

Pupil premium strategy statement – Walsh C. of E. Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Marie Kirwin, Head of School
Pupil premium lead	Marie Kirwin, Head of School
Governor / Trustee lead	Ceri Hurcombe lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,185.00
Recovery premium funding allocation this academic year	£11,766.00
Pupil premium (and recovery premium) funding carried forward from previous years	£2,562.69
Total budget for this academic year	£93,513.69

Part A: Pupil premium strategy plan

Statement of intent

At Walsh Church of England Junior School, we strive to be like Saint Peter, answering God's call to us, challenging ourselves and showing resilience, even if learning gets difficult. We aim to follow the example set by Jesus as Peter did, to live our lives in peace, in fellowship with others and the world around us.

Our aim is to work in partnership with parents, carers and other stakeholders to improve the achievement enjoyment and life chances of the children at Walsh Church of England Junior School. We provide our children with a Christian ethos based on our values of fellowship, resilience and peace. This enables them to understand how a supportive community can, through love and encouragement help them to be the best they can be. We set high expectations for our pupils because we have high aspirations for them. We seek to do this whilst developing well rounded, independent, resilient and tolerant young learners who will play a key role in a diverse and democratic (British) society.

Walsh Church of England Junior School situated in Ash, Surrey. The proportion of children in poverty has remained around 10% for the last few years and there are small concentrated pockets of disadvantage in all eleven districts and boroughs across Surrey. 75% of all children and young people living in households that are dependent on out of work benefits are under 11 years old. In Surrey 7.5% of pupils in state-funded schools are known to be eligible for FSM, compared with 14.3% nationally, Walsh Church of England School has 25% proportion of disadvantaged pupils and our children with SEN ECHP's are 8.1% compared to the national average of 1.6%.

Our aims are:

- To support all children to be socially and emotionally resilient to enable them to ready for learning.
- To increase the performance of dis-advantaged children during their time at our school and ensure they all reach their full potential.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged pupils are challenged in the work that they are set and ensure accelerated progress.
- To provide high quality teaching for all pupils in all aspects of learning.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge										
1	Lack of maturity and independence on transition from KS1 to KS2. A high number of children are heavily reliant on adult support to manage day to day expectations; observations suggest this is partly due to missed early years education during the pandemic and this has impacted them on social development.										
2	Gaps in phonics knowledge. (50% of disadvantaged children across the school did not pass the YEAR 1 phonics screening, when re-tested at the start of Year 3 or on joining the school.										
3	<p>Low attainment in reading, writing and maths.</p> <table border="1"> <thead> <tr> <th>Combined RWM EXC STD</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3 (49)</td> <td>0%</td> </tr> <tr> <td>Year 4 (50)</td> <td>11.1%</td> </tr> <tr> <td>Year 5 (55)</td> <td>20.0%</td> </tr> <tr> <td>Year 6 (50)</td> <td>7.1%</td> </tr> </tbody> </table>	Combined RWM EXC STD	Disadvantaged	Year 3 (49)	0%	Year 4 (50)	11.1%	Year 5 (55)	20.0%	Year 6 (50)	7.1%
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4	Occurrence of behaviour that challenges and disrupts learning to others. Observations and discussions with pupils, families and other agencies have identified social, emotional issues for many pupils, notably due to a lack of understanding of rules, boundaries and social skills.										
5	High levels of social and emotional needs within families. Several families have multiple agency working with them to support parenting, routines, boundaries at home. Through discussions in meetings with the parents, it is clear that there is a high level of parental poor mental health which is often going unaddressed, partly due to reluctance to engage with services that are offered and partly due to lack of understanding or denial around how parental mental health impacts children. Parental mental health issues are often due to high adverse childhood experiences (ACES).										
6	Persistent poor attendance and punctuality.										
7	Inconsistent quality of teaching and learning across the curriculum. Recent Ofsted inspection, learning walks and lessons observations have identified that there are inconsistencies in the quality of teaching and learning, particularly in the provision of high-quality teaching for all learners.										

8	Inconsistent understanding of the impact of SEMH on pupil outcomes. Learning walks and lessons observations have highlighted this and expectations of pupils with SEMH needs are not consistently high enough.
9	Lack of parental engagement and support. For example October 2021 parents evening, 34.30% attendance, February 2022 parents evening 42.6% attendance.
10	Inconsistent staffing levels due to high rates of staff absence, mainly due to sickness. It is noticeable that many children that have SEMH needs across the school are impacted by the staff absences as they find it harder to cope with change.

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
<i>Progress in Phonics among our disadvantaged pupils.</i>	Gaps from KS1 to KS2 have been closed.
<i>Improved progress and attainment in reading amongst our disadvantaged pupils.</i>	Greater percentage of disadvantaged children achieving expected national end of year standards. Greater percentage of children making good or better progress from starting points.
<i>Improved progress and attainment in writing amongst our disadvantaged pupils.</i>	Greater percentage of disadvantaged children achieving expected national end of year standards. Greater percentage of children making good or better progress from starting points.
<i>Improved progress and attainment in mathematics amongst our disadvantaged pupils.</i>	Greater percentage of disadvantaged children achieving expected national end of year standards. Greater percentage of children making good or better progress from starting points.
<i>Improved whole school attendance particularly amongst our disadvantaged pupils.</i>	Improved whole school attendance above 97%. Attendance gap between disadvantaged pupils and non-disadvantaged peers will be reduced. Particularly for non-authorised absences and persistent absences.

<i>Consistent calm behaviour particularly amongst our disadvantaged pupils.</i>	All children will be in class, ready to and able to learn. Children will be engaged with and show enjoyment of learning. Qualitative data from the student voice reflects this.
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Activity in this academic year (2022-2023)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,512.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Well-being initiatives and meetings continuing. Staff survey and feedback carried out and actions to be implemented. Updated the new appraisal system from prior year, having learnt lessons. Performance monitoring continuing this year and tracking staff absence in further detail and referring more to the occupational health team. Continuing to use and update the new starter induction pack and programme.</i>	Staff turnover, increase of long term and short-term sickness including mental health and COVID related issues.	1-10
<i>Providing ELSA support which has been sourced from another school to support high SEMH and disadvantaged pupils.</i>	There has been an increase in children requiring emotional support, partly due lockdowns and remote learning but also due to family circumstances. Due to staffing restructure, our ELSA support was removed, leaving us with a gap in provision. Increasing our use of other mental health services, including primary mental health worker and early help advisor.	3,4,5,7,8,9

<i>Catch up literacy and catch up numeracy courses to be booked and staff attended.</i>	Recovery premium funding provides additional funding to support these courses and these are endorsed by the educational endowment foundation (EFF).	3,4,5,7
<i>ASD courses to support our disadvantaged pupils.</i>	Children with ASD are all disadvantaged, staff will be able to support them better and help them access their learning. Strategies will be taught to help staff when children are struggling and additional resources are provided to staff. Staff that have attended will put together a summary to help other staff.	
<i>GCP2 (graded care profile training) which is a neglect training.</i>	Supporting the mental health of families and trains you how to use the neglect tool, which we can use to help our families.	5,6,9
<i>Mental health lead training.</i>	There is a high number of children suffering with mental health issues particularly high level's of anxiety which has been exacerbated by COVID. This course will help pupils and staff within our school. Develop a whole school approach to health and well-being. Providing effective support and advise about practical tools to help well-being.	4,5,8,10
<i>Support refugee training.</i>	Teachers will understand what services and other resources they can access to help support pupils within our school. Understand the challenges that refugee children face.	5,8,9
<i>CPI (crisis prevention institute) training around behaviour and the "hearts and mind strategy" Also received a behaviour health audit and follow up report.</i>	Training to help our staff with the high levels of SEMH needs and being able to support those children to re-engage with their learning. Also, to help teachers and support staff to understand how unmet needs can impact children's behaviour and the importance of building relationships.	3,4,5,7,8

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

Budgeted cost: **£20,709.61**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily Reading is delivered by LSA's or class teachers to work on children's fluency and comprehension and to improve reading outcomes for those disadvantaged children.</i>	The gap between pupil premium and non-pupil premium children needs to be reduced.	2, 3
<i>Once training complete for catch up literacy and catch up math's inventions, these interventions will be prioritised, recorded, monitored and reviewed. Planning and time to deliver catch up math's and reading.</i>	Assessment data for last year showed certain children working below their age-related expectations in reading and writing, these interventions will improve the pupil outcomes in these areas. The gap between pupil premium and non-pupil premium children needs to be reduced. Raising the number of children reaching expected or above levels in maths and reading. Improvement in reading levels should impact in writing levels overtime.	1, 2, 3
<i>Small group adapted curriculum intervention. These children have high SEMH needs.</i>	Small number of pupil premium children at risk of permanent exclusion are attending this small group to enable them to experience success at being in a school environment, with the aim of getting back into the classroom.	1, 4, 5, 6
<i>Continue our drive to advertise for more volunteers in the community to help with reading in all year groups and to encourage the love for reading.</i>	It has been noticeable that children's love of books and visits to the library have declined, perhaps due to lockdown's and the cost of living crisis, we have also seen a reduction in volunteers to help us. We will continue to advertise through churches and social media to encourage volunteers back to our school.	2, 3

<i>Provide an experienced HLTA to run nurture groups that will help children with SEMH needs to return to class with increased self esteem and strategies that will help them and the teacher work together.</i>	High levels of anxiety among children leading to dysregulated behaviours which impacts on the ability to access the learning. Working with the children and the teachers to have tools and strategies to help them back to class and engage in their learning.	1, 4, 5, 10
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£44,263.83**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ground force invention to support children with low self-esteem and resilience. This is targeted at giving the children a project to work on as a team and see through from start to completion.</i>	Increased number of children that were struggling to work in classrooms or within the classroom environment or were suffering with low self-esteem and lacking confidence.	1, 4, 5, 6
<i>Give individual and specific help with items such as uniform, fruit, breakfast, residential and curriculum trips etc.</i>	Families that have had changes to financial or personal circumstances that require further help. We have noticed an increase in this number since the cost of living crisis.	5, 9
<i>Continuing with our Reading eggs subscription but also extending this to the Maths seeds program which are used across the school but primarily in our specialist LAN centre.</i>	Children are not engaged with reading and maths and these online systems have shown to increase the children's interest and has contributed to increased progress with reading and now we can extend this to maths, with the maths seeds programme.	1, 2, 3
<i>Therapy dog in school as there is evidence that animal therapy can teach empathy and appropriate interpersonal skills. Helps individuals develop social skills. It can be soothing and the presence of animals can quickly build rapport between adults as well as the animals.</i>	High levels of anxiety among children leading to dysregulated behaviours which impacts on the ability to access the learning.	4, 5

<i>Provision of pets in the nurture space to help regulate children's emotions and improve social skills and interpersonal skills.</i>	High levels of anxiety among children leading to dysregulated behaviours which impacts on the ability to access the learning.	1, 4, 5
<i>Alternative provision for break and lunchtimes, a supervised nurture space is provided for children that have difficulty with social interactions.</i>	High levels of anxiety among children leading to dysregulated behaviours which impacts on the ability to access the learning.	1, 4, 5
<i>Science workshops to engage and inspire interest in science.</i>	Gap between pupil premium and non-pupil premium children with a lack of educational experiences outside of school and have low aspirations.	7
<i>Providing an annual theatre company production within school. As an enrichment activity.</i>	Low levels of cultural capital among pupil premium children.	1, 9
<i>Time spent with parents to support them, including parenting courses, food bank distribution, parental support for transport, finances, attendance and other ad hoc support. Liaising with parents across a wide range of subjects that may impact on the children's learning and well-being.</i>	Since losing our ELSA and pastoral lead, SLT and other staff are spending lots of time dealing with a high number of families with poor parental engagement and family resilience. However, the children that require emotional support has not reduced, in fact due to the cost of living crisis, perhaps there has been a greater impact on family circumstances.	5, 6, 9
<i>We are going to recruit a Librarian to aid creating a whole school culture that values reading, with the library at the heart of this and with the aim of raising achievement in reading.</i>	Effective libraries must contribute to the school improvement and in addition should ensure, especially those from disadvantaged backgrounds that the library becomes a learning environment with a varied and diverse set of resources.	2, 3
<i>Despite the funding for schools reducing in real terms and a fall in pupil numbers, we are going to recruit an additional LSA to help children with additional needs that do not meet the requirement for additional funding but have a great need for support.</i>	There has been an increase in children requiring emotional support, partly due to change in circumstances with the cost of living crisis which is impacting family circumstances.	1, 2, 3, 4, 5, 6, 7, 8

<i>Meet & greet time</i>		1, 4, 5, 6
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Total budgeted cost: £

Part B: Review of the previous academic year (2021-2022)

Outcomes for disadvantaged pupils

Data shows there continuous to be a significant gap between progress and attainment of disadvantaged pupils and non-disadvantaged pupils. Systematic delivery, monitoring and review of interventions and strategies in place to overcome challenges has been interrupted and impact has not been as significant as it could have been with greater consistency.

However, there has been success recorded through some interventions and these will be continued and developed further, for example, 75% of children undertaking small group reading intervention, doubled in their accuracy rate of reading high frequency words this had a direct impact in the fluency of reading for these pupils. The other 25% of pupils were very close to doubling their accuracy rates.

The ground force intervention was very successful all children involved showed increased confidence and self-esteem and greater resilience during the intervention which has led to increased attention and focus in class, we are currently monitoring sustained impact on attainment and progress. The school pets have had many benefits to children who show dysregulated emotions, enabling them to self soothe and return to learning quickly and they have been instrumental in helping children with high anxiety come into school and be ready to learn in class.

The work that the pastoral team including ELSA support have done, has helped to improve parental engagement with the school and parental support of their children and understanding of the children's needs, this has been reflected in an increase in the number of parents attending parents evening. October 2021 34.3% attendance, compared with October 2022 61.5% attendance.

We are continuing to explore interventions and strategies that will more rapidly overcome challenges and improve outcomes for our disadvantaged children.

Externally provided programmes

Programme	Provider
Various teaching resources	National College
Language training	Elklan Training
Phonics and reading	Reading Eggs (3P Learning)
Spelling site	Spelling Shed (Edshed)

Dyslexia screening	GL Assessment
History subject leadership	Historical Association
Library Software	Libresoft
Science subject leadership	Headstart Primary
PHSE subject leadership	Jigsaw PHSE
Fun kids workouts for the classroom	Jump Start Jonny
Language resources	Linguascope
Time table site	Maths Circle
Assembly songs & lyrics	Sing up
Computer teaching resource	Switched on computing
Teaching children to be safe online	Gooseberry Planet
Geography subject leadership	Geography association
Educational resources	Twinkl
Maths resources	White Rose

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Spent on guitar lessons and ground force project. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Extended them vocationally as they were already an able child. Self-esteem and confidence increased due to working in a team on their project.