

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Central Walker Church of England Primary School				
Academic Year	2019-20	Total PP budget	£310,754	Date of most recent PP Review	Sept 2019
Total number of pupils	405	Number of pupils eligible for PP	273	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (in school)</i>	<i>National average</i>
% achieving expected standard or above in reading, writing & maths (KS2 SATs)	68%	65%
% achieving expected standard or above in reading (as measured in school – whole school)	81%	73%
% achieving expected standard or above in writing (as measured in school – whole school)	81%	78%
% achieving expected standard or above in mathematics (as measured in school – whole school)	81%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Due to the extremely low baselines on entry, attainment in Early Years is lower for pupils eligible for PP than for other pupils which often results in a Good Level of Development being lower for PP than for other pupils at the end of Reception.
B.	Due to lower GLD, KS1 PP pupils need to make accelerated progress from EYFS to reach at least National standards in Maths and English by the end of KS1.
C.	Due to the targeted support given in KS1 for PP pupils, KS2 PP pupils need further targeted support in order to accelerated progress to reach at least National standards in Maths and English by the end of KS2.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

D.	<p>Absence rates for pupils eligible for PP are 4.9% (National 2018 – 4.2%). Although we are pleased to report that the gap between the school and National has greatly reduced (2017 was 5.8% v 4%), this is still a concern. Absence reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets.</p> <p>Persistent Absence attendance rates for pupils eligible for PP are 14.35 % (National 2018 – 8.7%). This is an improvement on last year but is still a huge concern as it reduces the number of school days accessed and limits pupils ability to make progress (including rapid progress) in order to achieve their academic targets.</p>
-----------	---

4. Intended outcomes (specific outcomes and how they will be)		Success criteria
A.	Accelerate the rates of progress towards the Early Learning Goals for PP children so their attainment closes the gap and is in line with National averages.	Pupils eligible for PP make accelerated progress by the end of Reception so that they narrow the current school gap to 10% or less (non PP) and are closer to the National Average of 71%
B.	KS1 PP pupils to reach National Standards in Maths and English. Increase the number of children achieving GD at the end of KS1.	PP children in KS1 make accelerated progress by the end of year 2 so that they attain at least 77% in reading 73% in writing and 81% in maths and achieve National Standards.
C.	KS2 PP pupils to reach at least National Standards in Maths and English. Increase the number of children achieving GD at the end of KS2.	PP children in KS2 make 100% expected progress in Reading, Writing and Maths. PP children in KS2 attain at east National Standards in Reading, Writing, Maths and SPaG. The gap between PP and non PP children continues to be narrowed.
D.	Reduce absence/PA absence rates for pupils eligible for PP.	Overall absence among pupils eligible for PP improves from 4.9% to 4.2% (in line with National) PA is reduced from 14.35% to 13% or lower.
E.	PP pupils will have an equal start in education, be able to access the curriculum, make at least good progress in all subjects and will have high self-esteem and aspirations for their future.	Children start the day in school, ready to learn. Learning behaviours are good. Children feel safe and know who they can speak to when they need support and advice.

5. Review of expenditure				
Previous Academic Year		2018 -19 (Received £355,567)		
i. Quality of teaching for all				
Action	Intended outcome	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

Raise standards in in all areas – in particular phonics - in EYFS for PP children Focus on 3 LAC children to accelerate learning	RWInc Training for new EYFS staff RWInc Champion to support target children	GLD rose from 64% to 65% % of PP children achieving GLD was 70.83% Quality of phonics and phonic teaching was identified in monitoring and observations. Lesser than expected impact due to mobility of pupils.	Consistency is the key. Impact was evident and this system is to continue next year, with an additional staff member to support.	£21,305
Raise standards in KS1 for PP children	RWInc Champion / KS1 Reading Champion Non class based KS1 phase leader	Quality of phonics and phonic teaching was identified as being good in monitoring and observations. Y1 Phonic pass was 76% for PP children	Another successful year in the teaching of phonics. As new staff are in place, a whole school RWInc training day has been planned for December	£44,448
Raise standards in KS2 for PP children	PiXL embedded in Year 6 and being developed across school through PiXL Lead (RSL) (0.6fte) Non Class Based AHT/Y6 Teacher (0.6fte)	RSL attended PiXL meetings and disseminated the information accordingly, putting strategies in place across KS2. Targets were clear and tight. Strategies were put in place for immediate interventions for children who were at risk of falling behind. PP children achieved at least national in Reading and Maths and in combined Reading Writing and Maths.	PiXL once again has proven to be a valuable support system for the tracking progress and attainment whilst offering a vast array of intervention ideas and activities to close the gap and make learning stick. RSL to continue this role and work across KS2 to support all year groups. (Non-class based in academic year 19-20)	£35,184
Raise standards in reading across KS2	A Reading Champion across Key Stage 2 is in place to develop GD reading, targeting specifically Year 6 PP children	GD in reading was in line with National in KS2 Reading SATs	Reading Champion worked across Y6 during this academic year – not just the GD/potential GD children. This was inevitable. Next year the focus will be GD PP children.	£21,324
Quality PPA through use of HLTA's	Consistency of staffing across school (PPA role) sustained behaviour and work ethic.	Using staff who are familiar to the pupils has been proven to reduce behavioural problems and increase work ethic. Standard of pupil outcome is the same across books when lessons delivered by teacher and/or HLTA.	Outcomes were good but resulted in fewer interventions taking place. Next year PPA will follow a slightly different system.	£27,430
ii. Targeted support				
Action	Intended outcome	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

Quality Teaching Assistant Support	Additional TA time in all phases with a focus on pupils across school requiring interventions in order to hit targets and make accelerated progress	Robust intervention plans identified targeted intervention work aimed at PP groups of pupils. Reviewed half termly by phase leaders to check progress and impact.	Continue with this approach. Introduction of targeted intervention the same day/before next session to build on this.	£57,090
Welfare and wellbeing of children is promoted through Pastoral Team and projects	The school has had: - Pastoral Manager - Parent Support Adviser - Therapeutic Lead (up to Feb HT) - Relax Kids Projects to support PHSCE / PP children	Welfare of the children is of utmost importance. The appointment of an internal welfare team means children have an outstanding range of pastoral care to address all eventualities and ensure the best possible outcomes for all children.	Welfare team and projects continue to make a huge impact on PP children. Relax Kids proved crucial in run up to KS2 SATs and in Year 6 in general to support anxieties and transition to secondary school. Continued involvement next year across KS2.	£70,197
Booster Provision for Year 6 and Year 2 including extra teacher and TA from Feb half term, after school clubs and pre school sessions.	Ensure that target pupil groups are prepared for their KS2 SATs through extra intensive school tuition: additional teaching of groups by experienced Y6 teachers.	All PP children achieve as well as non PP. Attainment in KS2 SATs.	Impact of targeted intervention by experienced staff continues to make an impact on outcomes for PP children. Continued approach.	£30,421

iii. Other approaches

Action	Intended outcome	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
Trips, visits and visitors (Including Year 6 Residential, an UKS2 outdoor education experience and a Year 4 camping trip)	Access to partially funded places will be offered to PP children in school.	Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area. <i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. (EEF).</i>	Children who would otherwise have been unable to attend participated in valuable learning experiences. Will absolutely continue with this approach in the future.	£19,624

All children have access to a free breakfast club and after school clubs	Greggs provide food for a free breakfast club for PP children. TAs employed to run breakfast club.	Children have a good start to the day allowing them to develop and be ready for learning.	Over 100 children attend per day. Fabulous start to the day for the them.	£21,065
Milk and fruit is provided for KS2 children	KS2 PP Children have access to drink and snack at breacktime.	Children are given snacks to ensure they are ready for their morning learning	To continue. Children who are late – often to no fault of their own – are able to have food in order to be ready to learn.	£5,279
All Nursery Children receive a lunch	Provide children with a healthy meal before going home.	Looking at pupil wellbeing, confident that all PP children have been given a healthy lunch.	To continue. Employment of additional staff to support lunch cover.	£2,200

6. Planned expenditure

Academic year

2019 -20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A. Employment of additional adults in EYFS to support both individual and target children – especially in the development of Early Reading	Accelerate the rates of progress in the Learning Goals in Early Years for PP children so National averages are achieved with a specific focus an phonics and reading.	Additional staff were employed in 2018-19 to deliver quality RWInc/Phonics teaching. The impact was improved outcomes for all children which again needs to be embedded and accelerated.	Monitoring of delivery of RWI by RWInc Champion, English Leaders, EYFS Leader and SLT. Tracking of progress by AHT/EYFS lead. Learning Walks and ‘deep dives’ in early reading. Half termly assessments – data and tracking of progress.	EYFS Leader/ AHT	Half Termly –SMT Termly – HTs & CEO Termly Governor meetings Final data set in July 2020

<p>B. Increase level of staffing in KS1 during RWInc/Phonics sessions to ensure smaller group/individual teaching to accelerate progress</p>	<p>KS1 PP pupils to reach National standards in English. Increase the number of children achieving GD at the end of KS1.</p>	<p>Need for accelerated progress in reading in KS1. The KS1 reading champion is to focus on phonics and reading across KS1 and phonics across EYFS to ensure transition is smooth and high standards of teaching takes place</p>	<p>Monitoring of delivery and Tracking of progress of RWI by RWInc Champion / English Leaders and AHT/EYFS lead. (Learning Walks and 'deep dives' in early reading.) RWInc training for all staff (</p>	<p>RWInc Champion SMT KS1 Leader</p>	<p>Half Termly – KS1 phase leaders/RSL Termly – HTs Final data set in July 2019</p>
<p>B. KS1 Phase Leaders (both 0.6fte) to lead a third class in Year 2 (am) focusing on English and Maths and lead targeted interventions pm. Focus on accelerating progress and closing the gap in PP v Non PP</p>	<p>KS1 PP pupils to reach National standards in Maths and English. Increase the number of children achieving GD at the end of KS1.</p>	<p>EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive tuition to both accelerate learning of low attainers and ensure effective progress of others.</p>	<p>Identified pupils at start of units and end using PiXL therapies in Year 2. Half termly assessments and trackers completed. Impact will be evident in results</p>	<p>KS1 Phase Leaders/ PiXL RSL</p>	<p>SMT meetings Termly – HTs & CEO Final data set in July 2019</p>
<p>C. Continued implementation of a KS2 Reading Champion to promote reading and target GD readers</p>	<p>KS2 PP pupils to continue to maintain National standards in Maths and English. PP pupils attaining expected or greater at GLD or End of KS1 to achieve expected or Greater Depth in line with at least National at the end of KS2.</p>	<p>Need for a KS2 reading champion to lead reading interventions across KS2. Targeted support for groups of identified children to read both expected and GD. Training for new staff and TAs in teaching of quality guided reading</p>	<p>Support from KS2 AHT/ PiXL RSL/ English Leader Half termly assessments – data and tracking of progress including PiXL and Salford reading tests.</p>	<p>KS2 Reading Champion/ English Leader/A HT/ PiXL RSL</p>	<p>Half Termly – KS2 phase leaders/RSL Termly – HTs Final data set in July 2019</p>

<p>B. & C.</p> <p>Embed PiXL across whole school</p>	<p>PIXL is embedded in KS1 and PP pupils reach National Standards in Maths and English. Increase in the number of children achieving GD at the end of KS1.</p> <p>KS2 PP pupils to achieve National Standards in Maths and English.and improve in the number of PP children achieving GD.</p>	<p>Proven intervention programme for identifying gaps in pupil learning and robust targeting of this with an end impact evident after the teaching cycle of the gap.</p>	<p>PiXL RSL/ KS1 Phase Leader/ LKS2 Phase Leader and AHT to embed the principles across KS1 & KS2.</p> <p>Regular conferences - RSL & KS1/LKS2 Phase Leaders to attend and feedback to LMT and staff</p> <p>Half termly meetings with PiXL associate to track progress and ensure targets are met.</p> <p>Half termly assessments and</p>	<p>KS2 AHT/ LKS2 &KS1 Phase Leaders / PiXL RSL</p>	<p>Half Termly – teachers and phase leaders/SMT</p> <p>Termly – HTs</p> <p>Final data set in July 2019</p>
<p>C AHT (0.6fte) and PIXL Lead (0.6fte) to lead a third class in Year 6 (am) focusing on English and Maths and lead targeted interventions pm.</p> <p>Non class based Teacher/ English Leader (0.6fte) to lead intervention groups in Y3 (am & pm) focusing on raising attainment and closing the gap.</p>	<p>KS2 PP pupils to reach National standards in Maths and English. Increase in the number of PP children achieving GD at the end of KS2.</p> <p>PP pupils attaining expected or greater at GLD or End of KS1 to achieve expected or Greater Depth in line with at least National at the end of KS2.</p>	<p>EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive tuition to both accelerate learning of low attainers and ensure effective progress of others.</p> <p>Proven that this approach works in our school in year 6, preparing children for their futures.</p>	<p>Identified pupils at start of units and end using PiXL therapies</p> <p>Half termly assessments and trackers completed.</p> <p>Impact will be evident in results</p>	<p>AHT/ LKS2 Leader/ PiXL RSL</p>	<p>SMT meetings</p> <p>Termly – HTs & CEO</p> <p>Final data set in July 2019</p>
Total budgeted cost					£139,254
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

<p>A, B, C Targeted support from Teaching Assistants through small group and 1:1 interventions</p>	<p>Accelerated progress for targeted PP children Gaps are closed</p>	<p>Proven impact of small group work to target and accelerate progress in order to close the gap between PP and non PP children. EEF research suggests that small group tuition led by 1 practitioner delivered to a maximum of 5 pupils allows for intensive</p>	<p>Teacher led and planned intervention, monitored by phase leaders and shared with LMT half termly. Monitoring of group delivery. Progress of pupils. Tracking of attainment and progress data on trackers and Learning</p>	<p>Phase Leads</p>	<p>Half Termly – teachers and phase leaders/SMT Termly – HTs & CEO</p>
<p>C. Booster Provision for Year 2 and Year 6 to ensure that pupil groups who are behind are prepared for their KS2 SATs through extra intensive school tuition.</p>	<p>PP achieve at least expected in KS2 SATS Progress is at least expected based on prior starting points.</p>	<p>A continuing approach following successful attainment in KS2 SATs.</p>	<p>Accelerated progress of groups Outcomes of KS2 SATs exams</p>	<p>KS2 AHT/LMT</p>	<p>Weekly PiXL Meetings End of Year Outcomes</p>
<p>D, E Welfare Team in place to support vulnerable pupils</p>	<p>Welfare team support children and families with being in school, being punctual and being ready to learn.</p>	<p>Many of our children have social, emotional, behavioural and mental health needs which puts a barrier on learning; Through careful assessments, including Boxhall profiling, children are grouped according to their needs and half termly programmes of work are delivered. This raises self esteem and confidence and develops social skills.</p>	<p>Weekly meeings with Pastoral Manager / CPOms reports/reports to Governors Half Termly reviews Tracking of impact in relation to class data.</p>	<p>Pastoral Manager</p>	<p>Weekly meetings PSA/Phase Leaders Half termly TL reviews Termly Governor meetings</p>
<p>C D E Relax Kids to support vulnerable PP children in KS2</p>	<p>Weekly small group work to develop strategies to overcome anxiety and promote self esteem</p>	<p>Many of our children have social, emotional and mental health needs which puts a barrier on learning. Through work with Louise coaching the development of confidence and self help strategies, self esteem is built, anxiety is reduced and learning can take place.</p>	<p>Member of staff – class TA - in sessions to support and continue strategies in class</p>	<p>JG</p>	<p>Half termly AHT/HT</p>

<p>E. Reduce absence/PA absence rates for pupils eligible for PP.</p>	<p>NEAT Attendance Strategic group to meet regularly to identify strategies to implement across all schools</p> <p>NEAT Attendance support to target families termly (Attendance Officer and Welfare support)</p> <p>PSA to target key families, identify barriers and implement a programme of support</p> <p>Whole school termly rewards in place to celebrate 100%/95% and improved attendance</p> <p>Implement LA procedures for legal monitoring and fixed penalty notices</p>	<p>Attendance data for PP pupils to be at least 95%</p> <p>PA rate (14.35%) is reduced in line with national average (8.3% 2017)</p> <p>Parent meetings and contracts offered to all parents where attendance was under 90% last year – track and monitor attendance of these families closely, intervention support can be identified early to prevent high % of absence.</p> <p>An increased % of hard-to-reach families engaging – attending parents evenings/acts of worship/family learning etc</p>	<p>Tracking of whole school daily attendance using consistent procedures and systems - 'Late Gate' /First Day Response/Attendance Bus Track and target identified groups: Boys/SEND/Non BME</p> <p>Weekly newsletter – attendance info reported to parents</p> <p>Celebration Assembly – weekly attendance shared with pupils/parents and displayed on school attendance board – attendance awards presented to class with best attendance over 95%</p> <p>PSA attend attendance training and work with colleagues across NEAT to improve attendance – regular meetings to review progress</p>	<p>PSA</p> <p>Phase Leads</p> <p>AHT</p>	<p>Weekly meetings PSA/Phase Leaders</p> <p>Half Termly strategic meetings HTs and CEO</p> <p>Termly Governor meetings</p>
--	---	--	--	--	--

Total budgeted cost £124,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>E Trips, visits and visitors (Including Year 6 Residential, an UKS2-outdoor education experience and a Year 4 camping trip)</p>	<p>Access to partially funded places will be offered to PP children in school.</p>	<p>Ensure disadvantaged pupils across the school have greater opportunities to gain experience outside of the local area.</p> <p><i>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. (EEF).</i></p>	<p>Children who would otherwise have been unable to attend participated in valuable learning experiences.</p> <p>Will absolutely continue with this approach in the future.</p>	<p>Phase Leads SLT</p>	<p>Weekly feedback to phase leaders/SLT</p>
<p>D, E All children have access to a free breakfast club and</p>	<p>Greggs provide food for a free breakfast club for PP children.</p>	<p>Children have a good start to the day allowing them to develop and be ready</p>	<p>Over 100 children attend per day. Fabulous start to the day for the them.</p>	<p>SC/ SLT</p>	<p>Half termly</p>

C, E Milk and fruit is provided for KS2 children	KS2 PP Children have access to drink and snack at breaktime.	Children are given snacks to ensure they are ready for their morning learning	To continue. Children who are late – often to no fault of their own – are able to have food in order to be ready to learn.	Phase Leads/ SMT	Half Termly
A, E All Nursery Children receive a lunch	Provide children with a healthy meal before going home.	Looking at pupil wellbeing, confident that all PP children have been given a healthy	To continue.	AHT/EY Lead	Half Termly

Total budgeted cost £47,500

7. Additional detail

As in previous year, funding also provided experiences not readily available such as:

- * **Increased ICT opportunities: additional computers/ipads/cameras etc.**
- * **Provision for school clubs and external activities/visits;**
- * **Work within our Multi Academy Trust to address attendance and wider community welfare issues.**
- * **Curriculum enrichment opportunities including resources and work from outside agencies and specialists which supported development in various curriculum areas.**

All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence.

Should you require any further information on the Pupil Premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>