



Walkwood

Church of England  Middle School

Pupil Premium Strategy

2024 - 2025

Our Vision:

In our inclusive community,
Each valued individual is taught self-belief
We are resilient and optimistic,
Caring for ourselves and our peers.
We are Children of God, with hope,
Awe and wonder in our hearts.

Our Bible verse:

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. *Ephesians 4:32*

Our Values:

Respect – Friendship – Honesty - Kindness



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Mrs Caroline Lowe
Governor lead	Mrs J Power Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,430.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,430.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils achieve their full potential both academically and socially and emotionally through a broad and balanced curriculum. High-quality first teaching is at the heart of our approach which is proven to have the greatest impact on closing the attainment gap for pupil premium pupils. Our approach will always be responsive and rooted in robust diagnostic assessment with carefully tailored interventions that meet the individual needs of our pupils.

Challenges

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

Challenge	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>In 2024-25 on entry to year 5 the GL data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium:</p> <p>Whole cohort: SAS average of 93.8 Non pupil premium SAS average of 95.5 Pupil premium SAS average of 86.8</p> <p>For pupil premium pupils, on entry, 16% are working at age related expectations whereas for non-pupil premium pupils this is significantly higher at 40%.</p> <p>KS2 SATs 2023-24: For pupil premium pupils, 41 % were working at age related expectations whereas for non-pupil premium pupils this was significantly higher at 68%.</p> <p>Over 4 years we were able to increase the attainment of pupil premium from a GL average SAS of 84 on entry to 96.4 at the end of year 8. The gap in attainment between disadvantaged and non-disadvantaged pupils remains though with Year 8 2023-24 GL data demonstrating that non premium pupils had a SAS of 106.1 on exit and pupil premium 96.4. For pupil premium pupils, on exit, 48% were working at age related expectations whereas for non-pupil premium pupils this was 60%.</p>
2	<p>Reading comprehension: achievement in reading, particularly comprehension skills, is lower than non-pupil premium pupils and national expectation at KS2.</p> <p>In 2024-25 on entry to year 5 the GL data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium:</p> <p>Whole cohort: SAS average of 98.4 Non pupil premium SAS average of 99.9</p>



	<p>Pupil premium SAS average of 92</p> <p>For pupil premium pupils, on entry, 35% are working at age related expectations whereas for non-pupil premium pupils this is significantly higher at 56%.</p> <p>KS2 SATs 2023-24:</p> <p>For pupil premium pupils, in SATs, 50% were working at age related expectations and for non-pupil premium pupils this was 69%.</p> <p>Over 4 years the gap in attainment between disadvantaged and non-disadvantaged pupils still remains thought with Year 8 2023-24 GL data demonstrating that non-premium pupils had a SAS of 102.6 on exit and pupil premium 91.2. For pupil premium pupils, on exit, 23% were working at age related expectations whereas for non-pupil premium pupils this was 59%.</p>
3	<p>Writing: achievement in writing and SPAG is below that of non-pupil premium pupils and national expectation at KS2.</p> <p>In 2024-25 on entry to year 5 the GL data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium with SPAG:</p> <p>Whole cohort: SAS average of 98.4</p> <p>Non pupil premium SAS average of 99.9</p> <p>Pupil premium SAS average of 92</p> <p>For pupil premium pupils, on entry, 35% are working at age related expectations whereas for non-pupil premium pupils this is significantly higher at 56%.</p> <p>Baseline writing data demonstrates there is a significant gap between the attainment of pupil premium and non-pupil premium:</p> <p>Whole cohort working at age related expectations on entry: 64%</p> <p>Non pupil premium working at age related expectations on entry: 44%</p> <p>Pupil premium working at age related expectations on entry: 69%</p> <p>KS2 SATs 2023-24:</p> <p>In writing, for pupil premium pupils, in SATs, 38% were working at age related expectations and for non-pupil premium pupils this was 64%.</p> <p>In SPAG, for pupil premium pupils, in SATs, 41% were working at age related expectations and for non-pupil premium pupils this was 64%.</p>
4	<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged to enable a readiness to learn.</p> <p>For a number of pupils, anxiety, depression (diagnosed by medical professionals), resilience and low self-esteem are contributory factors that have impacted on their emotional readiness to learn. This has resulted in gaps in learning, with pupils not making expected progress from their baseline and therefore, not achieving their potential.</p>
5	<p>Attendance data for 2023/2024 evidence a 1.9% gap with non-pupil premium pupils</p>



In addition, 27% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during that period.

Our assessments and observations indicate that absenteeism has a significant impact on the progress made by these pupils both academically and socially and emotionally.



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
Improved attainment among disadvantaged pupils in Maths and narrow the gap to non-pupil premium pupils.	By the end of our current plan in 2024/2025, the attainment gap with pupils will narrow with more pupils achieving age-related expectations compared to the previous year.
Improved reading comprehension among disadvantaged pupils across KS2 and 3 and narrow the gap to non-pupil premium pupils	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. The numbers of pupils achieving ARE will have increased. Children are highly engaged in their learning and demonstrate a passion for reading.
Writing: achievement in writing is below that of non-pupil premium pupils and national expectation at KS2 and narrow the gap to non-pupil premium pupils.	By the end of our current plan in 2024/2025, the attainment gap with pupils will narrow with more pupils achieving age-related expectations compared to the previous year; this will be attributable to factors such as a revised curriculum content in key stage 2 and a refined approach to the entire writing process.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged to enable a readiness to learn.	Sustained high levels of wellbeing from 24/25 demonstrated by qualitative data from student voice and pupil outcomes. There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Excellent attendance is given high priority across the school for all pupils. Attendance Lead, along with leadership and pastoral team, work with families to support their children attending school on a regular basis. Continued and sustained attendance with gap between pupil premium pupils and non-pupil premium pupils being less than 1%. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10%



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 and Learning

Budgeted cost: £4,648.78

Activity	Evidence	Challenge addressed
Development of our maths teaching and curriculum thorough quality CPD by releasing the HOD of maths to network with other HODs.	Implementing the strategies and actions gathered from the training will lead to improvements in teaching and learning across the department which will enable an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	1
Reading continues to be a key priority on the school improvement plan. CPD sessions planned where Reading across the curriculum and core reader provision is developed. Creation of core reader profiles.	Staff awareness of the core readers in their classes enables them to delivery targeted support. This leads to an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	2
Writing continues to be an area of priority within the school at both key stages	The teaching of writing will be improved, with a longer period from the planning to editing stage in KS2 (three weeks instead of a fortnight); focused work upon model texts and writing tasks more explicitly linked to the reading of class text. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	2,3
Vocabulary continues to be a key priority on the school improvement plan. CPD sessions calendared for staff training on the teaching of vocabulary. Vocabulary slides to be used across all subjects.	The teaching of vocabulary will be embedded across all subjects. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.	2,3



<p>Staff received CPD on how to effectively use Arbor and PIXL data to analyse their classes strengths and areas for development.</p> <p>Robust Pupil progress meetings are held to look at the data, actions set as a result of the data and the impact of said actions.</p>	<p>Training and supporting staff will ensure the delivery of targeted support at a class teacher level.</p> <p>PIXL data and tracking is used to plan targeted interventions, leading to an increase in progress and attainment</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>1, 2,3</p>
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Targeted academic support

Budgeted cost: £6,409.82

Activity	Evidence	Challenge addressed
<p>Boost sessions delivered by experts in subjects. Such as mathematics, writing and reading.</p> <p>Reading Plus intervention is used in KS2.</p> <p>Use of Accelerated Reader (Renaissance) across the school</p> <p>Spelling Shed</p> <p>Online provisions for maths and English – Kip McGrath</p>	<p>Targeted, precision teaching for those who are disadvantaged to continue to close the gap and enable accelerated progress.</p>	<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £104,360.80

Activity	Evidence	Challenge addressed
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Free School Meals available for pupils currently in receipt of Pupil Premium Funding.	Children received a balanced cooked meal daily, so they are more focused and engaged in their learning and happy. Promotes a healthy lifestyle for later in life.	1, 2, 3, 4, 5
Heads of Year and Pastoral members of staff to focus on the attendance of Pupil premium children whose attendance is between 90.1% and 93%.	<p>Pastoral/Heads of Year/Tutors will:</p> <ul style="list-style-type: none"> • Build relationships with pupils eligible for the pupil premium and their parents • Monitor pupils with low attendance and work with them to improve • Understand the barriers to attendance • Develop attendance plans for individual pupils • Analyse school attendance data <p>Improving the attendance of pupils eligible for the pupil premium The Key Leaders (thek-eyssupport.com)</p>	5
A targeted provision to be put into place to target PP and disadvantaged pupils across KS2 to promote their resilience, wellbeing and mental health.	Staff will complete SDQ (strengths and difficulties questionnaire) pre and post intervention with pupils to track impact of intervention. Staff will liaise with teaching members of staff, parents and pupils to gain qualitative data on impact of intervention strategy.	4, 5
Mentoring/sports session to be put into place by an external provider for the year to allow disadvantaged pupils to access wellbeing support.	<p>Pupils will be highlighted by pastoral members of staff for this provision where they do not meet NHS wellbeing services criteria.</p> <p>At least 75% of the pupils who access this provision need to be Pupil premium or Pupil premium plus eligible.</p> <p>Feedback from external provider will track and measure impact of sessions and this will be reviewed with pastoral members of staff and parents.</p>	4, 5
Individualised provisions for identified pupils as appropriate.	<p>A flexible response to arising needs for individual pupils over the year enables pupils to receive appropriate support to meet their needs. For example, Book in a Box subscription provides pupils with the opportunity to read a variety of texts, pitched to their level.</p> <p>Alternative/off site provision</p>	1, 2, 3, 4, 5



<p>Reactive provisions to enable social and emotional, attendance or engagement needs to be met.</p>	<p>This will include a £50 clothing voucher available to all PP pupils via Orchard Clothing to enable parents to feel support through the cost-of-living crisis and to reduce a barrier to accessing school provision.</p> <p>Selective transport provision where needed necessary in exceptional circumstance to improve attendance at the school's discretion. This will be assessed on a case-by-case basis by Safeguarding/Finance teams.</p> <p>A contribution towards the cost of trips for those children who are classed as disadvantaged through PP, having a social worker or a young carer. This contribution will be made upon request at 25%.</p>	<p>4, 5</p>
<p>Fully funded music lessons for Pupil premium, looked after and post looked pupils to relieve all barriers from accessing arts and cultural education.</p>	<p>Funded music tuition for pupils who are eligible for Pupil premium.</p>	<p>4</p>

Total budgeted cost: £115,419.40



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2023/2024

Targeted academic support

Activity	Evidence	Outcome
<p>Reading continues to be a key priority on the school improvement plan. CPD sessions planned where Reading across the curriculum and core reader provision is developed. Creation of core reader profiles.</p>	<p>Staff awareness of the core readers in their classes enables them to delivery targeted support. This leads to an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils. All core readers are known to staff and provision is made for them in class routinely.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>For pupil premium pupils, in KS2 SATs, 50% were working at age related expectations and for non-pupil premium pupils this was 69%. This will need to remain an area of focus for the forthcoming year.</p>
<p>Vocabulary continues to be a key priority on the school improvement plan. CPD sessions calendared for staff training on the teaching of vocabulary. Vocabulary slides to be used across all subjects.</p>	<p>The teaching of vocabulary will be embedded across all subjects. The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p> <p>Key vocabulary now features in every lesson across the curriculum, with focus words selected by each teacher. Pupils are able to discuss these words during lessons.</p>	<p>Year 6 pupils achieved 71% attainment for writing in 2023, which was also the national average.</p> <p>Vocabulary must continue to be a focus given that data shows the gap did not decrease sufficiently:</p> <p>KS2 SATs 2023-24:</p> <p>In writing, for pupil premium pupils, in SATs, 38% were working at age related expectations and for non-pupil premium pupils this was 64%.</p> <p>In SPAG, for pupil premium pupils, in SATs, 41% were working at age related expectations and for non-pupil premium pupils this was 64%.</p>



<p>Staff received CPD on how to effectively use Arbor and PIXL data to analyse their classes strengths and areas for development.</p> <p>Robust Pupil progress meetings are held to look at the data, actions set as a result of the data and the impact of said actions.</p>	<p>Training and supporting staff will ensure the delivery of targeted support at a class teacher level.</p> <p>PIXL data and tracking is used to plan targeted interventions, leading to an increase in progress and attainment</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>Increased staff confidence leading to accurately pitched planning that enables pupils to make good progress against their starting point.</p> <p>At the end of KS2, the following % of pupil premium pupils achieved expected standard:</p> <p>Maths=41%</p> <p>Reading= 50%</p> <p>Writing= 38%</p>
<p>Development of our maths teaching and curriculum thorough quality CPD by releasing the HOD of maths to network with other HODs.</p>	<p>Implementing the strategies and actions gathered from the training will lead to improvements in teaching and learning across the department which will enable an increase in attainment and progress, closing the gap between pupil premium and non-pupil premium pupils.</p> <p>The EEF Guide to The Pupil Premium states quality first teaching and professional development should be a priority as the first tier approach.</p>	<p>In maths, for pupil premium pupils, in KS2 SATs, 41 % were working at age related expectations whereas for non-pupil premium pupils this was significantly higher at 68%.</p> <p>New initiatives are in place, and are having a positive impact on outcomes for pupils.</p>

Budgeted cost:

Activity	Evidence	Outcome												
<p>Boost sessions delivered by experts in subjects. Such as mathematics, writing and reading.</p>	<p>Targeted, precision teaching for those who are disadvantaged to continue to close the gap.</p>	<p>62% of year 5 pupil premium pupils were identified to receive learning boost sessions and 71% in year 6.</p> <table border="1" data-bbox="983 1532 1382 1816"> <tr> <td>Y5 Reading</td> <td>% at expected standard</td> <td>% at greater depth</td> </tr> <tr> <td>Pupil premium</td> <td>45%</td> <td>3%</td> </tr> <tr> <td>Non pupil premium</td> <td>70%</td> <td>19%</td> </tr> </table> <table border="1" data-bbox="983 1868 1382 1989"> <tr> <td>Y5 Maths</td> <td>% at expected standard</td> <td>% at greater depth</td> </tr> </table>	Y5 Reading	% at expected standard	% at greater depth	Pupil premium	45%	3%	Non pupil premium	70%	19%	Y5 Maths	% at expected standard	% at greater depth
Y5 Reading	% at expected standard	% at greater depth												
Pupil premium	45%	3%												
Non pupil premium	70%	19%												
Y5 Maths	% at expected standard	% at greater depth												



<p>members of staff to focus on the attendance of Pupil premium children whose attendance are between 90.1% and 97%. For academic year 2024-25, new attendance procedures in place to track pupil attendance. Weekly attendance meetings and necessary interventions put in place.</p>	<ul style="list-style-type: none"> • Build relationships with pupils eligible for the pupil premium and their parents • Monitor pupils with low attendance and work with them to improve • Understand the barriers to attendance • Develop attendance plans for individual pupils • Analyse school attendance data <p>Improving the attendance of pupils eligible for the pupil premium The Key Leaders (thekeysupport.com)</p>	<p>to monitor and support attendance concerns.</p> <p>1 Disadvantaged Pupils are supported above and beyond the standard attendance process. The attendance GAP between Pupil Premium and non Pupil Premium pupils is currently 2.3% with the aim to reduce this to 1.5%.</p>				
<p>A targeted provision to be put into place to target PP and disadvantaged pupils across KS2 to promote their resilience, wellbeing and mental health.</p>	<p>Staff will complete SDQ (strengths and difficulties questionnaire) pre and post intervention with pupils to track impact of intervention.</p> <p>Staff will liaise with teaching members of staff, parents and pupils to gain qualitative data on impact of intervention strategy.</p>	<p>45 pupils took part in resilient mind provision during academic year 2023-24.</p> <table border="1" data-bbox="1031 763 1487 992"> <tr> <td data-bbox="1031 763 1262 913">Ave. Attendance of 45 pupils 2023-24</td> <td data-bbox="1270 763 1487 913">Ave. Attendance of 45 pupils 2024-25</td> </tr> <tr> <td data-bbox="1031 913 1262 992">92.5%</td> <td data-bbox="1270 913 1487 992">93.8%</td> </tr> </table>	Ave. Attendance of 45 pupils 2023-24	Ave. Attendance of 45 pupils 2024-25	92.5%	93.8%
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92.5%	93.8%					
<p>Mentoring/sports session to be put into place by an external provider for the year to allow disadvantaged pupils to access wellbeing support.</p>	<p>Pupils will be highlighted by pastoral members of staff for this provision where they do not meet NHS wellbeing services criteria.</p> <p>At least 75% of the pupils who access this provision need to be Pupil premium or Pupil premium plus eligible.</p> <p>Feedback from external provider will track and measure impact of sessions and this will be reviewed with pastoral members of staff and parents.</p>	<p>25 pupils participated in the provision with a further 30 pupils identified for extra-curricular activities.</p> <p>80% of pupils who attended sessions improved their score by 2 steps on a scaling score engagement and developing their own well being</p>				
<p>Individualised provisions for identified pupils as appropriate.</p>	<p>A flexible response to arising needs for individual pupils over the year enables pupils to receive appropriate support to meet their needs. For example, Book in a Box subscription provides pupils with the opportunity to read a variety of texts, pitched to their level.</p>	<p>Tailored support has been swiftly implemented in response to individual needs with positive outcomes.</p>				
<p>Reactive provisions to enable social and emotional, attendance or engagement needs to be met.</p>	<p>This will include a £50 clothing voucher available to all PP pupils via Orchard Clothing to enable parents to feel support through the cost-of-living crisis and to reduce a barrier to accessing school provision.</p> <p>Selective transport provision where needed necessary in exceptional</p>	<p>This was successfully accessed by a number of pupils over the year.</p>				



	<p>circumstance to improve attendance at the school's discretion. This will be assessed on a case-by-case basis by Safeguarding/Finance teams.</p> <p>A contribution towards the cost of trips for those children who are classed as disadvantaged through PP, having a social worker or a young carer. This contribution will be made upon request at 25%.</p>	<p>This was access by a small number of our pupils across the year improving their attendance significantly.</p> <p>This was accessed by a number of pupils last year enabling them to access trips and residential; an invaluable experience.</p>
<p>Fully funded music lessons for Pupil premium, looked after and post looked pupils to relieve all barriers from accessing arts and cultural education.</p>	<p>Funded music tuition for pupils who are eligible for Pupil premium.</p>	<p>In the last academic year, we supported students with funding for instrument lessons.</p> <p>Pupils were involved in extra-curricular activities and enjoyed participating in musical events.</p> <p>Learning an instrument improves concentration, memory, co-ordination, listening skills and metacognitive understanding.</p> <p>Pupils have learned to look after an instrument and being responsible for their independent practice.</p> <p>Attendance is good.</p>

