

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	213
Proportion (%) of pupil premium eligible pupils	34%
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 2023
Date on which it will be reviewed	December 2023 & June 2024
Statement authorised by	Marie Kirwin, Deputy Headteacher
Pupil premium lead	Marie Kirwin, Deputy Headteacher
Governor / Trustee lead	Yvonne McLeod lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,415.00
Recovery premium funding allocation this academic year	£12,580.00
Pupil premium (and recovery premium) funding carried forward from previous years	£27.35
Total budget for this academic year	£107,022.35

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 31.2% proportion of disadvantaged pupils and our children with SEN ECHP's are 9.7% 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 data from end of academic year 22/23.</p> <p>Year 3 – 34.1% Below Expected Standard Combined (RWM) Pupil Premium Year 3 – 54.5% Below Expected Standard Combined (RWM) Year 4 – 34.7% Below Expected Standard Combined (RWM) Pupil Premium Year 4 – 26.3% Below Expected Standard Combined (RWM) Year 5 – 19.1% Below Expected Standard Combined (RWM) Pupil Premium Year 5 – 30.8% Below Expected Standard Combined (RWM) Year 6 – 82.4% Below Expected Standard Combined (RWM) Pupil Premium Year 6 – 88.2% Below Expected Standard Combined (RWM)</p>
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, we have had an increase from February 2022 parents evening of 42.6% to the Autumn Term 2023 where 75% of parents attended.
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 (2023-2024)

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: £12,944.87

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>Little Wandle rapid catch up program for phonics implemented and whole staff school training provided. English subject leader release time to model running of groups and assess children. Also purchased resources.</i>	An evidence-based government endorsed approach to teaching phonics. Rapid catch-up intervention is linked with Little Wandle which is the scheme used in KS1. Where children have missed the foundations to reading and spelling this approach has been shown to rapidly fill the gaps.	3,4,5,7
<i>ASD CPD 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	4,5,7,8

	provided. 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 training how to use the neglect tool, which we can use to help our families on the edge of services involvement, get the appropriate support.	5,6,9
<i>Senior 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>Refugee Support 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>School leaders to monitor implementation of new behaviour policy and ensure consistency. School leaders and teachers to give time to meeting with parents and children to discuss behaviour choices. Modelling and coaching element to implementation of policy.</i>	Behaviour of a small minority of pupils having an impact on learning of others and contribute to an increase in low level behaviours. Behaviour Hub model is a proven approach used in schools with similar demographics, to establish consistency in expectations of behaviour across the school.	4,810
<i>Walkthru's approach to improve consistency of high-quality teaching and engagement of passive learners implemented. Walkthru leads training rolled out to staff and subsequent monitoring and coaching carried out.</i>	Based on Rosenshine's principles of Instruction. This approach to building a system of CPD has been recommended by SAFE. The Education and Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. Walkthrus based programmes can deliver all the mechanisms. The Walkthrus are designed to bring about consistency in high quality teaching. We have chosen three Walkthrus to begin with, Cold Calling, Think-Pair-Share and Show-Me Boards. These have been selected to address passivity within lessons and ensure all children are actively engaged in learning.	
<i>Literacy For All intervention to be implemented. Two LSAs to be trained by STIPS link teacher.</i>	This research based intervention has been thoroughly trialled by Surrey STIPS team and	

	has proved to result in significant improvements in reading.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19,451.48**

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>Employment of school librarian for 6 hours per week. Enhancing library environment, encouraging reading, enabling the regular changing of libreaty books.</i>	Having a librarian last term meant that the library was more easily accessble to chidren and books could be changed regularly. Increased numbers of children browsing and selecting books and asking librarian for advice on which books to choose.	
<i>Part-time teacher used to 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 maths 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>Continue our drive to advertise for more volunteers in the community to help with reading in all year groups</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	2, 3

<i>and to encourage the love for reading.</i>	advertise through churches and social media to encourage volunteers back to our school.	
<i>Provide ELSA support. Part time ELSA recruited from May half term 2023 made full time from September 2023 to support high SEMH needs 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 for over a year. Increasing our use of other mental health services, including primary mental health worker and early help advisor.	3,4,5,7,8,9
<i>Train ELSA to lead "Girls on Board" intervention and approach. Time for ELSA to lead the groups and to lead staff CPD on this approach.</i>	Several groups of girls have been identified as struggling to understand how to sustain friendships, this leads to playtime disputes that spill over into lessons.	1,4,5,6
<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. Children in the LAN Centre using this intervention have made good and better progress in reading over the last year.	1, 2, 3
<i>Provision of 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

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

Budgeted cost: **£73,898.71**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ground force invention to support children with low self-esteem and</i>	Increased number of children that were struggling to work in	1, 4, 5, 6

<i>resilience. This is targeted at giving the children a project to work on as a team and see through from start to completion.</i>	classrooms or within the classroom environment or were suffering with low self-esteem and lacking confidence.	
<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>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. Children accessing this provision are able to return to learning after lunch quickly.	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	5, 6, 9

	not reduced, in fact due to the cost of living crisis, perhaps there has been a greater impact on family circumstances.	
<i>Enhancement of library facilities for all children to aid in the creation of 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>Ensuring LSA available in every class for the majority of the week to support small groups and individuals. Including implementing individual timetables, resourcing for pupils with SEMH needs.</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>	If children are supported to regulate their emotions on arrival and have time to talk through any concerns that they may have they are able to enter the classroom and be ready to learn sooner.	1, 4, 5, 6

Total budgeted cost: £106,295.06

Part B: Review of the previous academic year (2022-2023)

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, 72% of children undertaking small group phonics intervention, 74% of children undertaking small group maths intervention made progress with made progress and for those that did not make progress it helped to further clarify their needs and to identify

appropriate provision. It was also clear that the majority of children not making the same levels of progress as others were those with poor attendance.

The introduction of a school librarian has led to a more easily accessible and attractive library, children are using the library much more as it is staffed over lunch times, there are increased numbers of children wanting to ask about books and get advice from the librarian. Book stock has been audited and improved with a wider range of books that appeal to an area accessible to all. This will continue to be developed. There were 50 applications from the children, for the assistant librarian role and this reflects the growing interest in books and how the culture of encouraging a love of reading is developing.

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 have seen sustained impact on engagement with learning in class for the children involved, and a reduction in suspensions for the children involved who have had suspensions in the past.

The school pets continue to have had many benefits to children who show dysregulated emotions, enabling them to self-soothe and return to learning quickly and they help children with high anxiety come into school and be ready to learn in class. Children develop a sense of responsibility as they learn to care for the animals, alongside the therapeutic benefits they receive.

The work that the SEND and pastoral team including ELSA support and senior leaders have done, has helped to improve parental engagement with the school and parental support of their children and understanding of the children's needs. Parents have been very willing to come in for meetings and to work with staff to find ways to help their children to access learning and to feel comfortable and confident in the school environment. There has been further increase in the number of parents attending parents evenings which reflects the increased parental engagement:

Number of parents attending parents evening:

October 2021 34.3% , October 2022 61.5%, October 2023 75%

We are committed to exploring interventions and strategies that will more rapidly overcome challenges and improve outcomes for our disadvantaged children. The introduction of Walkthrus to consistency of high-quality teaching across the school and Little Wandle Rapid Catch-Up programme to close gaps in phonic knowledge and improve reading and spelling were identified as next steps for the new academic year (2023-2024).

We have also identified that girls in particular are finding it difficult to make and sustain friendships and to understand what friendship means, to support with this we have launched the "Girls On Board" intervention and approach, this is being run by our ELSA.

We have identified a need to explore different types of alternative provision that can be accessed for children with complex needs who struggle to cope with the demands of a mainstream curriculum and classroom environment full time. We are seeking to make links with outside providers of alternative provisions as well as finding other creative ways to meet needs within our own school, to build on the success of the Ground Force intervention.

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
Times 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
PE resources	Get Set 4 PE

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.