new Curriculum &amp; Assessment leader</p>  |
| Barriers to learning these priorities address  | Ensuring all staff consistently apply evidence-based whole-class teaching interventions  |
| Projected spending   | £30,153  |

## Targeted academic support for current academic year

### **COVID- RECOVERY STRATEGY DECISIONS – 2021/22 (based on EEF tiered approach guide to supporting COVID-19 recovery. See also COVID ‘catch-up’ strategy / Recovery premium strategy document)**

| Chosen strategies 2021-2022  | Rationale  |
|--|--|
| ‘Top-up’ funding for School-Led Tutoring Programme (part of the NTP for COVID recovery) – across KS2   | Known-adults to be able to lead before and after-school tutoring sessions. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. |
| Increased allocation for staff CPD with a focus in reading, writing and maths strategies post-COVID  | EEF tiered approach suggests that an investment in high quality CPD and a focus on quality first teaching is the strongest lever to improving outcomes and accelerating progress   |
| Increased capacity for small group intervention work across KS2 – additional teacher time KS2  | EEF evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement  |
| Increase capacity for 1:1 daily reading sessions across FS & KS1 – additional teacher time FS/KS1  | EEF evidence shows a focus on phonics and a range of reading strategies can positively impact by 5-6+ month progress. Capacity for 1:1 feedback positively impacts by up to 6+ months progress   |
| Increased capacity for supply costs to be covered with consistent teacher – cover supervisor investment. Ensure stability of mentoring and behaviour support | Creating stability in the event of further staff absence due to COVID or other winter flu issues. Improvement in capacity for full feedback and better resourcing with more stable staffing plans in place.  |
| Increased allocation for reading resources across school and to continue to build of phonics provision at home   | Supporting the investment in focused reading progress and improvements with links to home reading opportunities / frequency of reading at home. EEF research shows parental engagement can accelerate progress by 4+months   |

| Measure   | Activity   |
|---|--|
| <p><b>1. Reading</b></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"> <li>School-led tutoring &amp; other ‘recovery’ strategies as above. TA support allocation to EY/Y1 is consistent and allows for regular 1:1 and small group intervention with consistent adult provision</li> <li>Reading and phonics training for staff is regular and ensures consistency of approach across school.</li> <li>Phonics training for all staff is implemented rapidly and monitored termly</li> </ul> <p><b>FS</b> - *Increase TA allocation to enable 1:1 reading to 3 x weekly with all PP children<br/>*C&amp;L / Signs &amp; symbols focused work with all PP children<br/>*Links with parents for increased support at home with reading strategies<br/>*Environment review to target during CP sessions</p> |
| <p><b>2. Phonics</b></p> <p>75%+ Pupil Premium pupils targeted to pass the phonics test</p>   | <p><b>KS1 &amp; KS2</b> -</p> <p>*Environment review to target during CP in Y1 and in Y2/3 environments.<br/>*Cross-phase phonics intervention planning in place Y2/3<br/>*Daily 1:1 reading across school with regular adult support in every year group</p>  |
| <p><b>3. Writing</b></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"> <li>Full writing curriculum review with NST partners – November 2021</li> <li>Recovery premium strategies as above</li> </ul> <p><b>FS</b> – *PP children to be targeted for ‘challenge planning’ for writing, weekly from Autumn 2<br/>*Writing targeted in CP and with 1:1 TA intervention support identified in pupil progress meetings<br/>*Handwriting whole school focus – reflected in targeting of PP for mark making and CP writing opportunities.</p> <p><b>KS1</b> – *Use of Vocab tiers and knowledge organisers for pre-teach sessions – weekly with SLT time – Autumn 2 onwards<br/>*Handwriting and sentence structure small group intervention – small group</p>  |

|  |   |
|--|---|
|  | <p>and 1:1 TA support –</p> <p>*Small group support led by C/T as identified in Pupil progress meetings - termly</p> <p><b>KS2</b> – * Use of Vocab tiers and knowledge organisers for small group intervention support – TA-led</p> <p>*Small group support led by C/T as identified in Pupil progress meetings - termly</p> <p>*Pre and post teach and 1:1 writing feedback sessions- SLT time Autumn 2 onwards</p>   |
| <p><b>4. Maths</b></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> | <ul style="list-style-type: none"> <li>Recovery premium strategies as above.</li> </ul> <p><b>FS</b> –</p> <p>*All PP children to access increased maths provision within weekly timetable allocation - 4x main sessions plus 4x 'One billion' sessions, plus an additional key skills session every week, on top of maths within CP – Autumn term onwards</p> <p>* Increased TA allocation to FS to allow for 1:1 focus interventions and increased observations – Autumn term onwards</p> <p><b>KS1</b> –</p> <p>*Targeting of 'daily routines' focus in small group work daily – Autumn term onwards</p> <p>*Small group focus groups led by TA/CT's bespoke to NfER diagnostics and pupil progress meetings - termly</p> <p>*Small maths booster group identified from October 2021 to meet the learning objective set on individuals' PP targets as outlined in Pupil progress meetings</p> <p><b>KS2</b> –</p> <p>*Targeting of 'daily routines' focus in small group work daily – Autumn term onwards</p> <p>*Small group focus groups led by TA/CT's bespoke to NfER diagnostics and pupil progress meetings - termly</p> <p>* Y3-Y6 engagement in x2 hr weekly school-led tutoring</p> |
| Barriers to learning these priorities address  | <b>A, B, C, D, E, F, G</b>  |
| Projected spending   | FS – 28,806 KS1- £24,321 KS2- £31,463<br>Total £84,590  |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| 1. Improve Pupil Premium attendance overall  | <p>*Pupil progress meetings to identify individual attendance barriers – links made with FS Worker and Attendance team via phase leaders</p> <p>*Investment in effective collaborative work between phase leaders, family support worker and attendance leader all school-based</p> <p>*Links with identified families via Family support worker during allocated parent meetings twice a year.</p> <p>*Investment in attendance rewards every half term and end of year attendance prize, to incentivise positive strategies.</p> <p>*Investment in breakfast provision with targeted support offered to PP families identified as above</p> <p><b>(F, G)</b></p> |
| 2. Meet the needs of individual Pupil Premium pupils by providing provision for wellbeing, confidence and resilience | <p>*Investment in full time family support worker, play therapist and assistant SENDCO to maintain high capacity of pastoral support every week</p> <p>*Weekly 'time to talk' and play therapy sessions allocated to identified PP</p>   |

|  |   |
|--|---|
|  | <p>children.</p> <p>*Investment in Freedom Factory and Epic offering 1:1 and 1:2/3 mentoring support through sport and other activities</p> <p>*Investment in 'Epic sports' provision offering activities to small groups over and above PPA provision</p> <p>*Ensure all PP children have proper uniform and equipment</p> <p>*Investment in Pupil leadership ensuring PP children engage with these groups – Inclusion Ambassadors, Head Boy &amp; Girl, Sports Ambassadors and Reading Leaders</p> <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                           | <p>*Ensure all Pupil Premium pupils to attend all trips and residential offered to them (D, E)</p> <p>* 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, Seek future opportunities for funding the work of Career Mark) (D, E)</p>                                     |
| 5. Ensure Pupil Premium children in KS2 have the opportunity to complete homework and access the internet/technology in our school setting | <p>*To provide a lunchtime homework club for Years 3, 4, 5, and 6 – Autumn 2 onwards</p>  |
| Barriers to learning these priorities address  | As above - see red text   |
| Projected spending   | £104,788  |

## Monitoring and Impact

| Area             | Monitoring   | Impact   |
|------------------|--|--|
| Teaching         | <p>Appraisal Cycle Observations (Oct 2021/Feb 2022)</p> <p>Ongoing monitoring linked to action plan and MER schedules each term</p> <p>'Deep dive' support from NST partners</p> | <p>Teaching will be at least 'good'</p> <p>Teaching support and interventions will be effective and progress noted</p> <p>Children meet targets as set out above</p>   |
| Targeted support | <p>Termly impact measured on Pupil Premium and pupil progress trackers</p> <p>Ongoing monitoring linked to action plan and MER schedules each term</p>                           | <p>Bespoke targeted interventions are effective, identify and close gaps in the children's learning</p>  |
| Wider strategies | <p>Termly impact measured on Pupil Premium and pupil progress trackers</p> <p>Attendance monitoring</p> <p>Parent and child voice / case</p>                                     | <p>Pupil Premium children are accessing more of the same opportunities as their peers (visits and residential)</p> <p>Pupil Premium attendance is at least 96%+</p> <p>Parents are more engaged in their</p> |

|  |  |  |
|--|--|--|
|  | study work instigated by pastoral team | child's learning (more than 50% to attend meetings)<br><br>Pupils can communicate current learning, interests and show a positive attitude towards school. |
|--|--|--|

**Review July 2022:**

| <b>Aim</b>                                   | <b>Outcome</b> |
|--|----------------|
| Progress in Reading, Writing and Maths - EXP |                |
| Progress in Reading, Writing and Maths - HS  |                |
| Phonics                                      |                |
| Attendance                                   |                |
| Wider strategies                             | -              |