

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Wallbrook Primary Academy
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	46%
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	Lorna McGregor Principal
Pupil premium lead	Pauline Packingham Vice Principal
Governor / Trustee lead	Andy Dennis Chair of SPC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,561
Recovery premium funding allocation this academic year	£17, 690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,820
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	£212,071

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that all pupils at Wallbrook regardless of their background are provided with the opportunity to make good academic progress and achieve within all curriculum areas. The details within our strategy aim to support those pupils who are disadvantaged and provide adequate challenge for those who are academically more able to ensure pupils have the opportunity to meet their full potential and support any identified areas of need.

We will work to remove barriers for our vulnerable pupils as we consider the challenges which they face, especially those children who have additional agencies working within their families and / or 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.

To support pupils in achieving their full potential, Quality First Teaching is an essential part of our approach, this allows us to identify and focus on areas where these pupils require the most support and bring about the greatest impact on closing the attainment gap. We also believe that the positive outcomes will serve to benefit all pupils and will assist in developing sustained and improved progress for disadvantaged pupils.

Our Pupil Premium Strategy has been developed alongside our wider school plans to address education recovery. This will be supported by the support through the National Tutoring Programme for those pupils most affected and impacted and also includes those pupils not identified as disadvantaged.

Our approach will be tailored to address to common challenges and individual needs specific to Wallbrook Primary Academy, rooted in appropriate diagnostic assessments. The approaches we have adopted serve to complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- 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 and aspirations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments</p> <p>The assessments, observations and discussions with pupils highlight that many disadvantaged pupils experience difficulties with phonics, negatively impacting their reading development. Many parents are unaware of how to assist their child/ren in home learning as well as there being a lack of opportunity for this to occur.</p>
2	<p>Gaps in knowledge and key skills</p> <p>There are several pupils who have not met age related expectations in key areas of the curriculum, this is specifically impacted by low levels of literacy, underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which present challenges in all areas of learning. In addition a lack of basics in mathematical basic skills and fluency in recall has an impact on mathematics progress.</p>
3	<p>Social care</p> <p>A number of our families are supported through social care, we also collaborate and work closely with external multi agency partners to support children and families. Regular safeguarding training, updates and information is shared with staff and parents along with a range of strategies through counselling and parent support programmes.</p>
4	<p>Socio economic factors impacting learning Mental Health and Wellbeing</p> <p>Many of our children experience various aspects of difficulty and challenge this impacts their behaviour, ability to manage emotions, the ability to build and retain relationships and self-regulate, social communication adhering to routines throughout the school day. Additional support is required to enable parents to work alongside staff within the school to improve this. Staff referrals for pupil support has increased following the lockdown period. The number of SEMH concerns have increased significantly this year.</p>
5	<p>Socio economic factors impacting learning</p> <p>The local area has high levels of deprivation and unemployment, there are also low levels of education. The number of pupils eligible for pupil premium is higher than national average and continues to increase. More than 85% of our pupils come from the top 30% most deprived areas. Referrals for additional support has increased specifically for our disadvantaged pupils.</p>
6	<p>Attendance and Punctuality</p> <p>Pupil attendance has negatively impacted attainment and outcomes, families require support and appropriate interventions to assist in improving regular school attendance and punctuality.</p> <p>Appropriate systems are required to reduce the number of disadvantaged pupils who are persistently absent.</p>

	Prior to academisation in January 2021 disadvantaged pupil attendance was below 90% with a high percentage of disadvantaged pupils having high levels of persistent absence.
7	Access to wider opportunities As a result of national restrictions pupils have not had the opportunity to engage in educational visits or have visitors in school to further enhance their experiences and wider learning. This has prevented pupils from accessing essential enrichment.
8	Parent engagement There is a need for positive parental engagement in various aspects of intervention to support pupil development, progress and attendance.

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p> <p>Use of ambitious vocabulary with pupils in a variety of contexts across the curriculum</p>	<p>Assessments and observations show poor oral language skills and limited vocabulary for disadvantaged pupils.</p> <p>Reduce the percentage of children identified as ‘amber’ or ‘red’ on the Welcomm screening by the end of Reception year</p> <p>Improvement in reading as indicated by the CEM baseline test data and teacher assessment.</p>
<p>Improvement in reading and writing attainment among disadvantaged pupils</p> <p>All children to have regular opportunities to read and acquire reading skills and make good progress in reading. Fluency and Comprehension skills improved.</p>	<p>Improvement in percentage of disadvantaged pupils passing the phonics screen assessment in Year 1 to be in line with national expectations.</p> <p>At least 75% of disadvantaged pupils to meet EXS in reading at KS1 / KS2.</p> <p>Raise the percentage of disadvantaged children meeting EXS in Writing at KS1 / KS2 to be in line with national expectations</p>
<p>Improve attainment for disadvantaged pupils in EYFS stage</p>	<p>GLD measure in 2024 / 2025 to show that at least 72% of disadvantaged pupils meet GLD by the end of their Reception year</p>

<p>Improved attainment for disadvantaged pupils at the end of KS1 and KS2 in R, W and M</p>	<p>Narrowing of the gap between pupil premium and non-pupil premium pupils. KS1 and KS2 outcomes in 2024 / 2025 to show that at least 65% of disadvantaged pupils meet the expected standard in the combined measure for Reading, Writing and Mathematics.</p>
<p>Children develop appropriate strategies to support in the management of emotions and behaviours</p> <p>Support for staff in developing the use communication strategies which support improved language for emotions</p> <p>Support for families to identify triggers and strategies to ensure consistency in approaches between home and school</p>	<p>Children can identify personal improvements through pupil voice further demonstrated through behaviours, development of resilience and an increased ability in building respectful relationships and taking responsibility for their choices.</p> <p>GLD reflects improved outcomes in PSED</p> <p>Reduction in recorded incidents in behaviour relating to SEMH</p>
<p>Pupils can engage in enrichment activities/visits and develop additional skills and encounter new experiences.</p>	<p>Pupils access after school enrichment sessions, engage in workshops and educational visits which take place throughout the academic year. Pupils will gain new transferrable skills and will be able to share their experiences which add value to their learning journey.</p>
<p>Pupil attendance improves and is sustained leading to better pupil outcomes particularly for those who are disadvantaged.</p>	<p>A significant improvement in attendance which is sustained.</p> <p>Parents develop a full understanding of the importance and impact of attendance on pupil development and attainment.</p> <p>The percentage of pupils who are persistently</p> <p>The attendance gap between pupil premium and non-pupil premium is reduced by 5%</p>

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 (CPD, recruitment and retention)

Budgeted cost: £26,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CEM standardised diagnostic assessments and Wellcomm screening tools.</p> <p>Training for staff 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>1,2, 5</p>
<p>Additional classroom-based staff</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants EEF</p>	<p>5,3,2,1</p>
<p>Purchase of Rocket Phonics programme, resources and associated training</p> <p>Introduce and implementation of a DfE validated Systematic Synthetic Phonics programme – Rocket Phonics, to secure stronger phonics 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,5</p>
<p>Purchase of mathematics manipulatives to support the</p>	<p>Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</p>	<p>1,2,5</p>

<p>development of conceptual understanding and improve basic skills in mathematics</p> <p>Associated training in the use of manipulatives</p>	<p>However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact.</p> <p>EEF Guidance report: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Provide CPD for staff to support children, including children who may not have achieved/made the desired progress, with a focus on training teachers and classroom staff on effective approaches to explanation and modelling in the classroom.</p> <p>This includes training for teaching assistants to maximise progress for all pupils through facilitation of learning</p>	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</p> <p>EEF Guidance report: Effective Professional Development</p> <p>EEF Report: Maximising the Impact of teaching assistants</p>	1,2,3
<p>Curriculum development to ensure embedding of academic language across the curriculum to support in the development of language acquisition.</p>	<p>Monitoring of delivery and outcomes</p> <p>Training sessions to enhance practice and Quality First Teaching.</p>	1,2,3
<p>Supporting Early Reading and reading for pleasure</p> <p>Purchase of appropriate banded texts to support children to read texts which are closely</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Teachers should choose a book or text that matches most closely the GPCs that the child knows and taking account of the children’s ability to blend the sounds in words that are unfamiliar.</p>	1,2

<p>matched to their phonics ability.</p> <p>Improve motivation through the purchase of a wide selection of books to read for pleasure</p>	<p>Reading Framework 2021</p> <p>Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>Improving Literacy in KS2 EEF.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,507.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health, wellbeing and emotional support to be reviewed whilst building relationships with relevant external partners in order to develop appropriate approaches and policy to assist in accurate identification and support of pupils and families.</p>	<p>DFE – Mental Health and Behaviour in Schools</p> <p>Dudley Inclusion support services</p> <p>Creative Education</p> <p>NHS Wave 4 Mental Health Support</p>	<p>3,4</p>
<p>Focussed and targeted phonics interventions to close the gap for disadvantaged pupils and ensure disadvantaged pupils</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>1,2</p>

<p>who require additional phonics support receive this</p> <p>Regular assessment incorporated</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Lexia Reading Intervention</p> <p>Targeted online programme used as an intervention to support reading in KS1 / KS2</p> <p>Teachers can use Lexia to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.</p>	<p>EEF Evaluation included 697 pupils across 57 schools.</p> <p>The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results have a high security rating: four out of five on the EEF padlock scale.</p> <p>Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Engage with, and go beyond, the National Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly access online tuition, alongside a programme of mentoring.</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>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Targeted academic support for disadvantaged pupils at risk of falling behind age related</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>1,2</p>

expectations in English or Mathematics	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Funding for additional intervention teacher	EEF Guidance report Improving Literacy KS1	

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £102,033.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a robust attendance strategy, which embeds the DFE guidance on improving the attendance of all pupils. This will involve training sessions to introduce the new procedures and strategies which assist in the management of attendance. Small incentives and recognition of improvements to be shared.	DFE Improving school attendance advice A number of pupils are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance.	2, 6
Further engage pupils in extended learning opportunities to support children's wellbeing and positive attitudes to learning, broadening their experiences and improving activities including lunchtimes.		3,4,5

Reward shop	Certificates, rewards and positive reinforcements have been identified as a key contributor to pupil progress, engagement and attainment.	4,6
Build and further develop parental engagement through workshops and parent/pupil learning sessions to gain an additional contextual insight into the community enhancing wellbeing in order to better support families.	Positive parental engagement can support pupil progress and attendance	5,8
Improving access to ICT/technology as both a teaching tool used by teachers and through the provision of pupil devices	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2
Subsidised educational visits and residential: School to subsidise trips and costs to remove financial barrier for disadvantaged pupils. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.	NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.	4,5,7

Total budgeted cost: £212,071

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.

The intended outcomes of the pupil premium spend were impacted by covid-19 lockdown, absences, and self-isolation. School based assessments evidenced that the outcomes of disadvantaged pupils were lower than expected, despite starting points indicating that more progress should have been made. This led to the aspired outcomes published within the previous pupil premium report not being fully met as the disruption to learning and the impact which followed was not fully identified.

As recognised by the NFER research on the impacts of Covid-19 due to school closures, the attainment of pupils in Key stage 1 in Reading and Maths has been disproportionately affected causing the gap to increase further between disadvantaged pupils and their peers.

The change in the delivery of learning served to significantly disrupt and impact all curriculum areas to some extent. Periods of school closure were detrimental to the progress and wellbeing of disadvantaged pupils as they were unable to fully benefit from interventions and support, programmes implemented including the training and development of teaching and learning through the transforming teaching programme and coaching. Additional support and alterations in the curriculum including delivery served to lessen some of the negative impact whilst ensuring that children who were able to attend and or engage in home learning had access to suitable learning materials.

Pastoral support and mentoring put in place served to be successful however additional support was required for many other families to support mental health and wellbeing which was impacted because of lockdown. Work undertaken with pupils and families indicated the severity and has led to us having to further develop and enhance strategies and approaches to mental health as seen within the current plan.

Attendance was lower than national with the attendance of disadvantaged pupils being further impacted by the pandemic with gaps becoming slightly higher leading us to prioritise attendance within our current strategy this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
WellComm	GL Assessments
Lexia Core 5	Lexia
NELI	Nuffield Foundation
Rocket Phonics	Rising Stars – Hodder
Kinetic Letters	Kinetic Letters

Further information (optional)

Wallbrook Primary Academy became an academy January 2021, a new Principal joined the academy in September 2021. We are currently a 1.5 form entry academy, and we are reducing our PAN to become a 1 form entry school.