



Walkwood

Church of England  Middle School

Pupil Premium Strategy

2023 - 2024

“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 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	664
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Mrs Caroline Lowe
Governor lead	Mrs J Power Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,115.00
Recovery premium funding allocation this academic year	£25,775.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£165,890.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils achieve their full potential both academically and socially and emotionally through a broad and balanced curriculum. High-quality first teaching is at the heart of our approach which is proven to have the greatest impact on closing the attainment gap for pupil premium pupils. Our approach will always be responsive and rooted in robust diagnostic assessment with carefully tailored interventions that meet the individual needs of our pupils.

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 lower than that of non-disadvantaged pupils, specifically regarding problem solving.</p> <p>In 2023-24 on entry to year 5 the GL data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium: Whole cohort: SAS (standardised attainment score) average of 94.3 Non pupil premium SAS average of 95.3 Pupil premium SAS average of 90.2 For pupil premium pupils, on entry, 16% are working at age related expectations whereas for non-pupil premium pupils this is significantly higher at 39%.</p> <p>KS2 SATs 2022-23: For pupil premium pupils, 31% were working at age related expectations whereas for non-pupil premium pupils this was significantly higher at 57%.</p> <p>Over 4 years we are able to narrow the gap in attainment between disadvantaged and non-disadvantaged pupils. Year 8 2022-23 GL data demonstrates that non-premium pupils had a SAS of 104.5 on exit and pupil premium 103.9. For pupil premium pupils, on exit, 50% were working at age related expectations whereas for non-pupil premium pupils this was 62%.</p>
2	<p>Reading comprehension: achievement in reading, particularly comprehension skills, is lower than non-pupil premium pupils and national expectation at KS2.</p> <p>In 2023-24 on entry to year 5 the GL data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium: Whole cohort: SAS average of 97.8 Non pupil premium SAS average of 99.3 Pupil premium SAS average of 91.9</p>



	<p>For pupil premium pupils, on entry, 25% are working at age related expectations whereas for non-pupil premium pupils this is significantly higher at 50%.</p> <p>KS2 SATs 2022-23: For pupil premium pupils, in SATs, 63% were working at age related expectations and for non-pupil premium pupils this was 67%.</p> <p>Over 4 years we are able to narrow the gap in attainment between disadvantaged and non-disadvantaged pupils. Year 8 2022-23 GL data demonstrates that non-premium pupils had a SAS of 102.2 on exit and pupil premium 100.9, however a gap remains. For pupil premium pupils, on exit, 50% were working at age related expectations whereas for non-pupil premium pupils this was 58%.</p>
3	<p>The education and wellbeing of many of our disadvantaged pupils has been impacted by the long-term impact of lockdown; to a greater extent than for non-disadvantaged pupils.</p> <p>For a number of pupils, anxiety, depression (diagnosed by medical professionals), resilience and low self-esteem are contributory factors that have impacted on their emotional readiness to learn. This has resulted in gaps in learning, with pupils not making expected progress from their baseline and therefore, not achieving their potential.</p>
4	<p>Attendance data for 2022/2023 evidence a 1.5% gap with non-pupil premium pupils</p> <p>In addition, 16% of disadvantaged pupils have been ‘persistently absent’ compared to 12% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism has a significant impact on the progress made by these pupils both academically and socially and emotionally.</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 in Maths with reference to problem solving.	By the end of our current plan in 2023/2024, the attainment gap with pupils will narrow with more pupils achieving age-related expectations compared to the previous year 2022/2023.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. The numbers of pupils achieving ARE will have increased. Children are highly engaged in their learning and demonstrate a passion for reading.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged to enable a readiness to learn.	Sustained high levels of wellbeing from 23/24 demonstrated by qualitative data from student voice and pupil outcomes. There is 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.	Excellent attendance is given high priority across the school for all pupils. Attendance Lead, along with leadership and pastoral team, work with families to support their children attending school on a regular basis. Continued and sustained attendance with gap between pupil premium pupils and non-pupil premium pupils being less than 1%. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10%



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: £5,950.00

Activity	Evidence	Challenge addressed
Reading continues to be a key priority on the school improvement plan. CPD sessions planned where Reading across the curriculum and core reader provision is developed. Creation of core reader profiles.	Staff awareness of the core readers in their classes enables them to delivery targeted support. This leads to an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	2,3
Vocabulary continues to be a key priority on the school improvement plan. CPD sessions calendared for staff training on the teaching of vocabulary. Vocabulary slides to be used across all subjects.	The teaching of vocabulary will be embedded across all subjects. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	2,3
Staff received CPD on how to effectively use Arbor and PIXL data to analyse their classes strengths and areas for development. Robust Pupil progress meetings are held to look at the data, actions set as a result of the data and the impact of said actions.	Training and supporting staff will ensure the delivery of targeted support at a class teacher level. PIXL data and tracking is used to plan targeted interventions, leading to an increase in progress and attainment The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	1, 2,3
Development of our maths teaching and curriculum thorough quality CPD by releasing the HOD of maths to network with other HODs.	Implementing the strategies and actions gathered from the training will lead to improvements in teaching and learning across the department which will enable an increase in attainment and progress, closing the gap	1,3



	<p>between pupil premium and non-pupil premium pupils.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	
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Targeted academic support

Budgeted cost: £22,873.00

Activity	Evidence	Challenge addressed
<p>Boost sessions delivered by experts in subjects. Such as mathematics, writing and reading.</p> <p>Reading plus intervention is used in KS2. Renaissance</p> <p>Fresh start phonics/Phonics Play</p> <p>Spelling Shed</p> <p>Online provisions for maths and English – Kip McGrath</p>	<p>Targeted, precision teaching for those who are disadvantaged to continue to close the gap.</p>	<p>1, 2</p>

Wider strategies

Budgeted cost: £127,210.00

Activity	Evidence	Challenge addressed
<p>Free School Meals available for pupils currently in receipt of Pupil Premium Funding.</p>	<p>Children received a balanced cooked meal daily, so they are more focused and engaged in their learning and happy. Promotes a healthy lifestyle for later in life.</p>	
<p>College Leaders and Pastoral members of staff to focus on</p>	<p>Pastoral/College Staff will:</p>	<p>4</p>



<p>the attendance of Pupil premium children whose attendance is between 90.1% and 93%.</p>	<ul style="list-style-type: none"> • Build relationships with pupils eligible for the pupil premium and their parents • Monitor pupils with low attendance and work with them to improve • Understand the barriers to attendance • Develop attendance plans for individual pupils • Analyse school attendance data <p>Improving the attendance of pupils eligible for the pupil premium The Key Leaders (thekeysupport.com)</p>	
<p>A targeted provision to be put into place to target PP and disadvantaged pupils across KS2 to promote their resilience, wellbeing and mental health.</p>	<p>Staff will complete SDQ (strengths and difficulties questionnaire) pre and post intervention with pupils to track impact of intervention. Staff will liaise with teaching members of staff, parents and pupils to gain qualitative data on impact of intervention strategy.</p>	<p>3,4</p>
<p>Mentoring/sports session to be put into place by an external provider for the year to allow disadvantaged pupils to access wellbeing support.</p>	<p>Pupils will be highlighted by pastoral members of staff for this provision where they do not meet NHS wellbeing services criteria.</p> <p>At least 75% of the pupils who access this provision need to be Pupil premium or Pupil premium plus eligible.</p> <p>Feedback from external provider will track and measure impact of sessions and this will be reviewed with pastoral members of staff and parents.</p>	<p>3,4</p>
<p>Individualised provisions for identified pupils as appropriate.</p>	<p>A flexible response to arising needs for individual pupils over the year enables pupils to receive appropriate support to meet their needs. For example, Book in a Box subscription provides pupils with the opportunity to read a variety of texts, pitched to their level.</p>	
<p>Reactive provisions to enable social and emotional, attendance or engagement needs to be met.</p>	<p>This will include a £50 clothing voucher available to all PP pupils via Orchard Clothing to enable parents to feel support through the cost-of-living crisis and to reduce a barrier to accessing school provision.</p> <p>Selective transport provision where needed necessary in exceptional circumstance to improve attendance at the school's discretion. This will</p>	



	<p>be assessed on a case-by-case basis by Safeguarding/Finance teams.</p> <p>A contribution towards the cost of trips for those children who are classed as disadvantaged through PP, having a social worker or a young carer. This contribution will be made upon request at 25%.</p>	
<p>Fully funded music lessons for Pupil premium, looked after and post looked pupils to relieve all barriers from accessing arts and cultural education.</p>	<p>Funded music tuition for pupils who are eligible for Pupil premium.</p>	

Total budgeted cost: £156,033.00



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2022/2023

Targeted academic support

Activity	Evidence	Outcome
<p>Reading continues to be a key priority on the school improvement plan. CPD sessions planned where Reading across the curriculum and core reader provision is developed. Creation of core reader profiles.</p>	<p>Staff awareness of the core readers in their classes enables them to delivery targeted support. This leads to an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>Y5 outcomes in reading: At the end of year 5, PP SAS (GL) had improved from 93.3 at the start of Y5 to 94 at the end.</p> <p>For reading, 33% of PP ended the year as secure readers (0% of PP had been secure readers at the end of the autumn term). 12.8% of PP pupils ended the year as mastery readers (0% of PP had been secure readers at the end of the autumn term).</p> <p>Y6 outcomes in reading: At the end of year 6, PP SAS (GL) had improved from 92.4 at the start of Y5 to 94 at the end of year 6. For reading, 48.6% of PP ended the year as secure readers (24% of PP had been secure readers at the end of the autumn term), compared to 42.6% of the whole cohort, including non-Pupil Premium pupils, finishing as secure.</p> <p>13.5% of PP pupils ended the year as mastery readers (5.1% of PP had been mastery readers at the end of the autumn term).</p>
<p>Vocabulary continues to be a key priority on the school improvement plan. CPD sessions calendared for staff training on the teaching of vocabulary.</p>	<p>The teaching of vocabulary will be embedded across all subjects.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional</p>	<p>Y5 outcomes in SPAG For SPAG, 30.8% of PP ended the year as secure in SPAG (0% of PP had been secure in SPAG at the end of the autumn term). 12.8% of PP pupils ended the year as mastery in SPAG (0%</p>



<p>Vocabulary slides to be used across all subjects.</p>	<p>development should be a priority as the first tier approach.</p>	<p>of PP had been secure in SPAG at the end of the autumn term).</p> <p>Y6 outcomes in SPAG For SPAG, 40.5% of PP ended the year as secure in SPAG (30.6% of PP had been secure readers at the end of the autumn term), compared to 36.7% of the whole cohort, including non-PP pupils, finishing as secure.</p> <p>10.5% of PP pupils ended the year as mastery in SPAG (7.6% of PP had been mastery readers at the end of the autumn term).</p>															
<p>Staff received CPD on how to effectively analyse their class data.</p> <p>Pupil progress meetings calendared during CPD time to look at the data, actions set as a result of the data and the impact of said actions.</p>	<p>Training and supporting staff will ensure the delivery of targeted support.</p> <p>Targeted interventions can be planned, leading to an increase in progress and attainment.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>Effective analysis of data, leading to targeted support in lessons and learning boost sessions.</p> <p>42% of year 5 pupil premium pupils were identified to receive learning boost sessions and 87% in year 6.</p> <p>At the end of KS2, the following % of pupil premium pupils achieved expected standard: Maths= 31% Reading= 64% Writing= 59%</p>															
<p>Development of our maths teaching and curriculum thorough quality CPD by releasing the KS2 Head of maths to attend Glow maths hub network meetings.</p>	<p>Implementing the strategies and actions gathered from the training will lead to improvements in teaching and learning across the department. As a result we will see an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils.</p> <p>The EEF Guide to The Pupil Premium states quality first</p>	<p>End of year outcomes in maths for 2022-23:</p> <table border="1" data-bbox="1077 1659 1481 1848"> <thead> <tr> <th>Y5</th> <th>% at expected standard</th> <th>% at greater depth</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>32%</td> <td>0%</td> </tr> <tr> <td>Non pupil premium</td> <td>37%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" data-bbox="1077 1883 1481 2018"> <thead> <tr> <th>Y6</th> <th>% at expected standard</th> <th>% at greater depth</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>27%</td> <td>6%</td> </tr> </tbody> </table>	Y5	% at expected standard	% at greater depth	Pupil premium	32%	0%	Non pupil premium	37%	13%	Y6	% at expected standard	% at greater depth	Pupil premium	27%	6%
Y5	% at expected standard	% at greater depth															
Pupil premium	32%	0%															
Non pupil premium	37%	13%															
Y6	% at expected standard	% at greater depth															
Pupil premium	27%	6%															



teaching and professional development should be a priority as the first tier approach.	Non pupil premium	44%	22%
	Y7		
		% at expected standard	% at greater depth
	Pupil premium	20%	8%
	Non pupil premium	53%	16%
	Y8		
		% at expected standard	% at greater depth
	Pupil premium	28%	10%
	Non pupil premium	45%	12%

Budgeted cost: £28,500

Activity	Evidence	Outcome
Boost sessions delivered by experts in subjects. Such as mathematics, writing and reading.	Targeted, precision teaching for those who are disadvantaged to continue to close the gap.	42% of year 5 pupil premium pupils were identified to receive learning boost sessions and 87% in year 6.
		Y5
		% at expected standard
		% at greater depth
		Pupil premium
		32%
		0%
		Non pupil premium
		37%
		13%
		Y6
		% at expected standard
		% at greater depth
		Pupil premium
		27%
		6%
		Non pupil premium
		44%
		22%

Wider strategies

Budgeted cost: £31,200

Activity	Evidence	Outcome
2 x Attendance Safeguarding members of staff to be appointed to focus on the attendance of Pupil premium children whose attendance is between 90.1% and 93%.	School attendance safe guarders will: <ul style="list-style-type: none"> Build relationships with pupils eligible for the pupil premium and their parents Monitor pupils with low attendance and work with them to improve Understand the barriers to attendance Develop attendance plans for individual pupils 	Staff have continued to establish relationships with pupils and parents to monitor and support



	<ul style="list-style-type: none"> Analyse school attendance data Improving the attendance of pupils eligible for the pupil premium The Key Leaders (thekeysupport.com) 	<p>attendance concerns. Disadvantaged Pupils are supported above and beyond the standard attendance process. The attendance GAP between Pupil Premium and non Pupil Premium pupils narrowed from 2.2% to 1.5%</p>
<p>A forests school provision to be put into place by an external provider to target PP and disadvantaged pupils across KS2 and KS2 to promote their resilience, wellbeing and mental health.</p>	<p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children’s sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	<p>An internal resilient minds provision was put into place by members of staff to allow pupils the opportunity to developed problem solving, social skills and boost confidence. A total of 42 pupils across KS2 accessed that provision with a good level of success.</p>
<p>Reactive provisions to enable social and emotional, attendance or engagement needs to be met.</p>	<p>This will include a £50 clothing voucher available to all PP pupils via Orchard Clothing to enable parents to feel support through the cost of living crisis and to reduce a barrier to accessing school provision.</p>	<p>This was accessed by 19 pupils in the academic year 2022/23</p> <p>This was access by 10 pupils</p>



	<p>Selective transport provision where needed necessary in exceptional circumstance to improve attendance at the schools discretion.</p> <p>A contribution towards the cost of trips for those children who are classed as disadvantaged through PP, having a social worker or a young carer. This contribution will be made upon request at 25%.</p>	<p>across the year improving their attendance significantly.</p> <p>This was accessed by 17 pupils for the academic year 2022/23</p>
<p>Fully funded music lessons for Pupil premium, looked after and post looked pupils to relieve all barriers from accessing arts and cultural education.</p>	<p>Key emerging issues:</p> <p>There are many potential progression routes for young musicians, formal and informal.</p> <p>Motivation to continue to engage with music is complex.</p> <p>Young people who continue to make music are passionate about it, have strong musical identities and friendships related to music.</p> <p>They are able to withstand negative peer pressure.</p> <p>Defining culture is problematic particularly in multi-cultural societies. Families play a crucial role in supporting young musicians. T</p> <p>he challenges facing families of low-socio-economic status in providing support are considerable.</p> <p>Educational systems can be more or less supportive of music education. In the UK, the unintended consequences of major educational changes are having a negative effect on music provision.</p> <p>Transitions can be supported by partnerships between teachers, parents and initial and next-steps organisations. Where musical progression is through informal routes, its extent is difficult to determine.</p> <p>To support progression, teachers need strong musical and pedagogical skills and must be able to develop positive, supportive relationships with young learners.</p> <p>A coherent way of documenting possible progression routes is needed. Music Education Hubs are charged with ensuring that clear progression routes are available and affordable to all young people.</p>	<p>In the last academic year, we supported 11 students with funding for instrument lessons.</p> <p>Within this student group, 3 students participated in extra-curricular activities such as orchestra, choir or spring/summer concerts. 1 student completed their Grade 1 examination in their instrument.</p> <p>Learning an instrument improves concentration, memory, co-ordination, listening skills and metacognitive understanding.</p>



	<p>Positive action needs to be taken to ensure that barriers to participation for those in areas of high deprivation can be overcome.</p> <p>Book Proposal: (artscouncil.org.uk)</p>	<p>Pupils have learned to look after an instrument and being responsible for their independent practice.</p> <p>Attendance has been very good.</p>
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