

# 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
School name	Walbrook Primary Academy
Number of pupils in school	276 including Nursery
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	13/12/2022
Date on which it will be reviewed	Annually
Statement authorised by	Lorna McGregor Principal
Pupil premium lead	Dan Steventon Vice Principal
Governor / Trustee lead	Charlotte Taylor Teaching and Learning Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,101.00
Recovery premium funding allocation this academic year	£18,125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,226.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Walbrook Primary Academy our vision is to create a learning environment where every child has the opportunity to achieve their full potential. We are determined to break down barriers to learning and support the holistic development of our pupils. The Pupil Premium grant is a critical element of our commitment to this vision.

As a school in a significantly deprived area (top 10% most deprived areas in England), we work hard to ensure that all families of pupils that are eligible for the Pupil Premium are applying for funding. We continue to work to support our families, so they understand the purpose of the Pupil Premium and to remove any social stigma that has been attached to this and free-school meals in our community.

Our strategy for the use of the pupil premium has been reviewed and updated for the academic year 2022-2023. This review has allowed us to refocus on the challenges that are now prevalent across our school community and to ensure that we are focussing the pupil premium in the areas that are most needed by our pupils and their families.

Our Pupil Premium strategy is built upon the following key objectives:

1. **Closing the Attainment Gap:** We aim to reduce the achievement gap between Pupil Premium and non-Pupil Premium students by providing targeted support.
2. **Individualised Support:** We tailor interventions to meet the specific needs of each Pupil Premium student, recognizing that they may face unique challenges.
3. **Enriching Experiences:** We use Pupil Premium funding to ensure that disadvantaged students have access to a wide range of enriching experiences both inside and outside the classroom.

Our approach to the allocation of the Pupil Premium is underpinned by the guidance provided by the Education Endowment Foundation. Quality first teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on high quality teaching is central to our approach to spending the Pupil Premium. Targeted academic support and approaches to wider barriers to learning and personal development are also essential to effectively supporting our pupils to achieve and excel. This is as true for our disadvantaged pupils as it is for non-disadvantaged pupils and as such, we apply approaches to the betterment of our provision to all of our pupils, supported by the Pupil Premium funding to close the disadvantage gap. Our Pupil Premium strategy is quick to respond to the challenges our pupils face and is not static. Whilst we believe that our approaches are effective in closing any disadvantage gaps, as a new school we must focus on being responsive to the changing challenges present in our school community. Our focus is not simply on the academic performance of our pupils but rather on providing a 'whole education' so also focuses on pupils' personal development, their emotional health and mental wellbeing and in providing a range of experiences that might not otherwise be possible, including the development of a broad cultural capital.

## Actions Taken

During the academic year 2021-2022, we implemented a range of actions to achieve our objectives:

1. **Quality First Teaching** – We ensure our staff have access to high quality and focused CPD that allows them to cater for all cohorts effectively.
2. **Targeted Academic Support:** We provided additional tutoring, mentoring, and resources to Pupil Premium students to enhance their academic progress.
3. **Emotional and Social Wellbeing:** We invested in pastoral care and counseling services to support the emotional and social development of our disadvantaged students.
4. **Enrichment Activities:** Pupil Premium students had the opportunity to participate in extracurricular activities, educational trips, and cultural experiences.
5. **Parental Engagement:** We actively engaged with parents and guardians to create a strong home-school partnership, ensuring that all stakeholders are aligned in their support for each student.

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## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Early Reading</b></p> <p>Early reading continues to be a significant barrier to success across our school. Pupils eligible for the pupil premium are making improved progress in reading. However, this progress is based on an early reading provision that has been significantly supported by the pupil premium and this must continue.</p>
2	<p><b>Speech and Language</b></p> <p>Speech and language development is a persistent issue in our community. More and more pupils start school unable to be able to speak and communicate properly.</p>
3	<p><b>SEMH and wellbeing</b></p> <p>Emotional, social and mental wellbeing issues continue to provide a challenging backdrop to the personal and academic progress pupils eligible for the pupil premium make, and to the quality of the relationships they form.</p>
4	<p><b>Maths</b></p> <p>Assessment data indicates that pupils eligible for the pupil premium do not achieve as highly as their peers in mathematics, especially in early number skill development.</p>
5	<p><b>Supporting home learning via online platforms</b></p> <p>Families in our community often face significant barriers to supporting their child's learning at home. These barriers range from confidence to support learning through to a lack of resource.</p>
6	<p><b>Aspirations and experiences</b></p> <p>The local community has high levels of deprivation, unemployment and social deprivation. This impacts on the aspirations of our pupils and the life experiences they have.</p>
7	<p><b>Attendance and punctuality</b></p> <p>Regular attendance and punctuality continue to be of low importance to some of our families. With successful strategies implemented to encourage the attendance of pupil premium learners, their attendance has improved. Punctuality remains a more significant barrier to pupil premium attainment and attendance strategies must also continue.</p>
8	<p><b>Behaviour</b></p> <p>Our internal tracking data indicates that pupils eligible for the pupil premium are statistically more likely to be involved in behaviour incidents than pupils not eligible for the pupil premium.</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
High levels of attainment in early reading	Disadvantaged pupils meet at least the expected standard in reading by the end of Key Stage One in line with non-disadvantaged peers.
Improved speech and language skills and increased range of vocabulary	A broad range of evidence indicates that pupils communicate effectively with a more sophisticated bank of vocabulary. These sources might include, pupil oracy, books, assessment data and engagement in learning.
Excellent attitudes to learning, high levels of self-awareness, self-regulation and effective relationships.	Pupils demonstrate excellent attitudes to learning, high levels of self-awareness and self-regulation and build effective relationships with peers and adults.
High levels of attainment in mathematics, with a specific improvement in early number skills.	Disadvantaged pupils meet at least the expected standard in mathematics by the end of Key Stage One in line with non-disadvantaged peers.
Increased levels of family engagement in home learning via online platforms	Home learning is valued by the majority of our families and pupils. Families feel supported to support their child's learning and this leads to higher levels of engagement.
Pupils have high aspirations for their futures and a range of wide life experiences	Pupil voice indicates that pupils have high aspirations for their futures. They take pride in their work, commit to learning beyond the classroom and talk enthusiastically about broader learning from the experiences they have had.
Disadvantaged pupils attend school more consistently and are more punctual. Families value the importance of regular attendance and punctuality and this supports their children's attitude towards learning.	Attendance and punctuality data for disadvantaged pupils at least in line with their non-disadvantaged peers.
The likelihood of disadvantaged pupils being involved in behavioural incidents reduces.	Behaviour tracking data demonstrates disadvantaged pupils are no more likely to be involved in behaviour incidents than their non-disadvantaged 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 (for example, CPD, recruitment and retention)

Budgeted cost: £85,551.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom-based staff	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. Making Best Use of Teaching Assistants   EEF	1,2,3,4,8
Purchase of CEM and other standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1,2,4,5,8
Improve and maintain provision for the 'most' disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Birmingham Conservatoire into the curriculum, as well as utilising and increasing engagement through the passport to success programme.  Reduce barriers for attending extra-curricular activities to improve academic progress and also promote cultural capital.	NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance. Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)	2,3,6,7,8
Further develop and embedded in class approaches to the development of communication and language and early reading skills.	Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Communication and language approaches (+6 months), Phonics (+5 months), Reading and	1,2,3,5,6,8

	comprehension strategies (+6 months), Oral language intervention (+6 months)	
Development of mathematics teaching in line with DfE and EEF guidance. Trust expert support and NCETM trained leads has been given to develop Maths leads and 4 teachers.	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)	3,4,6,7,8
Further develop curriculum provision so that it supports resilience and the development of pupil wellbeing strategies	Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF <a href="https://www.educationendowmentfoundation.org.uk/primary-schools/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF</a> (educationendowmentfoundation.org.uk)	3,6,7,8
Provide targeted staff CPD to ensure quality first teaching	Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners. <a href="https://www.educationendowmentfoundation.org.uk/primary-schools/characteristics-of-effective-teacher-professional-development">Characteristics of Effective Teacher Professional Development   EEF</a> (educationendowmentfoundation.org.uk)	1,2,3,4,8
Contingency fund to ensure we can develop approaches that effectively respond to additional challenges as they arise	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

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51390.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes	NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.  Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).	1,2,3,4,6,8
Provide targeted support in early reading development, including additional phonics, developing wider reading strategies and supporting reading at home.	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: Numerous EEF reports highlight the need for taking a balanced approach to the development	1,2,3,6,7,8

	of early reading and the impact this can have on pupil outcomes. Speech and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)	
Implement a maths based intervention with a focus on early number skills, including small group tuition in maths	EEF research in structured interventions indicate high efficacy if a number of criterion are met. <a href="https://www.educationendowmentfoundation.org.uk/research-and-evidence/structured-interventions">Recommendations 5 and 6: unpacking the evidence   EEF (educationendowmentfoundation.org.uk)</a>	3,4,6,7,8
Embed and evaluate a communication and language intervention	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. <a href="https://www.educationendowmentfoundation.org.uk/research-and-evidence/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,6,7,8
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.	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) Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,284.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving access to ICT/technology in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: <a href="https://www.researchgate.net/publication/331111111">PDF) Enrichment Theory, Research, and Practice (researchgate.net)</a>	2,3,6
Promoting and maintaining the high value placed on regular school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611111">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	3,7,8



Develop a mentoring provision to support children with acute SEMH needs	EEF report highlights the need to provide additional support for children who have possible SEMH needs. <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3,7,8
Provide a free breakfast provision for disadvantaged pupils	Research indicates that providing pupils with a breakfast has a direct impact on outcomes in reading, writing and maths. <a href="https://www.educationendowmentfoundation.org.uk/eef-statement-re-publication-of-the-evaluation-of-schools">EEF statement: re-publication of the evaluation of school...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,7,8
Support for families aiming to develop their parenting skills and/or further engage with their child's learning.	Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils.  EEF report indicates that parental engagement has an impact of +4 months <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5

**Total budgeted cost: £195,226.00**

## 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 2021 to 2022 academic year.

The performance of our pupils who are eligible for the pupil premium is routinely monitored and analysed using performance data, phonics check results and our own internal assessments.

Wallbrook Primary Academy re-opened as an academy within a MAT in January 2021.

Key stage one performance data and the phonics check indicate that pupils from all backgrounds, including disadvantaged backgrounds, have made some progress within this academic year. Our internal data demonstrates that the support and additional tutoring has been effective providing a stepping stone which pupils through Quality First Teaching and appropriate levels of high-quality support will be able to continue to build upon. We identify that additional work is still required to enable pupils to have outcomes which are more in line with national data.

The previous school had a legacy of poor attendance prior to the pandemic, this has had a significant impact on pupils. As an area of significant importance, this focus will continue be a school wide priority which supports pupils and families in understanding the importance and value of regular and punctual school attendance and reducing the levels of persistent absenteeism. Appropriate levels of challenge and support have been provided to drive and promote better attendance and address the noticeable gap between Pupil Premium and Non-Pupil Premium. Whilst the impact at this time is minimal and only shows a slight improvement our approaches and newly developed attendance strategy will enable us to continue to build on this as a matter of priority which in turn will support pupils in achieving improved learning outcomes/progress.

Academy behaviour expectations are fully embedded and understood by families and pupils. Pupils who present with challenging behaviours or need additional support are identified quickly with appropriate levels of tailored support are provided. We continue to work on addressing behaviours to ensure that learning is not routinely disturbed and both children and wider staff feel supported.

Data collated indicates a gradual reduction in serious behaviour incidents over time, pupils from disadvantaged backgrounds are highly represented, through mentoring and other SEMH strategies implemented these are beginning to reduce. This demonstrates that whilst strategies are becoming more effective additional work and support is required in this area and will be further embedded within our curriculum as we move forward.

Year 1 (20 children)	Pupil Premium	Non-Pupil Premium
Reading	30%	64%
Writing	25%	50%
Maths	30%	50%

#### **Attainment of children achieving EXS+ at the end of July 2022**

Year 2 (20 children)	Pupil Premium	Non-Pupil Premium
Reading	55%	67%
Writing	55%	60%
Maths	85%	67%

Year 3 (23 children)	Pupil Premium	Non-Pupil Premium
Reading	47%	60%
Writing	43%	60%
Maths	52%	73%

Year 4 (18 children)	Pupil Premium	Non-Pupil Premium
Reading	56%	86%
Writing	44%	86%
Maths	61%	91%

Year 5 (16 children)	Pupil Premium	Non-Pupil Premium
Reading	25%	45%
Writing	25%	59%
Maths	25%	73%

Year 6 (25 children)	Pupil Premium	Non-Pupil Premium
Reading	60%	55%
Writing	52%	50%
Maths	60%	60%

Year 6 National data Pupil Premium:

Reading – 62%

Writing – 55%

Maths – 56%

Wallbrook PP data for year 6 is broadly in line with the national averages.

#### **Attendance (National Average = 94.6%)**

Year 1 (20 children)	Pupil Premium	Non-Pupil Premium
Attendance	80.5%	89.5%
Persistent Absence	60%	42.9%
Year 2 (20 children)	Pupil Premium	Non-Pupil Premium
Attendance	88%	93%
Persistent Absence	35%	20%
Year 3 (23 children)	Pupil Premium	Non-Pupil Premium
Attendance	88.7%	87%
Persistent Absence	52.1%	66.6%
Year 4 (18 children)	Pupil Premium	Non-Pupil Premium
Attendance	86.5%	90.4%
Persistent Absence	61.1%	42.8%
Year 5 (16 children)	Pupil Premium	Non-Pupil Premium
Attendance	86.8%	88.9%
Persistent Absence	62.5%	41%
Year 6 (25 children)	Pupil Premium	Non-Pupil Premium
Attendance	86%	90.8%
Persistent Absence	35.5%	11.1%

## **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*

<b>Programme</b>	<b>Provider</b>
WellComm	GL Assessment
NELI	Nuffield Foundation
Tuition through NTP	Connex
Online Rocket Phonics	Rising Stars - Hodder
Lexia Core 5 Reading	Lexia
My Maths	Oxford University Press
CEM	Cambridge

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A