



Walkwood

Church of England  Middle School

Pupil Premium Strategy

2021 - 2023

“In a large house there are utensils not only of gold and silver but also of wood and clay, some for special use, some for ordinary. All who cleanse themselves . . . will become special utensils, dedicated and useful to the owner of the house, ready for every good work.”

2 Timothy 2: 20-21

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

Valuing All God’s Children, Church of England, 2014

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	645
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rev C Leach Principal
Pupil premium lead	Mr S West, Assistant Principal
Governor lead	Mrs J Power Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,350
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£162,330



Priorities 2021 – 23

A collective pedagogy and practice – Love to Learn

- ✓ Teachers' pedagogical thinking is developed in order to be consistent in curriculum implementation.
- ✓ Expand use of the learning journals to plan lessons, provide feedback to pupils and make explicit the pupils' 'next steps'.
- ✓ Teaching is focused on assisting pupils with long term memory of what is taught and how to integrate new knowledge and apply it.
- ✓ High quality differentiation is an integral part of lesson delivery and how it is enacted so pupils develop their knowledge and skills, particularly for the more able and those with SEND.

A shared engagement with reading and writing – Learn to Live

- ✓ Teaching develops pupils' fluency with language, including the use and accurate spelling of key vocabulary.
- ✓ Reading is used effectively within lessons and staff know how to draw out pupils' comprehension.
- ✓ Quality writing is developed across the curriculum and pupils are taught to write effectively for various purposes and audiences.

An ethos of excellence – Live to Love

- ✓ Return to high quality collective worship and aspects of spirituality, including reflection and evaluation.
- ✓ Re-establish and quality assure 'Living & Learning Together', pastoral colleges and vertical tutoring.
- ✓ Ensure the approach to attendance is embedded consistently.



Part A: Pupil premium strategy plan

Statement of intent

We are a very friendly and focused school. We aim to inspire every child – whatever their abilities – to achieve their very best, and make a valuable contribution to the Walkwood community. We want our pupils to learn to live, preparing them for an adult life in a changing world, and as such we seek to equip our children for the future. We want them to excel in school... and in later life.

We aim to encourage children to be inclusive, aspirational and show honour and tolerance for others and for themselves.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and grow as well-developed characters, no matter what their starting points.

The focus of our pupil premium strategy is to support disadvantaged pupils to accomplish our intent, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- continue our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



Challenges

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

Challenge	Detail of challenge
1	<p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers and in-school assessments tend to suggest that many pupils struggle with algebra and tasks that require more than on-step solutions.</p> <p>GL Assessments on entry to Year 5 in the last 5 years indicate that the difference between the standard age score of disadvantaged pupils and their peers is between 2 and 4 points. Subsequent end-of-year GL Assessments indicate this tends to lessen by the end of the pupils' time at school.</p>
2	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and in-school assessments tend to suggest that many pupils struggle with algebra and tasks that require more than on-step solutions.</p> <p>GL Assessments on entry to Year 5 in the last 5 years indicate that the difference between the standard age score of disadvantaged pupils and their peers is between 4 and 8 points. Subsequent end-of-year GL Assessments indicate this gap reduces by the end of the pupils' time at school.</p>
3	<p>Internal determinations, including considerations of pupils' books in the core subjects, suggest that the level of confident writing has lessened during the pandemic. There is less security in writing for a particular audience and the need for scaffolding when extended writing is part of learning.</p>
4	<p>With less regular access to reading material, there has been a diminishment in pupils' reading levels. This has come from STAR reading tests and the fluency of reading demonstrated in English lessons.</p> <p>Additionally, many pupils have less secure knowledge of key words and how to apply these within set tasks, this noted from teacher comments during CPD sessions and classroom visits.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, which tend to be around how children interact constructively with others, including teamwork and play.</p> <p>X pupils (X of whom are disadvantaged) currently require additional support which we shall do as part of school activities but also specific interventions with external personnel.</p>
6	<p>Our pre-pandemic attendance data has indicated that attendance among disadvantaged pupils has been between 1.5 - 3% lower than for non-disadvantaged pupils. This is also the case for the autumn term 2021, even though the overall school attendance is above national average. Our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>



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
Improved attainment among disadvantaged pupils within Maths by the end of their time with us.	By the time they leave, the gap between disadvantaged pupils and their peers will have diminished, as evidenced by GL Assessments to within 2 points.
Improved attainment among disadvantaged pupils within English by the end of their time with us.	By the time they leave, the gap between disadvantaged pupils and their peers will have diminished, as evidenced by GL Assessments to within 3.5 points.
Improved fluency in writing among disadvantaged pupils across both key stages.	Assessments and observations indicate significantly improved written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading comprehension among disadvantaged pupils across both key stages.	STAR tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This should also be evident when pupils are reading aloud in class.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing indicated by: <ul style="list-style-type: none"> • qualitative data from pupil voice and surveys, parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Continue above national attendance overall noted by: <ul style="list-style-type: none"> • the overall attendance for all pupils being at least 1.5% above national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%. • the percentage of all pupils who are persistently late being below 1% and the figure among disadvantaged pupils being no more than that of their peers.



Activity in this academic year

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

Teaching and Learning

Budgeted cost: **£102,600**

Activity	Evidence	Challenge addressed
<p>Purchase of GL Assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>These 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>School Data Analysis Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase STAR tests and continue use of Renaissance Reading.</p> <p>Revise structure of Library lessons to ensure clarity and to include high-quality teaching of vocabulary.</p> <p>Shift the focus upon Word of the Week to include Tier 2 words only.</p>	<p>Engaging With Evidence to Inform a... St. Matthew's Research School Teaching Reading Fluency at Secondary... Durrington Research School</p>	4
<p>Establish annotated exemplars of writing as a model for non-English specialists in each year group.</p> <p>Refresh teaching staff with continued CPD upon the importance of teaching key vocabulary across curriculum, for example through TALK sessions and through whole staff training on the teaching of vocabulary.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	3, 4
<p>Enhance the role of learning journals in curriculum subjects.</p> <p>Evidence skills in learning journals throughout marking and planning, and ensure consistent use.</p>	<p>Criterion-based assessment Criterion-based assessment in teaching & learning</p>	1, 2, 3



Targeted academic support

Budgeted cost: **£28,500**

Activity	Evidence	Challenge addressed
Ensure Core Readers (the lowest 20% of readers) are identified and effective provision is made. Many of these will be disadvantaged pupils.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

Wider strategies

Budgeted cost: **£31,200**

Activity	Evidence	Challenge addressed
One-to-one sessions with an external counsellor or facilitator. Small group sessions focused on teamwork and effective social interaction.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5
Sustain attendance and reduce persistent absentees. Reduce poor and/or persistent punctuality.	The DfE's Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £162,330

