

Pupil premium strategy statement: YEAR 3

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	North Walkden Primary School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	42.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22 <u>22-23</u> <u>23-24</u>
Date this statement was published	31.12.23
Date on which it will be reviewed	October 2024
Statement authorised by	Helen Warburton Head Teacher
Pupil premium lead	Helen Warburton
Governor lead	Lisa Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141862
Recovery premium funding allocation this academic year	£ 13775
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 4387.89
Total budget for this academic year	£160024.89

Part A: Pupil premium strategy plan

Statement of intent

North Walkden Primary School is committed to providing quality first teaching and ensuring vital support is in place for our disadvantaged pupils to improve their academic outcomes and narrow the gaps between themselves and non disadvantaged pupils across the curriculum. This document details a review of the impact of PPG in the past academic year (2022-2023) and the proposed spend of the funding September 2023- July 2024

The disadvantaged pupil' s fund provides funding for pupils ;

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been continuously looked after for the past six months
- Who are adopted
- Who are the children of Armed Service men and women
- The strategy for this academic year, 2023-24 will be presented to the governing board on 5th December 2023

At North Walkden we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a pupil's socio-economic context, they are given the same opportunities to succeed as their non disadvantaged peers.

Our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities. Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable. Pupils will be supported to achieve well academically by receiving extra support to fill gaps in learning, improve teacher practice through high quality CPD and by levelling starting points.

Those pupils requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and as a result be happier and better learners. They will also be given wider opportunities that their peers may experience that would not otherwise be readily available to them, supporting their self -esteem and providing contextual understanding for their classroom learning.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' communication and languages skills, including vocabulary are extremely under developed on entry to school. This is more prevalent in disadvantaged pupils.
2	Based on teacher assessment and phonics check data, disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	School assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in most classes.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted more than other pupils due to missed learning in the pandemic - especially in reading in key stage 2 .
5	There has been an increase in social and emotional issues for many pupils due to home circumstances, and a lack of enrichment opportunities. These challenges have impacted negatively on the academic attainment, mental health and wellbeing of many pupils, including disadvantaged learners.
6	Our attendance data trends indicates that attendance among disadvantaged (FSM) pupils has been lower than for non-disadvantaged pupils.

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 1 Most disadvantaged pupils to improve their communication and language skills including vocabulary	Increase in % of disadvantaged pupils' in EYFS attaining ARE in Communication and Language		
		Baseline Sept '23	July '24
	YN Welcomm YR SALT	67%	
Challenge 2: Increase in the % of disadvantaged pupils	Consistent delivery of RWI phonics programme and 1:1 interventions		

<p>passing the Phonics screening check.</p>	<p>Increase in % of disadvantaged pupils passing the Phonics screening in Years 1 and 2</p> <table border="1" data-bbox="488 271 1200 474"> <thead> <tr> <th></th> <th>Sept '23</th> <th>July '24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td>52%- whole class</td> <td></td> </tr> </tbody> </table>		Sept '23	July '24	Y1			Y2	52%- whole class	
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Y1										
Y2	52%- whole class									
<p>Challenge 3: The gap in attainment between disadvantaged and non- disadvantaged pupils in Maths decreases across the school.</p>	<p>Consistent delivery of maths scheme White Rose Hub Delivery of effective maths interventions and after schoolboosters Attainment data in maths across the school increases</p> <table border="1" data-bbox="488 707 1200 954"> <thead> <tr> <th></th> <th>Nov '23 (Exp+)</th> <th>July '24 (Exp +)</th> </tr> </thead> <tbody> <tr> <td>Y6 (D pupils)</td> <td>6/14 43%</td> <td></td> </tr> <tr> <td>Y6 (other)</td> <td>9/15 60%</td> <td></td> </tr> </tbody> </table>		Nov '23 (Exp+)	July '24 (Exp +)	Y6 (D pupils)	6/14 43%		Y6 (other)	9/15 60%	
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<p>Challenge 4: The gap in attainment between disadvantaged and non- disadvantaged pupils in reading decreases across the school.</p>	<p>Children are able to read age-appropriate texts with increasing fluency and are more competent with keyreading skills such as inference, deduction and retrieval</p> <table border="1" data-bbox="475 1093 1200 1294"> <thead> <tr> <th>D/ Non D</th> <th>Nov '23 (Exp +)</th> <th>July '24 (Exp +)</th> </tr> </thead> <tbody> <tr> <td>Y6 D</td> <td>10/14 71%</td> <td></td> </tr> <tr> <td>Y6 non D</td> <td>8/15 53%</td> <td></td> </tr> </tbody> </table>	D/ Non D	Nov '23 (Exp +)	July '24 (Exp +)	Y6 D	10/14 71%		Y6 non D	8/15 53%	
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<p>Challenge 5: Evidence of early identification of children and families requiring SEMH interventions.</p> <p>Evidence and impact of children accessing resources and therapies to support mental health and well being.</p> <p>Evidence of a range of enrichment and cultural capital opportunities</p>	<p>Intended outcomes</p> <p>Analysis of referrals made by Senior Leaders andChildren and families Worker will show children and families are able to access support swiftly.</p> <p>Positive impact of SEMH interventions on academic achievement, especially progress.</p> <p>Children have opportunities take part in a wide range of enrichment opportunities to support learning, cultural capital opportunities and well being.</p>									

Challenge 6:
Attendance in line
with national for 2023-
24

Attendance	July '23	July '24
ALL	93.94%	
D pupils	92.32 %	
PA (all)	14.83% 28 pupils	
PA D	64.3% (18 /28 pupils)	

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

Budgeted cost: £98750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers. 	2, 3 4
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension,	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the	2 4

<p>phonics or mastery learning :</p> <p>Training for RWI</p> <p>Training for spelling</p> <p>Training for inexperienced teacher</p>	<p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	
<p>Technology and other resources focussed on supporting high quality teaching and learning;</p> <p>Additional interactive whiteboards in all rooms-</p> <p>Purchase of further IPADS</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <p>Insight assessment tracker</p> <ul style="list-style-type: none"> • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning. 	<p>2 3 4</p>

Targeted academic support

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy : training for WELLCOME</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching</p>	<p>1 2 3 4</p>

TA delivery of WELLCOME interventions	<p>and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	
One to one and small group tuition : part funding for tuition partners	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. 	2 3 4

Wider strategies

Budgeted cost: £ 39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs: Availability of children and families officer</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	5

<p>Supporting attendance : Purchase of SLA</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>6</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. 	<p>5 6</p>

Total budgeted cost: £160000

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 **2022 to 2023** academic year.

<p>Challenge 1 Most disadvantaged pupils to improve their communication and language skills including vocabulary</p>	<p>Increase in % of disadvantaged pupils' in EYFS attaining ARE in Communication and Language</p> <table border="1" data-bbox="475 562 1153 972"> <thead> <tr> <th></th> <th>Baseline Sept '22</th> <th>July '23</th> </tr> </thead> <tbody> <tr> <td>YN Welcomm</td> <td>5/10 – Well Below 50% 3/10 Below 30% 2/10 expected 20%</td> <td>Listening and attention And understanding 5/11 45%</td> </tr> <tr> <td>YR SALT</td> <td>Listening and attention and understanding 3/10- 30%</td> <td>Listening and attention And understanding Disadvantaged school 70% Disadvantaged national- 73% Disadvantaged LA 70%</td> </tr> </tbody> </table> <p>Comment: The data shows an increase in the number of disadvantaged children achieving the expected standard in listening and attention in both Nursery and Reception. At the end of reception disadvantaged children at North Walkden are performing in line with disadvantaged children national and in the LA.</p>		Baseline Sept '22	July '23	YN Welcomm	5/10 – Well Below 50% 3/10 Below 30% 2/10 expected 20%	Listening and attention And understanding 5/11 45%	YR SALT	Listening and attention and understanding 3/10- 30%	Listening and attention And understanding Disadvantaged school 70% Disadvantaged national- 73% Disadvantaged LA 70%
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<p>Challenge 5: Evidence of early identification in school referrals to children's services Evidence of early identification of children requiring SEMH interventions</p>	<p>Analysis of referrals made by Senior Leaders andChildren and families Worker/Place2be counsellor shows children and families are able to access support as soon as possible.</p> <p>.</p> <p>The children and families' worker and another member of SLT have worked with and supported the schools 'Place2be' counsellor and both members of staff have completed 'Place2Be Senior Mental Health Leads Training.'</p> <p>The children and families worker, along with the schools place2be counsellor have supported over 100 children in school</p>									

	<p>with measurable impact which is documented in a separate more detailed report.</p> <p>Comment: The place2 B report shows clear impact on the support and provision for supporting a large number of children’s mental health and well being needs across the school.</p>																		
<p>Challenge 6: Attendance in line with national for 2022-23 National</p> <p><i>(National Attendance 93.9% National PA: 17.3%).</i></p>	<table border="1" data-bbox="472 477 1007 792"> <thead> <tr> <th>Attendance</th> <th>July '22</th> <th>Summer 23</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>92%</td> <td>93.94%</td> </tr> <tr> <td>D pupils</td> <td>90.8% (108/226)</td> <td>92.32</td> </tr> <tr style="background-color: #e0f0e0;"> <td></td> <td></td> <td></td> </tr> <tr> <td>PA (all)</td> <td>24.3% (55 pupils)</td> <td>14.83% 28 pupils</td> </tr> <tr> <td>PA D</td> <td></td> <td>64.3% (18 pupils)</td> </tr> </tbody> </table> <p>Comment: Attendance improved overall for disadvantaged pupils .</p>	Attendance	July '22	Summer 23	ALL	92%	93.94%	D pupils	90.8% (108/226)	92.32				PA (all)	24.3% (55 pupils)	14.83% 28 pupils	PA D		64.3% (18 pupils)
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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
Respect	
Magic breakfast	