

Pupil premium strategy statement – Walton & Lees Hill CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-----------------------------------|
| Number of pupils in school | 16 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024/25 to 2027/28 |
| Date this statement was published | 5.12.2024 |
| Date on which it will be reviewed | 5.09.2025 |
| Statement authorised by | Lynn Rooney Headteacher |
| Pupil premium lead | Lynn Rooney Headteacher |
| Governor / Trustee lead | Jos Scouler Chair of Governors |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £3840 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £3840 |

Part A: Pupil premium strategy plan

Statement of intent

By looking at the individual needs of our pupils, we have identified any barriers to academic, social and emotional development, which may also be experienced by other pupils and their families within our school. Our intent is to help these pupils and their families overcome these barriers by providing support and opportunities.

At Walton and Lees Hill CE Primary School some common barriers to learning and development include, communication and language development, exposure to a widening vocabulary, opportunities to embed the foundation skills and knowledge in Maths, limited experience of the wider world including a range of cultural and sporting activities. Parental engagement, financial wellbeing and access to transport are additional barriers due to the rural location of our community.

Our intent is to use funding and resources to provide high-quality teaching, targeted interventions and wider strategies to enable these pupils to attain in-line with their peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Typically, pupils eligible for the Pupil Premium Grant are slightly below the expected standard in reading. This impacts on making progress in reading, developing a wider vocabulary, engagement in lessons and building stamina in reading. |
| 2 | Typically, pupils eligible for the Pupil Premium Grant are slightly below the expected standard in writing. This impacts on their engagement with writing tasks across the curriculum, making progress in writing independently, applying a wider vocabulary and building stamina in writing. |
| 3 | Typically, pupils eligible for the Pupil Premium Grant do not have access to the same range of sporting and cultural activities as their peers, this inhibits their understanding of the wider world, opportunities to develop a wide range of new skills and for them to be aspirational about their own development. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| To reduce the attainment gap in reading outcomes between disadvantaged and non-disadvantaged pupils. | Use of the Accelerated Reader products to show that target pupils are making expected or better than expected progress towards their personal targets. Staff will apply strategies shared in the Reading Fluency training to improve oracy and reading fluency. |
| To reduce the attainment gap in writing outcomes between disadvantaged and non-disadvantaged pupils. | Staff will apply strategies shared in the Fixing Full Stops training to improve the foundation knowledge needed for writing at the expected standard. Weekly spelling instruction and practice will improve accurate use of a developing vocabulary. Termly writing assessments will be the culmination of scaffolding, instruction and modelling to show that pupils have made the expected progress for their individual starting points. |
| To reduce the gap in access to sporting and cultural activities between disadvantaged and non-disadvantaged pupils. | All children will have access to a range of sporting and cultural activities which will develop their understanding and experience of the wider world. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1480

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| Training and resourcing the Bug Club Phonics scheme £500 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Use of SSP is a low cost but high impact strategy which has an overall positive impact, particularly with children from disadvantaged backgrounds. | 1. 2. Supporting the development and growth of early reading will give the pupils a |

| | | |
|--|---|---|
| | | secure foundation to build on to work towards reading at age-related expected levels. |
| Training and resourcing to support the use of Accelerated Reader £500 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Use of resources which assess and track a pupils comprehension skills is a low-cost, high-impact strategy, working alongside phonics teaching to ensure that each pupil is reading at an appropriate level. | 1. 2. Supporting the development of reading across the key stages by setting individual targets and testing comprehension and understanding. |
| Reading Fluency training with Herts for Learning £480 | https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Developing oracy skills and extending the pupils' spoken vocabulary will allow them to develop their questioning skills and enable curriculum-focused dialogue. | 1. 2. Developing oracy skills and reducing cognitive load when reading or writing. |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Targeted support in small group work to develop skills and knowledge in writing. Providing opportunities to apply writing skills in a range of contexts. £1000 | https://evidenceforlearning.org.au/education-evidence/teaching-learning-toolkit/small-group-tuition More input and feedback from the teacher produces more sustained engagement from pupils. Work can be more closely matched to the pupils' specific individual needs. | 1. 2. Providing targeted support to meet individual needs. |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| Planned activities within the school curriculum which allow pupils to access sports and cultural activities. | https://www.gov.uk/government/news/new-research-will-demonstrate-benefit-of-culture-and-heritage-to-society https://www.culturallearningalliance.org.uk/evidence/ Barriers to this may include: cost, access to transport and parental engagement. We want our pupils to be engaged with the wider world and to be aspirational. | 3. Providing access to a range of sporting and cultural activities which pupils may not otherwise have access to. |
| | | |

Total budgeted cost: £3480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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