

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	Walton and Lees Hill CE Primary School
Number of pupils in school	24
Proportion (%) of pupil premium eligible pupils	8%
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	Fiona Stobbart, Headteacher
Pupil premium lead	Fiona Stobbart, Headteacher
Governor / Trustee lead	Graham Lamb Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7035
Recovery premium funding allocation this academic year	£1520
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	£8555

Part A: Pupil premium strategy plan

Statement of intent

By looking at the individual needs of our children, we have identified any barriers to academic, social and emotional development of all children and families. The strategies have been chosen to overcome these barriers.

At Walton and Lees Hill CE Primary School, some common barriers to learning include communication and language development, spelling strategies, exposure to widening vocabulary, embedding the key foundations in maths and limited experience of the wider world, including experiences to promote pupil well-being.

Our Pupil Premium Strategy seeks to meet these needs, so that children attain in-line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Typically, pupils eligible for the Pupil Premium Grant, are slightly below the expected standard in reading. This impacts on engagement and stamina in reading
2	Typically, pupils eligible for the Pupil Premium Grant, are slightly below the expected standard in writing. This impacts on their willingness to write and transfer skills independently from reading.
3	Typically, pupils eligible for the Pupil Premium Grant, are slightly below the expected standing in maths and the foundations of maths need to be secured and built on.
4	Our rural location and national lockdowns have resulted in missed opportunities for children, including ways to promote their well-being.

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
To reduce the attainment gap in reading outcomes between disadvantaged and non-disadvantaged children.	STAR reader assessments, ongoing reading quizzes and end of year maths outcomes show that target pupils meet expected standard from their starting point or they make better than expected progress towards their personal targets.
To reduce the attainment gap in writing outcomes between disadvantaged and non-disadvantaged children.	Termly writing assessments, ongoing spelling assessments and end of year writing outcomes show that target pupils meet expected standard from their starting point or they make better than expected progress towards their personal targets.
To reduce the attainment gap in maths outcomes between disadvantaged and non-disadvantaged children	Half termly maths assessments and end of year maths outcomes show that target pupils meet expected standard from their starting point or they make better than expected progress towards their personal targets.
To provide missed opportunities to develop skills for life and to promote well-being.	All children to participate in opportunities provided by school, to promote well-being.

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: £ 1170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guided reading restructuring and resourcing	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, and reading comprehension strategies, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £5865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group support in key skills areas and personal, social and emotional development.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £1520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned activities within the school curriculum to develop skills for life and promote wellbeing	Based on our experience and knowledge of families, children have missed opportunities to develop their skills and different activities and the lack of socialisation is impacting their learning.	4

Total budgeted cost: £8555

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.