North Walkden Primary School- Pupil Premium Strategy statement

Pup

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	44.1% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-27 **Year One 2024-25**
Date this statement was published	31.12.24
Date on which it will be reviewed	October 2025
Statement authorised by	Helen Warburton Headteacher
Pupil premium lead	Helen Warburton
Governor lead	Marek Baranski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,060
Pupil premium funding carried forward from previous years	£12,876
Total budget for this academic year	£161,037

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 (23-24)and the proposed spend of the funding September 2024-25

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, 2024-25 will be presented to the governing board on 11th December 2024

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 believehave 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.

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 and oracy** are extremely under developed on entry to school and for some pupils in key stages 1 and 2. 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 to become fluent **readers** by the end of key stage 1. Pupils often lack opportunities to read widely and for pleasure at home .
3	School assessments indicate that **maths** attainment among disadvantaged pupils is lower that of non-disadvantaged pupils in most classes, including EYFS.
4	Our assessments and observations indicate that disadvantaged pupils perform less well in **writing** than other pupils , particularly with transcription.
5	Some pupils , including disadvantaged pupils experience limited **enrichment opportunities** . This impacts negatively on the **academic attainment and personal development** 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.

Intended outcome	Success criteria and evidence
Challenge 1:	S/C- • Increase in % of disadvantaged pupils' in EYFS attaining ARE in speaking and listening and attention. • Increase in disadvantaged pupils passing the WELLCOM assessments by the end of nursery . • Oracy curriculum in place . Evidence

Most disadvantaged pupils to improve their communicationand language skills including vocabulary.		Baseline September 2024	July 2025
	Nursery WELLCOM- disadvantaged pupils		
	Nursery WELLCOM- other pupils		
	Reception Speaking – disadvantaged pupils		
	Reception Speaking – other pupils		
	Reception Listening and attention- disadvantaged pupils		
	Reception Listening and attention- other pupils		

Challenge 2:

Increase in the % of disadvantaged pupils passing the Phonics screening check and % of disadvantaged pupils achieving at the expected level in reading at the end of Key Stage 2.

S/C

- Consistent delivery of RWI phonics programme and 1:1interventions.
- All staff in school trained to deliver RWI
- Increase in % of disadvantaged pupils passing thePhonics screening in Years 1 and 2
- Increase in % of disadvantaged pupils achieving the expected level in reading at the end of key stage 2.
- Children are able to read age-appropriate texts with increasing fluency and are more competent with key reading skills such as inference, deduction and retrieval

Evidence

% disadvantaged pupils	Baseline September '24	July '25
ELG word reading – disadvantaged		

ELG word reading – other		
Year 1 phonics outcomes – disadvantaged pupils		
Year 1 phonics outcomes – other pupils		
Year 2 phonics outcomes - disadvantaged		
Year 2 phonics outcomes -other pupils		
End of key stage 2 reading outcomes - disadvantaged		
End of key stage 2 reading outcomes – other		

Challenge 3:

The gap in attainment between disadvantaged and non- disadvantaged pupils in Maths decreases across the school.

S/C

- Consistent delivery of whole school maths scheme
- Delivery of effective maths interventions and keep up sessions
- Attainment data in maths across the school increases and is in line with national average.
- Adaptive teaching in place for all children .

Evidence

% disadvantaged pupils and other	Baseline September 24'	July '25
ELG number outcomes – disadvantaged pupils		
ELG number outcomes – other pupils		
ELG numerical patterns outcomes- disadvantaged pupils		
ELG numerical patterns outcomes- other		
Key stage 2 outcomes – disadvantaged pupils		
Key stage 2 outcomes – other		

	pupils
Challenge 4: The gap in attainment between disadvantaged and non- disadvantaged pupils in writing decreases across the school. Children's transcription skills are well embedded.	S/C • Solid implementation of ' Strong Foundations in the first years' document . • Children's transcriptional writing improves in key stage 1. • Provision in EYFS enables children to develop transcriptional skills in writing. • Increase in % of disadvantaged pupils achieving the expected level in writing at the end of key stage 2. Evidence _see table below_
Challenge 5: Evidence of a range of enrichment and cultural capital opportunities	S/C • Pupils have opportunities take part in a wide range of enrichment opportunities to support learning, cultural capital opportunities and well being. Evidence
Challenge 6: Attendance in line with national for 2024-25 and number of persistent absenteeism amongst disadvantaged pupils decreases.	S/C • Evidence of working with and supporting families including case studies of success. • Use of ' working together to improve attendance 'strategies. • Attendance data will show improved attendance for disadvantaged pupils. Evidence _see table below_

Challenge 4 evidence table:

% disadvantaged pupils and other	Baseline September 24'	July '25
ELG writing outcomes – disadvantaged pupils		
ELG writing outcomes – other pupils		
Key stage 2 outcomes – disadvantaged pupils		
Key stage 2 outcomes – other pupils		

Challenge 6 evidence table:

	July '23	July '24	July 25	July 26	July 27

	ALL	93.94%	94.64%			
	D pupils	92.32 %	94.02%			
	PA (all)	14.83% 28 pupils	17.21% 42 chn			
	PA D	64.3% (18 /28 pupils)	25/42 59.5%			

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: £68357

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: Drawing club in EYFS led by staff daily Story Dough in EYFS – training for staff – daily sessions for all children. RWI coaching and development for all staff RWI comprehension resources and training for key stage 1 Talk through stories resources and training to develop vocabulary Purchase of high quality texts for all year groups . KAPOW SOW bought for foundation subjects SENDCO support on adaptive teaching across school EYFS resources to enhance all areas of learning	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: • 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.	1,2,3,4
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	1,2,3, 4

phonics or mastery learning : RWI training materials and weekly coaching sessions Bespoke CPD on subject leadership – 8 hours for all teaching staff. CPD on adaptive teaching for all staff	best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teachertechniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Devel- opment' guidance report offers support indesigning and delivering PD and select- ing external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Develop-ment' guidance, such as 'Considering a bal- anced design', and more here.	
Technology and other resources focussed on supporting high quality teaching and learning; Purchase of furtherIPADS to support adaptive teaching where appropriate Purchase of new apps to support teaching and learning in all subject areas Purple mash Timetables Rockstars to support multiplication.	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 isaddressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: Insight assessment tracker • The EEF's 'Using Digital Technology to ImproveLearning' offers the best evidence available andincludes a number of practical examples of tech- nology being used in ways which support im- proved teaching and learning. • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' pre-sents the key findings from the report on strategies to support remote learning.	2,3

Targeted academic support

Budgeted cost: £37250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy:	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions shouldbe carefully linked to classroom teaching	1 2 3 4

WELLCOM	and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:	
Interventions in Nursery		
Fast track /keep up sessions for all children falling behind in key stage 1 and lower key stage 2.		
KS2 Fresh Start English intervention for pupils falling behind in upper key stage 2.	• The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme.	
KS2 'keep up' sessions for any children falling behind in reading , writing and/or mathematics	• The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	

Wider strategies

Budgeted cost: £ 41290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs and personal development. Availability of children and families officer for direct 1 to 1 sessions with children and families	Social and emotional skills support effective learning and are linked to positiveoutcomes later in life. Schools may consider whole-class approaches as wellas targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • 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. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	5

Supporting attendance : Purchase of SLA 2 x attendance leads in school working together to improve attendance Attendance network meetings	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supportingpupil attendance. Supporting resources: 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	6
Extracurricular activities, including sports, outdoor activities, arts, cultureand trips. Trips for all children linked to curriculum Trips to support cultural capital	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: • The EEF Toolkit has a strand on [arts participation](#).	5 6

Total budgeted Cost- £161067 including £14170 contingency funding to allocate .

B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of how successfully the intended outcomes of the 2021-24 plan were met

Challenge 1
Most disadvantaged pupils to improve their communicationand language skills including vocabulary.

Suiccess Criteria: Increase in % of disadvantaged pupils' in EYFSattaining ARE in Communication and Language

Overall Comment October 2024: The data and outcomes indicate that more disadvantaged children over time are improving in communication and language in the nursery class. School delivers Wellcom interventions to all children wo need it on a daily basis. Although there is a slight dip in Reception outcomes in 2024 in the 'Speaking' goal, language and communication overall has improved overall since the start of the pupil premium strategy 3-year plan. The slight dip in the speaking element in Reception in 2024 is due to the context of the class and Covid 19 implications. **Developing early communication and language including vocabulary will continue to be a focus.**

Challenge 2:
Increase in the % of disadvantaged pupils passing the Phonics screening check

Success Criteria: Consistent delivery of RWI phonics programme and 1:1 interventions Increase in % of disadvantaged pupils passing the Phonics screening in Years 1 and 2

.**Overall Comment October 2024:** Data outcomes indicate an improving trend for disadvantaged pupils in reading over the 3-year strategy plan. In the academic year 23-24, outcomes improved for disadvantaged pupils from their starting point and the gap between disadvantaged and other children has narrowed. **Reading will continue to be a focus for all disadvantaged children across school.**

Challenge 3: The gap in attainment betweendisadvantaged and non- disadvantaged pupils in Maths decreases across the school.

Success Criteria: Consistent delivery of maths scheme White Rose Hub
 Delivery of effective maths interventions and after schoolboosters
Attainment data in maths across the school increases

Overall Comment October 2024: Data outcomes indicate an improving trend for disadvantaged pupils in maths over the 3-year strategy plan.In the academic year 23-24, outcomes improved for disadvantaged pupils from their starting point. **Maths will continue to be a focus for all disadvantaged children in maths**. The gap has also narrowed between disadvantaged and other children over the 3-year strategy plan and in 2024 disadvantaged children performed better than other children

Challenge 4: The gap in attainment between disadvantaged and non- disadvantaged pupils in reading decreases across the school.

Success Criteria: Pupil are able to read age appropriate texts with increasing fluency and are more competent with key reading skills such as inference, deduction and retrieval

Overall Comment October 2024: Data outcomes indicate an improving trend for disadvantaged pupils in reading over the 3-year strategy plan. In the academic year 23-24, outcomes improved for disadvantaged pupils from their starting point and the gap between disadvantaged and other children has narrowed. **Reading will continue to be a focus for all disadvantaged children across school.**

Challenge 5: Evidence of early identification inschool referrals to children's services. Evidence of early identification ofchildren requiring SEMH interventions.

Success Criteria: Analysis of referrals made by Senior Leaders and Children and families Worker/Place2be counsellor shows children and families are able to access support as soon as possible

Overall Comment October 2024: The school now has more capacity to support more pupils and data and records indicate that more children have accessed pastoral and specialist

support within school. All children have benefited from a wider range of enrichment activities which have contributed to their social and emotional development and further enriched their learning in the curriculum.

Challenge 6:

Attendance in line with national for 2023-24 National

<u>Overall Comment October 2024:</u>

Overall attendance has improved over the 3 year strategy period, including the attendance of disadvantaged pupils. The percentage of pupils who are persistent absentees has fluctuated due to contextual information for each academic year and school work with families on each individual case. We have had a number of children on reduced timetables during the academic year 23-24 as well as children still on roll but awaiting a school place in another area. There have more children absent this year due to medical reasons , needing a sustained period of time off school. **Improving attendance, especially for disadvantaged children ,   will continue to be a focus moving forward .**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider