



Walsh C of E Infant and Junior School Pupil premium strategy statement 2024 – 2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	395 (182 + 213)
Proportion (%) of pupil premium eligible pupils	27% (37 (20.3%) + 70 (32.5%))
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024 Reviewed October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Pete Bailey
Pupil premium lead	Helen Wall
Governor / Trustee lead	Daniel Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>(October 2024 – current 107 Infants 2 PLAC, Juniors 2 Service)</i>	Infants £59,900 Juniors £104,288.50 <i>£688– Service £5140- PLAC</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,188.50

Part A: Pupil premium strategy plan

Statement of intent

We are committed to purposeful and exciting learning where children are nurtured and inspired to achieve.

We believe that every child, regardless of their background, has the entitlement to the very best education. We place inclusivity at the heart of all that we do and are aspirational for all our pupils, knowing the individual needs of all pupils both academically and emotionally. All staff create a nurturing environment for all pupils and this reflects our core values that support the belonging, wellbeing and emotional needs of all pupils. We want all pupils to love coming to school and have many strategies in place to improve attendance that has dropped over the last year.

We understand our local community from which our pupils come, so that we have a clear understanding of need and support. We use this local context, and the research evidence from the Education Endowment Foundation, including the five key principles and tiered approach, to ensure that teachers and support staff have the expertise and resources to help every child to have an equal opportunity to succeed. We want all our children including disadvantaged and vulnerable children to access a broad, enriched curriculum that enables all children to make good progress, achieve well and flourish in all areas of life.

We know how important the foundations of early education are and our aim is to ensure that we provide the very best teaching and learning experiences to give each child the best chance to flourish in their learning. High quality teaching is proven to have the greatest impact on closing the disadvantaged gap. To achieve this, we aim to:

- Raise the attainment and progress of pupils eligible for the pupil premium to enable them to perform in line with their non - disadvantaged peers.
- Increase phonic knowledge and retention to improve early reading and writing skills
- Improve the attainment and progress of PP children with additional SEND needs
- Provide support for families to ensure they support learning through an improved family and wellbeing support.

To achieve these objectives we have adopted the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD. Raising standards in phonics and the well planned enrichment throughout our curriculum.

Internal data shows that weak literacy (reading and writing) skills and vocabulary is a substantial barrier for many of our pupils, especially for our disadvantaged pupils and therefore developing literacy across the school is core to this plan, alongside other specific interventions based on identified individual needs.

There has been an increase in the need for pastoral, social and emotional support for children and families, especially to meet the needs of our disadvantaged pupils and families. As such funding is directed to ensuring that pastoral care, Early Help for families and ELSA support are available to all students, and increased support for children.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children are less likely to achieve at least 96% attendance and may have gaps in learning from previous low attendance.
2.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their reading, writing or maths as non-disadvantaged children
3.	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need, or wellbeing and emotional need that can impact on emotional resilience
4.	To inspire and engage harder to reach families and groups and ensure they feel part of the Walsh community
5.	Assessments and observations of children indicate lower starting points for oral language skills and rich vocabulary gaps.
6.	Disadvantaged groups may have less first hand experiences and a lower cultural capital.

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 achieve higher attendance aiming for above 96%	To improve attendance for all pupils by monitoring and early intervention to support families to above 96%. Work with Inclusion Officer, REMA and other agencies where needed to improve attendance.
Improved progress and attainment end of EYFS, KS1 and KS2 in reading, writing and maths	End of Key stage outcomes show that disadvantaged children (who do not also have SEND needs) meet or exceed the expected standard. All Disadvantaged children make accelerated progress to close gaps over the year.
To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increased support to Inclusion Team so that monitoring of disadvantaged pupils with SEND (including Social and emotional needs) can be increased. Children become confident in using strategies to help regulate and be ready to learn.
To develop and improve cultural capital and wider experiences	To improve the range of experiences for all children, based on an enrichment curriculum, school trips, visitors to school and first hand experiences (holiday clubs and clubs)
Parents and families show greater engagement with school and their children's learning	An increased percentage of parents engaging in school events and parent evenings, Café W drop ins.
Improved vocabulary, oral language skills and listening skills among disadvantaged pupils	Assessments and observations would show an increase in oral language and vocabulary development, This would also be seen in learning responses in lessons and written work.

Activity in this academic year 2024 – 2025

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: £ 15,834

Activity	Evidence that supports this approach <i>Bold, italics is best practise as identified in the EEF</i>	Challenge number(s) addressed
<p>Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide to provide the best outcomes for pupils</p> <p>Ongoing CPD for all staff</p>	<p><u>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</u></p> <p>Training and supporting highly qualified teachers deliver targeted support. Agreed consistencies to include – Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and Maths. Pre teaching interventions provide opportunities to rehearse in all subjects Scaffolded tasks to ensure all children have access to learning Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ first 20%) between inclusion lead and teachers. Network meetings for core subjects cascaded back to all staff Weekly/ Fortnightly support staff meetings tailored to staff training and SEND needs Continue Walkthru CDP training for all staff – embed Rosenshine principles and peer coaching</p>	1,2,3,4,5
<p>Little Wandle validated phonic scheme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD to improve phonics teaching and reading</p> <p>Purchase reading books to read at school/home</p> <p>Continue Little Wandle in Juniors for children needing continued support</p>	<p><i>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</i></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics / Toolkit Strand / Education Endowment Foundation / EEF</u></p> <p>Ensure all staff have received training to deliver the Little Wandle phonics scheme effectively and to include new phonic books to send home/ share in class. This cascades to include LSA's Regular learning walks to ensure HQT of phonics and consistency across the school. Updated training for staff for Little Wandle</p> <p>New books purchased to encourage children to read at home (e readers had very low uptake across the school)</p>	1, 2, 3
		3
<p>Enhancement of our maths teaching and curriculum planning in line with the mastery curriculum</p> <p>-</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p><i>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</i></p> <p><u>Improving maths in EYFS and KS1</u></p> <p><u>Improving maths in KS2</u></p> <p>High-quality teaching to improve end of year expectations in maths All staff have received training to deliver the White Rose mastery Maths Regular maths training throughout the year – LSA training and feedback from Maths Hub Embed 'I do, we do, you do' Learning walks to ensure HQT and agreed consistencies across the school White Rose scheme to be used across the school, teachers to adapt to needs of their class</p> <p>Training for all staff</p> <p>Maths lead taking part in Embedding mastery</p>	4

<p>Purchase of standardised diagnostic assessments - NFER</p> <p>Extra training for staff (if needed) to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Inclusion lead to work with SENDco to champion PP children and families</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>LSA's will be more confident delivering the interventions and social group work, which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>HLTA/LSA's- to work with PP children at least once a week, extra reads, enrichment</p> <p>ELSA support for children to work on feelings, emotions, social</p> <p>LSA's to support S and L interventions or other needs</p> <p>Thrive approach in Infants and Nurture approach in Key Stage 2 (Spring Term)</p>	5

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

Budgeted cost: £ 62,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified Speech and Language Therapist to assess, provide direct therapy and support programmes.</p>	<p><i>Waiting lists for outside agencies supports are long (S and L over a year). Children can be seen and assessed when they start school and support given immediately</i></p> <p>Speech and language therapist supports LSA/HLTA's to plan and deliver speech interventions (£8820)</p> <p>1 day at Infants and 0.5 days in Juniors</p> <p>https://pubs.asha.org/doi/abs/10.1044/11e15.3.93</p>	2,3,6
<p>Reading for pleasure</p> <p>Reading progress promoted through</p>	<p><i>High-quality teaching</i></p> <ul style="list-style-type: none"> - <i>Includes small group tuition</i> - <i>Phonics interventions- daily keep up (T/LSA)</i> - <i>LSA interventions</i> - <i>Guided reading led by Teachers</i> - <i>High quality texts read in class</i> 	1,2

<p>– <i>high quality (validated phonic scheme)</i> -<i>High quality texts</i></p> <p>Inclusion lead and HLTA - champion</p>	<p>Embed Little Wandle to ensure consistency of provision of reading support throughout school – Author visits to enhance cultural capital and inspire a love of books</p> <p>Regular phonic assessments every 6 weeks, books matched to phonic assessments</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading practise (Little Wandle) Guided reading activities and focus when reading 1:1 <i>Focus on reading comprehension strategies</i> One to one tuition EEF (educationendowmentfoundation.org.uk) Individual or small group focus to support specific children daily keep up in phonics</p> <p>Continued focus on ‘reading for pleasure’ and PP to have extra reading experiences including 1:1 and shared reading where needed.</p> <p>Literacy for all – research based intervention to significantly improve reading – STIPS training for staff – across EYFS to Year 6</p>	
<p><i>Reading, Writing and Maths interventions;</i> <i>Pre-teach/ same day/ specific skill based intervention.</i></p>	<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations- Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>SENDco;s embed intervention structure/ ethos/ inclusive classroom</p> <p>Teacher to support keep up groups and catch up focused teaching One to one tuition EEF (educationendowmentfoundation.org.uk) All LSA’s are trained to have focus interventions</p>	2,3,4
<p>Small groups (or individual) will run to accommodate a personalised curriculum – <i>Social and Emotional needs</i> <i>Speech and Language</i> <i>Feelings</i> <i>Self esteem</i> <i>PACE</i></p>	<p>Improving Social and Emotional learning</p> <p>HLTA – ELSA support (£24000) Talk Boost (EYFS) Emotional programme – Thrive programme and Nurture programme</p> <p>Individual needs – feelings, emotions, self esteem , 1:1 and small group support etc (£14, 825)</p> <p>Trained staff to run nurture groups</p> <p>ELSA trained to deliver ‘Girls on board’ to help support girls to sustain friendships (improve discussion and problem solving)</p>	5 (indirectly – 1,2,3,4)
<p>Implement vocabulary enrichment</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Vocabulary focus in all curriculum planning and embedded in HQT, dual coding in all learning to help support all pupils. SHREC approach to develop high quality interactions in EYFS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	

<https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children>

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

Budgeted cost: £ 26,305.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring disadvantaged children have the widest experiences and opportunities possible.</p>	<p>Maslow's Hierarchy of Needs – self actualisation, increased self-esteem, love and belonging and physiological needs met</p> <p>Develop cultural capital and first hand experiences – school trips and experiences paid for</p> <p>Groundforce (KS2) intervention to support children with low self esteem and resilience, promotes team work and project work</p>	<p>All challenges addressed either directly because of activity or indirectly because of general sense of well-being/increased self-confidence and</p> <p>These strategies also help support our good, average attendance. 1,2,3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>New attendance policy. Regular updates to parents, support offered to help improve attendance.</p>	
<p>School offer to pay for school trips and school experiences generally funded by parents/carers.</p> <p>School offer school club per term to all children eligible for PP funding.</p> <p>School to pay for holiday clubs</p>	<p>Children can fully participate in all aspects of school life to add enrichment to their lives and follow up learning at school.</p> <p>Children can follow their own interests</p> <p>Children can participate in fun, craft or sport activities to help support families in the holidays</p> <p>All disadvantaged children receive a free school jumper or cardigan and school water bottle</p> <p>Annual theatre visits to Infants and Juniors to enhance Cultural capital and to experience a live show.</p>	
<p>Wellbeing woofers to come into school to work with PP children – to raise self esteem and have quality time with adult and dogs</p>	<p>Building positive relationships with all adults, dogs, exploring and developing learning through games, reading etc</p>	

<p>Infant PP children to receive 6 books based on interests and art book and pencils</p>	<p>Increase own ownership of books to encourage love of reading and having their own special books and belonging</p> <p>All children to access to paper and pencils at home to encourage mark making, drawing, creativeness</p>	
<p>Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA)). Cost of proportion of salary of ELSA's</p>	<p><u><i>Social and emotional learning</i></u></p> <p>School level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p> <p>All PP children can access ELSA support</p> <p>Senior mental health training</p>	
	-	
<p>Breakfast and fruit bought daily (and nutritional breakfasts for those children who need it)</p>	<p>Maslow's triangle – Physiological needs met</p> <p>Calming and social time with member of staff.</p>	
<p>Contingency fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (ie taxi to ensure children can attend school or play therapy to support well being)</p>	<p>Contingency fund for acute issues.</p>
<p>Total budgeted cost: £ 104,288.50</p>		
<p>Summary</p>		

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 2023/24 academic year using the end of KS1 data, the phonics screening check as well as internal data. To help gauge the performance of our disadvantaged pupils, we compared disadvantaged and non disadvantaged pupil data and looked at attainment and progress data.

Strengths

More support has been in place to help support children with S and L from September and this has seen clear results and impact for children that have had this early support. End of EYFS data shows 50% of disadvantaged children meeting end of year expectations and 82% making good or better progress.

Year 1 data showed some positive attainment in end of year maths data (53.8%) but still gaps in reading and writing (38.5%). 100% children made good or better progress from their starting points in Year 1 writing and reading.

Year 2 data was more positive and the gap between the cohort and PP had reduced to around 10% across the core subjects, we will continue the aim to further reduce these gaps. The progress in all areas of learning in KS1 are positive generally over 95%.

The needs of all PP children were met either in class or through ELSA and extra nurture sessions. From feedback from children transitioning to Year 3, many of these children that had extra nurture and ELSA support have transitions smoothly and are more settled and able to learn in class and showed positive learning behaviours.

SIAM's inspection in July 23 recognised the nurturing and adaptive support given to disadvantaged children and their families, this was still a strength evident throughout our school 2023-24. Our joining of Infant and Junior school renewed our vision and values and nurturing inclusive ethos across both schools and was reflected in the Junior SIAMS inspection in July 2024.

Thrive assessments for key children developed in the Summer term and many children profiled in the 18-36 month age strand and Thrive sessions helped the transition to Year 1 for some key pupils.

EYFS had higher than previous years SEMH needs which became a focus and had a higher priority for ELSA support and this continues with this cohort in Year 1 (24-25)

Continued areas of development

Clear targets for all children identified in pupil progress meetings in November 24, that are reviewed half termly for key groups to ensure that progress is made and there is rapid catch up and focused learning. Barriers for learning are identified and interventions monitored for impact and progress.

EYFS- continue to build on the foundations of learning in EYFS (now seeing more positive improvement of academic progress and attainment and SEMH needs and S and L development).

Year Two results had improved and had built on the foundations of Year 1 last year with more focus on the key priorities and needs of the cohort.

Thrive will support all children especially our disadvantaged children socially and emotionally with carefully planned support which will improve learning behaviours to access all learning.

Externally provided programmes

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

Programme	Provider
Various teaching resources	National College
Language training	Elklan Training
Phonics and reading	Little Wandle
Spelling site	Spelling Shed (Edshed)
Dyslexia screening	GL Assessment
History subject leadership	Historical Association
Library Software	Libresoft
Curriculum	Kapow
PHSE subject leadership	Jigsaw PHSE
Fun kids workouts for the classroom	Jump Start Jonny
Language resources	Linguascope
Times table site	TTRS
Assembly songs & lyrics	Sing up
Computer teaching resource	Teach Computing
Teaching children to be safe online	Project Evolve
Geography subject leadership	Geography association
Educational resources	Twinkl
Maths resources	White Rose
PE resources	Get Set 4 PE

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



