

Walsgrave C of E Academy

Pupil Premium Strategy Statement



Walsgrave
Church of England Academy

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
School name	Walsgrave C of E Academy
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	13%
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Damien Sowerby, Headteacher
Pupil premium lead	Aarti Crowter, Pupil Premium Lead
Governor / Trustee lead	Kate Steventon Lead for Disadvantaged Children

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£79,355
Recovery Premium funding allocation this academic year	£7,830
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	£87,185
National Tutoring Programme – School Led Tutoring	£7,385



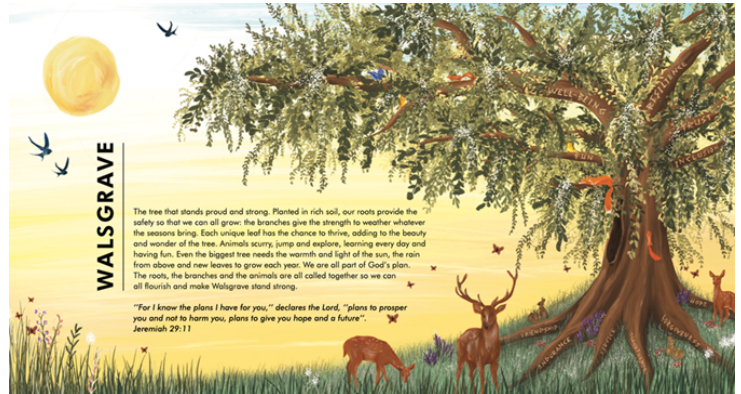
Inspire Education Trust
Together we achieve, individually we grow

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

This links to our school vision of Together We Thrive incorporating our Christian value *'For I know the plans I have for you,'* declares the Lord, *"plans to prosper you and not to harm you, plans to give you hope and a future."* Jeremiah 29:11. Our school values are the foundations of what we provide for our children: Fun, Well-being, Inclusion, Trust and Resilience.



The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. To do this we use a graduated approach so that support is tailored to individual children.

Though all of our disadvantaged children benefit from the school's Universal Offer, we have an enhanced, selected offer for all of our disadvantaged children to help improve their progress from starting point and make accelerated progress, attendance, punctuality, engagement and offer wider enrichment opportunities to allow children to build the skills to succeed as they move onto secondary school and beyond.

If the needs of our disadvantaged children cannot be entirely met within our Universal or Selected offers – then they will receive more bespoke, targeted interventions this will take the form of School Led Interventions, Targeted Take 2, additional support for Early Reading and beyond. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have implemented historically. 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 through the School-Led Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children 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 children's outcomes and raise expectations of what they can achieve

2. Challenges

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

Challenge Number	Detail of Challenge
1	<p>Academic Progress & Outcomes</p> <p>Assessments, observations, and discussions with children indicate that attainment at Age-Related Expectations (ARE) in Reading, Writing and Maths is below the national for Non-Pupil Premium children. This is particularly acute in Writing where the gap between Pupil Premium and Non-Pupil Premium is the largest. This means the quality of classroom teaching; data tracking and small group tuition are key to improving outcomes for our Pupil Premium children.</p>
2	<p>Oral Language & Vocabulary</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Phonics & Early Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.</p>
4	<p>Wellbeing & Mental Health</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. The number of children being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.</p>
5	<p>Experiences & Enrichment</p> <p>Our surveys, observations and discussions with children and families have identified lack of enrichment opportunities before, during and after the school closure period. These challenges particularly affect disadvantaged children, including their attainment and confidence.</p>
6	<p>Attendance</p> <p>Our attendance data indicates that attendance amongst disadvantaged pupils has been between 95-97% which is slightly lower than our non-disadvantaged children.</p>

	<p>20% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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3. Intended Outcomes

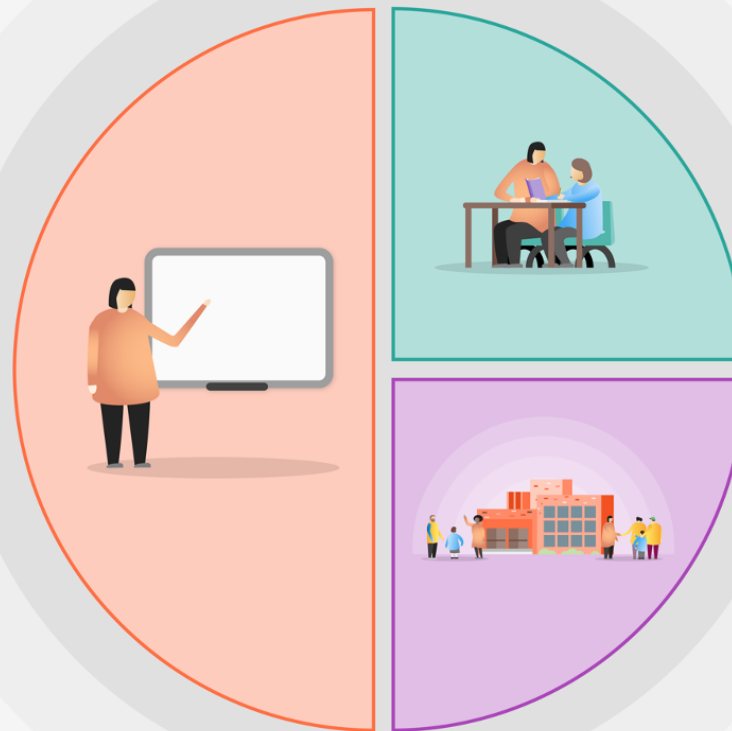
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge Number	Intended Outcome	Success Criteria
1	Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
1	Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
1	Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth.
2	Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
3	Sustained improvement in phonics and early reading scores.	Pupil Premium children continue to match non-pupil premium children in phonic attainment. This progress and reading confidence is maintained as children move through Year 3 / KS2.
4 and 5	To embed and sustain a wide range of enrichment activities	Sustained high levels of enrichment engagement & wellbeing from 2024/25 demonstrated by:

	to improve wellbeing particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Our use of the Thrive profiling has enabled our Pastoral Lead to work with Class Teachers further to provide additional support to these children. Alongside this, our staff adopt a Thrive approach in all interactions with children.
6	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

1 Teaching

1. Training for all staff to ensure **priority additional feedback**, both written and oral, to identified children.
2. Continual programme of training aligned to **Read, Write Inc Phonics** programme to secure stronger teaching for pupils.
3. Further **develop teacher's Maths pedagogy** by complimenting Maths No Problem scheme with Maths Hub resources to appropriately pitch, stretch and challenge all Maths work for all.
4. Routinely **embed assessment gap analysis techniques** to know all children's next steps in learning, **particularly in writing**.
5. **Improve the quality of social and emotional (SEL) learning** through use of the Thrive Approach. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.
6. Develop, through training, the **skills of Teaching Assistants** so that they more responsively meet the needs of all children to become independent learners.



2 Targeted academic support

1. **Additional phonics/ reading sessions** targeted at disadvantaged pupils who require further phonics support.
2. To provide **school-led tutoring** for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.
3. Use of **Take 2** time so children 'keep up' to minimise the need for 'catch up' programmes.

3 Wider strategies

1. **Enhanced parent engagement** through longer parent evening or additional communication to support home-school links.
2. Use of **Inspire Enrichment Passport** to support children's wider development and experiences.
3. **Contingency fund** for acute issues.

5. 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.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Training for all staff to ensure priority additional feedback, both written and oral, to identified children.</p>	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF Feedback Weblink EEF Feedback Overall +6 months Written Feedback +5 months Oral Feedback +7 months</p>	<p>1, 2</p>
<p>2. Continual programme of training aligned to Read, Write Inc Phonics programme to secure stronger teaching for all pupils.</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. Our School Led Tutoring programme has also had a focus on Reading.</p> <p>EEF Phonics Weblink EEF Phonics Overall +6 months</p>	<p>1, 3</p>
<p>3. Further develop teacher's Maths pedagogy by complimenting Maths No Problem scheme with Maths Hub resources to appropriately pitch, stretch and challenge Maths work for all.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF Maths Weblink</p>	<p>1</p>
<p>4. Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing.</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>EEF Diagnostic Assessment Link</p>	<p>1</p>

<p>5. Improve the quality of social and emotional (SEL) learning through use of the Thrive Approach.</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 Emotion Learning Link</p>	<p>4</p>
<p>6. Develop, through training, the skills of Teaching Assistants so that they more responsively meet the needs of all children.</p>	<p>Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers.</p> <p>EEF Teaching Assistant Link</p>	<p>1, 2, 3, 5</p>

B. Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Phonics Link</p>	<p>1, 3</p>
<p>2. To provide school-led tutoring for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.</p>	<p>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.</p> <p>EEF Small Group Tuition Link</p> <p>EEF Small Group Tuition +4 months</p>	<p>1</p>
<p>3. Use of Take 2 time so children 'keep up' to minimise the need for 'catch up' programmes.</p>	<p>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.</p> <p>EEF Small Group Tuition Link</p> <p>EEF Small Group Tuition +4 months</p>	<p>1, 2</p>

C. Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Enhanced parent engagement through longer parent evening or additional communication to support home-school links.	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF Parent Engagement Link</p> <p>EEF Parental Engagement +3 months</p>	1, 4, 5
2. Use of Inspire Enrichment Passport to support children’s wider development and experiences.	<p>By ‘Character’, we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’.</p> <p>Pupil Premium children in our setting tend to have less opportunities and exposure to enrichment type activities that help them develop their wider character and confidence for life.</p> <p>EEF Life Skills & Enrichment Link</p> <p>EEF Arts Participation +3 months</p>	1, 4, 5
3. Contingency fund for acute issues.	<p>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.</p>	All
<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>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	6

Total budgeted cost: £87,185

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum due to school lock down although we offered school places to all of these children and first offer on technology.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence nearly 10% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The support that we provided for our disadvantaged pupils were to ensure that all pupils were offered a place in our key worker groups, if those families did not want to take that place up they were offered technology included a laptop and internet access if needed. School also provided printable resources for these families where appropriate. All Pupil Premium children were offered the opportunity and encouraged to engage with key worker provision. However, those who feared the pandemic were prioritised for devices to access the home learning.

Regular communication was key with these families and class teachers would make contact with families, children and parents every week, through parental phone calls and weekly live Teams meetings with children. Regular communication with these families between teachers, pastoral lead and families we were able to ensure the well-being, mental health and academic progress of these children and their families and also to provide any support needed. Food vouchers were continue to be supplied to these families and were provided to them weekly.

Maths and English lessons were delivered daily for children from class teachers with differentiated work where appropriated. Our disadvantaged children with additional barriers to learning such as SEND or EAL needs were contacted by the SENDCO and specialist work and support was provided where appropriate. Reading continued to be a whole school priority and our younger children received phonics teaching and signposting to approved phonics resources as well as book change through the use of online reading books on Oxford Owl. This was monitored and children continued to received reading rewards through our Class Dojo app. Daily PE sessions were also delivered so that we could ensure children were staying fit and healthy. PSHE and Enrichment activities were share weekly too.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Connex Education
Oxford Owl – Reading	Collins

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.