

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Waltham Leas Primary Academy
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	66 = 16%
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	December 2024
Statement authorised by	Claire Rigg Headteacher
Pupil premium lead	Claire Rigg, Headteacher, Jane Thompson Deputy Headteacher
Governor lead	Helen Spauls, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,740
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,150

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Waltham Leas is a vibrant, innovative and challenging learning community. We are passionate in our pursuit of excellence and by the time our children leave us, they are confident, independent life-long learners, who have the necessary skills and aspirations to succeed in their futures.

We are an inspiring and aspiring school, with inclusion at our heart, embracing the need for innovation, to prepare our pupils for the society they will live in. All children are actively challenged to achieve their very best.

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. The focus of our pupil premium strategy is to support all children, including disadvantaged pupils, to achieve that goal, irrespective of their starting points.

We will consider the challenges faced by vulnerable pupils, not only in school but also in their home life, and provide support for them so that they flourish in all aspects of school life.

We know that high-quality teaching has the greatest impact on children making good progress, whether disadvantaged or not, and we strive to ensure that, through individualised learning, we aim to close any identified gaps and challenge children to reach their full potential.

Our strategy is also integral to wider school plans for education recovery, including targeted support through the National Tutoring Programme using school-led interventions for all pupils to make maximum progress.

We use robust diagnostic assessments and ensure that we act early to intervene and plan next steps. Through regular Pupil Progress and Pupil Feedback Meetings, we discuss all children's progress and ensure that, as a team, alongside parents, we all take responsibility for pupil outcomes and plan to overcome any barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils show that a slightly lower percentage of PP children achieve expected levels in reading at the end of FS, KS1 and KS2. This is partly due to having less exposure to a rich vocabulary at an early age, which we target in FS.
2	Assessments, observations, and discussions with pupils show that the percentage of disadvantaged pupils in 22-23 achieving the pass mark on the Y1 Phonics screen was higher than the non-PP cohort. This was due to high quality phonics teaching and timely interventions for those falling behind.
3	Assessments, observations and discussions with pupils shows that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils in EYFS, KS1 and 2. EYFS Maths data is above national due to following a structured Mastery in Number programme which benefits all children.
4	More of our disadvantaged children need pastoral support than non-disadvantaged – safeguarding, social worker involvement.
5	Disadvantaged children have less access to enrichment activities and character-building opportunities.
6	Our attendance data last year indicates that attendance among disadvantaged pupils was lower than non-disadvantaged pupils (-1%) and also showed that some PP and non-PP children were late to school. We are proactive in supporting parents through pastoral lead and EWO.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils, leading to better comprehension	By the end of EYFS, PP children will have made good progress or better in Communication, Language and Literacy from their starting points. Daily reading will be accessed by children who do not regularly read in addition to daily phonics and reading sessions. Language through Literacy interventions will take place and the SHREC report will be followed when interacting with children.

skills and written work.	In KS1 and KS2, PP children will have made good or better progress in Reading and Writing using high quality texts and targeted interventions / school-led tutoring if necessary. PP children will receive free book fair books yearly. Developing a Reading for Pleasure culture in school is an SDP target this year. Spelling Shed subscription for all children.
2. Improved phonics attainment among disadvantaged pupils.	By the end of FS, Y1 and Y2, PP children will have made good or better progress from their starting points and the majority will achieve age related expectations or better.
3. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	By the end of FS, KS1 and KS2, PP children will have made good or better progress from their starting point and the majority will achieve expected levels or above by having good number sense, recall of facts, linking concepts and applying knowledge. In Year 4, the majority of all children including PP, will have made good progress and will score highly in the multiplication test, in line with National averages. In Year 4 and 5 we will teach the Mastering Number NCETM programme to enhance multiplicative thinking. TAs from across all year groups will access Maths Hub training during the year to develop further subject knowledge. TT Rockstars for all children.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, by providing pastoral support.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, child and parent surveys and teacher observations. Professional outside agency advice and support is sought. Bullying is dealt with as soon as possible and a restorative approach is used. Outside agency training for children and staff to develop a better understanding of how the brain functions and self regulation.
5. To ensure that all PP children access extra-curricular activities and school visits.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. All children access school visits and visitors.
6. To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance for all pupils demonstrated by: The overall attendance rate for all pupils is higher than the National and higher than our attendance levels for 22-23. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is equal or less than 1%.

our disadvantaged pupils.	The number of children who are persistently late is below National.
---------------------------	---

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: **£29,448**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training - Reading : Developing a Reading for Pleasure Culture through staff meetings. Reading group meetings with 6 staff members from across age groups - fortnightly from Sept 23 - July 24. LEAD Teaching Hub CPD - Developing a Reading for Pleasure culture - 6 sessions across the year (Y1 Teacher) Writers for Life - 15 sessions for 8 x Y5 children (Aut 2 2023) Led by intervention teacher. PP Children all choose a book from the Book fair (Nov 23)	EEF Preparing for Literacy, improving Communication, Language and Literacy in the Early Years EEF Toolkit (Reading comprehension + 6 months impact + cost low) EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key stage 2 Children's and young People's Reading Report 2023 : https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/ Children's and young People's Writing Report 2023 : https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-writing-in-2023/ Lincolnshire Reading Pledge - videos regarding Developing a Reading for Pleasure culture and Developing teacher knowledge of literature and children's reading practices. https://www.wshenglishhub.co.uk/page/?title=Lincolnshire+Reading+Pledge&pid=23	1
Language through Literacy intervention Research into adult interactions (SHREC) which support language development in FS.	EEF Preparing for Literacy, improving Communication, Language and Literacy in the Early Years EEF EYFS Toolkit (Oral language + 6 months impact, low cost)	1

High quality texts which include new vocabulary and promote discussion.	SHREC report - read by FS staff. Weekly intervention using Black Sheep Language through Listening programme (12 FS children 30 mins per week) led by Intervention teacher.	
Purchase books to support reading across the curriculum - all access a rich selection of books, using Power of Reading texts / Literacy Shed that appeal to all children. Reading comprehension strategies developed using high quality texts. Bookflix books to borrow - encouraging a love of reading across school. Celebration of weekly star readers across school. Class reading areas with selection of high quality texts. Teachers sharing and discussing books, talking about authors and different genres. Reading Buddies half termly. Parents reading stories in class. Supporting children's reading at home.	EEF Research on developing language vocabulary in Literacy. EEF Reading Comprehension strategies + 6 months progress for little cost. See above.	1
Writing moderation - school led / Alliance. Use of Keystone exemplification materials to support accurate moderation of writing across school.	EEF Teaching and Learning Toolkit - high impact (+ 5 months) and low cost EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key stage 2	1
Twinkl e-books secure stronger phonics teaching for	Phonics approaches have a strong evidence base that indicates a positive	2

all pupils - link sent home weekly. Closely monitor phonics teaching and learning every 2 weeks. Assessments carried out half termly and used to ensure exact match of phonics attainment with books. Reading Practice sessions ensure all children are making sufficient progress towards passing the phonics screen in Y1 and achieve Age related expectations or above in Reading at Key stage 1 and 2. Phonic interventions for children who are not fluent in KS2 every day.	impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF Improving Communication and Language and Learning in the Early Years. EEF Improving Literacy at Key Stage 1 DfE New Reading Framework 2021 EEF Teaching and Learning Toolkit + 5 months / low cost OFSTED : Getting all Pupils Reading https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/	
FS and KS1 Mastering Number Programme (NCETM) - daily number input based on STEM sentences Year 4 and 5 Mastering Number at Key Stage 2 daily programme starting Autumn term 2.	EEF Teaching and Learning Toolkit - Mastery : High impact (5 months) for low cost. 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 - see Maths Guidance KS1 and 2. EEF Improving Mathematics in Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 and 3	3
Yorkshire and Humber Maths Hub - Teaching and Learning Research Group Sustaining Year (Fourth year) - Maths leads to work with group of school to develop best practice EYFS - KS2	EEF Teaching and Learning toolkit - Mastery High impact (5 months) and low cost. EEF Improving Mathematics in Early Years and Key Stage 1 EEF Improving Mathematics in Key Stage 2 and 3	3
Metacognition / Self regulation CPD - EEF / staff meetings / walkthroughs	EEF Teaching and Learning Toolkit : Metacognition = + 7 months / low cost EEF Metacognition and Self Regulated learning	1,2,3

Effective teacher feedback - EEF Walkthroughs	EEF Teaching and Learning Toolkit - Metacognition / Self regulated learning + 7 months / low cost EEF Key Principles of effective Teacher feedback (EEF toolkit + 6 months)	1,2,3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Further training for the Pastoral lead and Wellbeing Lead.	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): EEF Social and Emotional learning report. EEF Teaching and Learning Toolkit - Social and Emotional Learning + 4 months. EEF Teaching and Learning Toolkit - Behaviour Interventions +4 months EEF Improving Social and Emotional learning in Primary Schools EEF Improving Behaviour in Schools	4

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

Budgeted cost: **£6,972**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 'Black Sheep' programme (Language through Listening) in FS to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2

(Part of Twinkl Phonics package)	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Teacher led tuition groups (8 Y5 children) - Writers for Life (Literacy Trust)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3

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

Budgeted cost: **£67,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to support children including PP across school with safeguarding, wellbeing and behaviour issues.	EEF improving Behaviour in Schools and Improving Social and Emotional Learning in Schools reports.	4
Whole staff training to update out behaviour policy and Restorative Practice with the aim of developing our school ethos and improving behaviour across school.	EEF improving Behaviour in Schools and Improving Social and Emotional Learning in Schools reports.	4
Developing a knowledge of wellbeing in staff and children.	FORTIS group sessions for staff each half term. FORTIS individual sessions for children identified as needing specialist wellbeing support. Compass Go! Wellbeing support for groups and individuals needing specialist support.	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Support of Education Welfare Officers to improve attendance and lateness of vulnerable children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Enrichment opportunities - trips, residential opportunities, books from Bookfair.	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6
Music lessons	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6
After School Clubs - Sports based	EEF Teaching and learning Toolkit indicates that sports and arts participation has a positive impact on attainment.	5,6

Total budgeted cost: £104,150

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Our EYFS assessments for 2022-23 show that 73% (8/11 children) of our disadvantaged pupils in EYFS reached a Good Level of Development, compared with 78% of Non-PP children. We have a small cohort of PP children in each year group and each cohort has a different proportion of children who start FS below age-related expectations. Our aim is for all children to make progress, no matter their starting point, so some will not achieve Age Related Expectations (ARE) by the end of FS.

In 2022-23, 40% (2 out of 5) PP children passed the Phonics screen in Year 1, compared with 91% of non-PP children. Phonics a priority this coming academic year by ensuring consistency using the Twinkl validated scheme and continuing 1-1 catch up sessions for those at risk of not passing the screen.

In KS1, 75% of PP children achieved ARE in Reading with 25% achieving Greater depth (compared with 83% ARE and 38% GD for non-PP children). This is an improvement on the last 2 years and the gap has started to close. In Writing, 75% PP children achieved ARE compared with 77% non-PP children. In Maths 75% of PP children achieved ARE, compared with 85% of non-PP children.

In KS2, 42% of PP children achieved ARE in Reading with 17% achieving Greater depth (compared with 73% ARE and 16% GD for non-PP children). In Writing, 58% PP children achieved ARE compared with 80% non-PP children. In Maths 42% PP children achieved ARE, compared with 76% of non-PP children.

Our assessment of the reasons for these outcomes points partially to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure impacted on 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. Since returning to school, we have begun to close the gaps in learning for our PP children through targeted interventions and, primarily, quality first teaching. Curriculum enhancement has returned to normal ensuring that our PP children have their cultural capital enhanced.

School-led tutoring helped to close the gap last academic year, particularly with reading fluency and gaps in sentence level work. Maths same day interventions supported children in catching up knowledge and skills for the following day. Live marking and feedback ensured that all children are not left behind and misconceptions were dealt with in a timely manner.

Overall attendance in 2022-23 was 95.8% (PP children 93.7%) and it was higher than the national average. The gap between non-PP and PP childrens' attendance is consistently very small and we monitor this carefully.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year for both PP and non-PP children, in the year 22-23. In 22-23, 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.

Externally provided programmes

Programme	Provider
SEMH Development and Nurture programmes (Children and staff sessions)	FORTIS Therapy
SEMH Development and Nurture programmes	Compass GO
Bereavement support work	St Andrew's Hospice

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have used FORTIS Therapy sessions, Teacher and TA led interventions and curriculum enrichment opportunities to close any gaps caused this year. We identified gaps in service children's education and have addressed them with targeted support. Our Service children, fortunately, have not moved schools this year and we have a very small number of children in this cohort.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

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. (Building on whole school training using National College webinars)
- Following the use of a [DfE grant to train a senior mental health lead](#), we have developed a wellbeing team who ensure that, as a staff, we develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. We have received training for all staff to develop knowledge around LGBTQ+

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. However, we recognise that we have small cohorts of PP children in each year group, some of whom have SEND. These cohorts can vary greatly in academic achievement and needs each year.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils (Pupil Progress meetings, Walkthroughs, Pupil Feedback sessions).

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 identify a tight area for improvement using a robust diagnostic process; made evidence-informed decisions on what to implement, examined the fit and feasibility of possible interventions to the school context and decided on the best teaching method to use. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.