



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	652
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rev C Leach Principal
Pupil premium lead	Mr A Hewitt Mrs G McKenna Mrs L Cull
Governor lead	Mrs J Power Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,015
Recovery premium funding allocation this academic year	£30,540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£172,555



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

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We recognise that it is important to have happy and healthy learners to be able to achieve across the curriculum and part of our strategy will be focused on supporting pupil's mental health and wellbeing by implementing a 'Resilient minds for courageous thinkers curriculum'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified

adopt a 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 teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to Year 5 demonstrate that 56% of pupils eligible for pupil premium are below national average, when standardized through external assessments. Whereas 31% of non-pupil premium children are below national average.</p> <p>Assessments on entry to year 7 in the last year indicate that 48.3% of our disadvantaged pupils arrive below age-related expectations compared to 33.8% of their peers.</p> <p>Subsequent internal and external (where available) assessments show that this gap closes during the time at the school, to 43.9% of pupils below national average, compared to 31.9%. However, it does not close enough.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. 31% are below national average compared to 18% of their peers. This impacts their progress in all subjects. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During and post pandemic, teacher referrals for support markedly increased. 42 out of the 89 who are classed as disadvantaged currently require additional support with social and emotional needs from in house pastoral support or from partnership agencies. .</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils.</p> <p>16% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during that period. Our assessments and 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 across the curriculum in Maths by the end	By the end of our current plan in 2022/2023, 10% or more of disadvantaged pupils will achieve age-related expectations compared to the previous year 2021/2022.
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. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 22/23 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and 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.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none">• 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: £102,600

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.	<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>	2,3
<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>Vocabulary slides to be used across all subjects.</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 development should be a priority as the first tier approach.</p>	2,3
<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>	1, 2,3
Development of our maths teaching and curriculum thorough quality CPD by releasing the KS2 Head of maths to attend Glow maths hub network meetings.	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,	1,3



	<p>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>	
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Targeted academic support

Budgeted cost: **£28,500**

Activity	Evidence	Challenge addressed
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.	1, 2

Wider strategies

Budgeted cost: **£31,200**

Activity	Evidence	Challenge addressed
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%.	<p>School attendance safe guardians will:</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 (thek-eyssupport.com)</p>	5



<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>3,4</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 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>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. The 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>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>£114 per term x 3 = £342 per pupil.</p>	
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Total budgeted cost: £162,300

