



Be your best.

Walter Halls Primary & Early Years School

Pupil Premium Strategy 2020-2021

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	398 (excluding nursery)
Percentage of disadvantaged pupils	30.4%
Pupil premium allocation this academic year	£199,680 (further funding is expected re COVID 19 recovery)
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	July 2021
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 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
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	A group of Pupil Premium pupils to be identified to maintain or make accelerated progress to the higher level
Aim 3: COVID-RECOVERY	Identify specific gaps in learning and put measures in place following COVID 19 absence
Aim 4: ATTENDANCE	Improve attendance percentages for our Pupil Premium families
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:	£219,531
PP Allocation 2020-21	£199,680
Difference	-£19,851 (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 2020-2021.

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 21
Progress in Reading, Writing and Maths	Approximately 25-30% of children to achieve the Higher Standard (cohort dependent targets) in reading, writing and maths.	July 21
Phonics	80% of Pupil Premium children to achieve the expected standard in the Year 1 phonics test (to match non-Pupil Premium peers in school)	July 21
Attendance	To improve the attendance of Pupil Premium children to 96%+.	July 21
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 21

Targets set for Pupil Premium pupils 2020-2021

	Reading			Writing			Maths		
	Exptd + Att	Greater Depth	Exptd + Pr.	Exptd + Att	Greater Depth	Exptd + Pr.	Exptd + Att	Greater Depth	Exptd + Pr.
F2	60%	20%	80%	60%	20%	100%	100%	20%	100%
Y1	61%	11%	89%	61%	17%	95%	78%	6%	84%
Y2	50%	8%	86%	50%	0%	93%	58%	0%	79%
Y3	68%	21%	90%	60%	15%	85%	80%	15%	100%
Y4	79%	21%	100%	79%	21%	100%	86%	14%	100%
Y5	72%	28%	100%	61%	22%	89%	72%	22%	100%
Y6	67%	21%	100%	71%	17%	100%	67%	25%	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
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	*Whole Staff training allocation priority – every term *MER schedule – learning walks / subject leader monitoring and feedback – every term *Bespoke TA training in EY – Autumn & Spring terms *Increase resource support for parents via packs and website – Autumn term *Additional support for NQT in F2 & RQT in Y2 - termly *Review of EY & Year 1 via NST collaboration - Spring *English leaders own CPD – termly via NST links *Reading ‘deep dive’ Review – Spring 2 with SIP & NST
2. <u>Reading</u> Provision for reading is judged to be at least a ‘good’ standard in its delivery and impact	*Whole Staff training allocation priority – every term *MER schedule – learning walks / subject leader monitoring and feedback – every term *English leaders own CPD – termly via NST links *Reading ‘deep dive’ Review – Spring 2 with SIP & NST
3. <u>Quality first teaching</u> Ensure all teachers and TA’s actively and continually improve approaches to teaching and learning strategies	*Rosenshine Staff training – termly from September *Staff Meetings and Appraisal Cycle observations Oct/Feb *SLT leadership project focus in triad teams, including the effective deployment of TA’s – Autumn & Spring *Pupil progress dialogue with phase leaders/SLT & subject leads – termly *‘Daily routines’ strategies to be introduced and embedded into approaches to the teaching of maths – September then termly
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

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> <p>Small group of identified pupils across the school aspire to the higher level in reading</p> <p>FS – KS1 – KS2 -</p>	<p>FS –</p> <ul style="list-style-type: none"> *Increase TA allocation to enable 1:1 reading to 3 x weekly with all PP children *C&L / Signs & symbols focused work with all PP children *Links with parents for increased support at home with reading strategies <p>KS1 –</p> <ul style="list-style-type: none"> *Reading diagnostic toolkit inc NfER led by C/T's – Sept onwards *TA deployment across phases not classes to support 1:1 readers matched to timetables – Sept onwards *1:1 and group adult-led additional reading sessions – Sept onwards, as identified in Pupil Progress meetings *Y2 GD targeted sessions weekly led by C/T's *SLT allocation for small group intervention – Autumn 2 onwards <p>KS2 –</p> <ul style="list-style-type: none"> *Reading diagnostic toolkit inc NfER led by C/T's – Sept onwards *TA deployment across phases not classes to support 1:1 readers matched to timetables – Sept onwards *1:1 and group adult-led additional reading sessions – Sept onwards, as identified in Pupil Progress meetings *SLT allocation for small group intervention – Autumn 2 onwards *Small group phonics catch-up led by TA's weekly – Sept onwards
<p>2. Phonics</p> <p>80% Pupil Premium pupils targeted to pass the phonics test</p>	<p>FS - *Increase TA allocation to enable 1:1 reading to 3 x weekly with all PP children</p> <ul style="list-style-type: none"> *C&L / Signs & symbols focused work with all PP children *Links with parents for increased support at home with reading strategies *Environment review to target during CP sessions <p>KS1 –</p> <ul style="list-style-type: none"> *Increased timetabling in Y2 (due to COVID) of explicit teaching and small group support for phonics *Environment review to target during CP in Y1 *TA allocation to allow for phonics focused support small group weekly *SLT allocation for small group intervention – Autumn 2 onwards <p>KS2 –</p> <ul style="list-style-type: none"> *Targeted support for those children still on phonics programme – weekly from Sept onwards
<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>Small group of identified pupils across the school aspire to the higher level in writing</p> <p>FS – KS1 –</p>	<p>FS – *PP children to be targeted for 'challenge planning' for writing, weekly from Autumn 2</p> <ul style="list-style-type: none"> *Writing targeted in CP and with 1:1 TA intervention support identified in pupil progress meetings *Handwriting whole school focus – reflected in targeting of PP for mark making and CP writing opportunities. <p>KS1 – *Use of Vocab tiers for pre-teach sessions – weekly with SLT time – Autumn 2 onwards</p> <ul style="list-style-type: none"> *Handwriting and sentence structure small group intervention – small group and 1:1 TA support – *Small group support led by C/T as identified in Pupil progress meetings - termly <p>KS2 – * Use of Vocab tiers for small group intervention support – TA-led</p> <ul style="list-style-type: none"> *Small group support led by C/T as identified in Pupil progress meetings - termly *Pre and post teach and 1:1 writing feedback sessions- SLT time Autumn

KS2 -	2 onwards
<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>b. Small group of identified pupils across the school aspire to the higher level in maths</p> <p>FS –</p> <p>KS1 –</p> <p>KS2 -</p>	<p>FS –</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>KS1 –</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 January 2021 to meet the learning objective set on individuals' PP targets as outlined in Pupil progress meetings</p> <p>KS2 –</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>* Y6 Maths Booster provision Jan-May weekly extra 1 to 1 support given</p>
Barriers to learning these priorities address	A, B, C, D, E, F, G
Projected spending	FS – 28,806 KS1- £24, 321 KS2- £31,463 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>(F, G)</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 children.</p> <p>*Investment in 'Canoville Coaching' 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 – Peer Mediators, Sport Ambassadors, School Council and Values</p>

	Ambassadors (B, C, D, G)
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, Seek future opportunities for funding the work of Career Mark) (D, E)
5. Ensure Pupil Premium children in KS2 have the opportunity to complete homework and access the internet/technology in our school setting	*To provide a lunchtime homework club for Years 3, 4, 5, and 6 – Autumn 2 onwards
Barriers to learning these priorities address	As above - see red text
Projected spending	£104,788

Monitoring and Impact

Area	Monitoring	Impact
Teaching	Appraisal Cycle Observations (Oct 2020/Feb 2021) Ongoing monitoring linked to action plan and MER schedules each term	Teaching will be at least 'good' 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 more of the same opportunities as their peers (visits and residential) Pupil Premium attendance is at least 96%+ 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 2021:

Aim	Outcome