

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Peak Flying High Academy
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	60.6% (80 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	M Parkinson Head Teacher
Pupil premium lead	K Armstrong Deputy Head Teacher
Governor / Trustee lead	A Cruickshank

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800
Recovery premium funding allocation this academic year	£12,325
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	£123,125

Part A: Pupil premium strategy plan

Statement of intent

At Walton Peak, it is 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 pupils who are disadvantaged to achieve that goal, including ensuring progress for those who are already high attainers.

Common barriers to learning for children that are disadvantaged include receiving less support at home, limited language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” approach.

Walton Peak’s overarching strategy is to improve outcomes in language-based learning. In particular, there is a strong focus on developing phonics skills, developing a reading for pleasure culture and ensuring that limitations in language development are identified and addressed early.

We are also determined to make the best use of our staffing resource by making a strong commitment to training and development which serves the needs of pupils impacted by disadvantage. This largely focuses on developing quality first teaching approaches. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Children struggle to write and this is an area of concern to leaders in the school. Due to low levels of language development, children are often unable to articulate and hold simple sentences.

Leaders also understand that some children struggle to manage their feelings and emotions at times, leading to dysregulated behaviours by a small minority. There is a conflation of challenges in relation to dysregulation, low literacy and low attendance. These children are the focus of the funding stream.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have low levels of literacy and language development is already impeded on entry to the school. This impacts on their reading and writing skills
2	Pupils require additional phonics teaching to ensure that gaps in learning are addressed. This will also support the development of their writing
3	Core skills in mathematics are limited for some pupils, particularly KS2
4	Attendance and punctuality exacerbate issues related to academic progress
5	Some pupils experience dysregulation and need support to access learning. Several children need regular nurture.

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
Pupils identified for intermittent repetition of core skills and recall through precision teaching to achieve end of year targets.	Pupils will fully complete standardised assessment tasks. Pupils will achieve FFT targets set.
Teachers will have a clear understanding of the specific areas of weakness for pupils identified when presenting evidence at Pupil Progress Reviews	The gap between disadvantaged and non-disadvantaged pupils will diminish over time.
Pupils to achieve in line with national average plotted trajectory	KS2 reading/ maths and writing outcomes in 2024/25 show that pupils who are disadvantaged are in line with National for the expected standard.
All teachers will adopt the lesson design principles so that standardised practice is evident and all teaching is good or better across the school	Consistent lesson planning and delivery is evident in lesson visits. Each element will be easily identified and impact evident. Teachers will know which elements of the lesson require greater emphasis or

	development and can share this in their development meetings.
100% of children will achieve targets set in line with FFT.	Children will be carefully tracked at PPRs Progress reports will be shared at governors' meetings. Parents will be informed of their child's target and direct them towards support and advice for home learning.
All teachers to demonstrate good questioning which leads to high levels of pupils' engagement TAs will adopt open-ended questioning models which mimic that of the teacher and therefore encourages participation and independence as observed in lesson visits	Question techniques used in the classroom to embed learning, address misconceptions and identify and address misunderstanding.
All TAs will participate in training and adopt best practices as observed in daily learning walks. This will include: <ul style="list-style-type: none"> • High expectations • Effective behaviour management strategies in line with the school's policy. • Effective questioning and modelling improving pupil outcomes, 	Quality first teaching strategies will focus on the effective deployment of TAs to maximise opportunities for targeted support Staff will revisit the EEF training delivered and refresh on the effective use of TAs.
Identified pupils to meet half termly target identified in PPRs Outcomes in writing will improve so that criteria of pupil progress reviews are met.	Targets set against FFT will be achieved.
There will be no exclusions Low level disruption will be diminished	No exclusions will be recorded. Incidents recorded have reduced. Boxall profiles will show improved outcomes for individuals. Lesson visits will highlight the good attitudes of the pupils. Pupils will be well-versed in the school's ethos and values. Visitors will comment on the good AtL of the pupils.
The pastoral lead will lead the strategy for PA pupils and make home visits as required. Meet and greet sessions will be set up for those displaying anxiety. Text messaging to parents to be initiated alongside the offer of Teams meetings/ phone calls.	The rate of persistent absence will reduce so that it is at least in line with national average (less than 8.5%). First day calling will take place.

	<p>Home visits will take place on day 1 for those children not attending and for whom there is no communication</p> <p>Individualised plans will be in place for all PA pupils and these will be reviewed half termly</p> <p>The pastoral lead will use the focus group techniques to understand more of the pupils' reasons for non-attendance.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Weekly lessons following the Jigsaw scheme to be carried out</p> <p>Assemblies will support the themes delivered so that pupils can identify and deploy self-regulation strategies.</p>	<p>There will a reduction in negative behavior points.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>Teams to be set up for access by all. Seesaw platform extended to include home learning opportunities.</p>	<p>All children access home learning.</p> <p>All pupils will have access to a device for home learning via the government scheme.</p> <p>A range of products and platforms will be used to appeal to pupils and meet the needs identified.</p> <p>Children will be incentivised to participate in home learning activities to support their areas of need.</p> <p>Parents will be provided with support guides and videos to enable them to access the learning effectively.</p>
<p>Nurture programmes will be informed by EPS training, ensuring high quality, accredited provision.</p>	<p>High quality, accredited provision for children attending Nurture.</p> <p>Staff will report decreasing levels of dysregulation in these pupils over time against the Boxall profile.</p> <p>The rationale for nurture, its access and evaluation will be made explicit in the school's staff handbook.</p> <p>Staff will adopt practices in the classroom which mirror those of nurture.</p> <p>Attachment awareness training will take place for all staff.</p>

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: £60,516.38

(NTS, FFT Reading, Books, White Rose Maths, Supply for CPL, TA CPL)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To restructure class timetables, taking account of the prioritisation of reading, phonics and core maths skills development, using digital technologies where possible.	<i>EEF – individualized instruction shows +3 months progress when timetabling effectively and using digital technologies for short periods of time.</i>	1,2,3
To provide high quality focused teaching to ensure all children are able to achieve their potential. KA time 3x mornings per week	EEF: + 4 months Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1,3
To purchase standardised diagnostic assessments (NTS). Use NTS assessment to carry out detailed analysis of gaps	In order to carefully track the progress of identified pupils, the standardised tests can provide reliable insights into the specific strengths of each pupil and misconceptions they have which will support teachers in ensuring they receive the correct additional support through interventions or teacher instruction. <i>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</i>	1,2,3
Purchase of 'No Nonsense Phonics'	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	2

books to secure stronger phonics teaching for all pupils	word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <i>Oral language interventions Toolkit Strand Education Endowment Foundation EEF.</i>	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase White Rose Maths premium.	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 <i>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</i> The EEF guidance is based on a range of the best available evidence: <i>Improving Mathematics in Key Stages 2 and 3</i>	3
Provide CPL in relation to effective lesson design and fund ongoing teacher training and release time.	The Trust has a strong background in curriculum and lesson design. The cohesion in practice, rooted in neuroscience is known to impact positively on pupil learning. <i>(Kirschner and Sweller)</i>	1,2,3
Develop CPL around metacognition, particularly in relation to modelling and questioning strategies. We will continue to fund ongoing teacher training and release time.	<i>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i>	1,2,3
Develop CPL in relation to the effective deployment of TAs. We will continue to fund ongoing TA training and release time.	<i>EEF: effective deployment of TAs is enhanced by training, self-assessment and monitoring of impact of TAs. Deployment should be measured, planned for and evaluated to have impact.</i>	1,2,3
Improve the quality of social and emotional learning	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performances, attitudes, behaviour and relationships with peers) <i>EEF – social and emotional learning.</i>	5

To develop high quality first teaching in writing, all teaching staff to attend FHP Writing sequence training for their year group	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1
To meet a complex range of needs smaller class sizes in LKS2.	EEF: Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.	1, 5

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

Budgeted cost: £31,014.25 (A Dolphin, T Jones)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide small group targeted support, led by highly skilled TAs and qualified teachers</p> <p>TA led sessions for phonics 5x per week (EYFS & Y1/2)</p> <p>Keep up interventions led by highly skilled Tas</p> <p>Y6 Booster groups led by qualified T</p>	EEF: + 4 months Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1,2,3
To purchase SHINE intervention materials	EEF: Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.	1,3

To provide small group targeted support	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,594.37 (Jigsaw, Seesaw, Purple Mash, ELSA, Enrich, Uniform)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide support for the mental health and well-being of pupils through 1:1 / small group nurture sessions, ELSA sessions,	KCSIE: The definition of safeguarding and promoting the welfare of children (para 4) has been updated to include preventing impairment of children's mental (as well as physical) health and development, and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation (paras 34 – 38).	5
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. Rewards	Targeted interventions and universal approaches can have positive overall effects <i>Behaviour interventions EEF (educationendowmentfoundation.org.uk).</i>	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for office staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

To provide access to home learning via Purple Mash removing barriers to access.	Remote education has become normalized through the pandemic and has provided opportunities to deliver stronger home learning opportunities. The school will remove barriers of internet access, the purchase of devices and access to appropriate tech to ensure that remote and home learning can continue.	1,2,3
To train TA in ELSA (subsequent supervision)	ELSA is a well-established package of emotional literacy support training for TAs. The 6 days training and subsequent supervisions are highly regarded as a means by which to support vulnerable pupils. (See above cost)	5
Enrichment activities. School visits	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	5
To provide pastoral support to pupils with an attendance improvement plan, demonstrating anxiety ensuring catch up following absences	EEF: a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. <ul style="list-style-type: none"> M+E has identified that some parents do not feel comfortable with face to face interaction with staff and are not always comfortable visiting the school site for meetings. Technology and social media can be used to encourage, persuade and communicate expectations. 	4

Total planned budget expenditure £123,125

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 2021 to 2022 academic year.

Staff awareness of the PP students and the profile of these students, in particular boys.	Staff had a heightened awareness of these pupils and reference to their attainment, progress and next steps were discussed at Pupil progress meetings.
The effectiveness of the feedback that students receive to enable them to make progress.	Increasing effectiveness of 'in the moment' feedback has enabled misconceptions to be quickly addressed and gaps reduced.
Low attainment for disadvantaged pupils upon entry to school particularly in CLL in FS2. This slows reading and writing progress in subsequent years.	<p>CLL on entry – 0/3 PP at ARE = 0%</p> <p>CLL on exit – 2/3 PP at ARE = 67%</p> <p>Phonics outcome for Year 1 in 2022 = 86%</p>
In school difference between disadvantaged pupils and non-disadvantaged pupils in basic skills in KS2 needs to be diminished.	<p>See results table below for end of year assessment data.</p> <p>In reading, the gap between those who are PP and those who are not has reduced for many classes, significantly in some: Current Y3: gap was 42%, now PP chn are 5% higher than non PP. Current Y4: Gap was 40% now 3% Current Y5: gap was 32% now 19% Current Y6: gap 42% now 40%</p> <p>In writing, the gaps between children who are disadvantaged and those who are not has been reduced in many classes: Current Y3: gap was 17% is now 5% Current Y4: gap was 30% now 2% Current Y5: gap was 34% now 10%</p> <p>In Maths, although there is still a gap between children who are disadvantaged and their non disadvantaged peers, in many classes this has reduced: Current Y2: gap was 45% now 24% Current Y3: gap was 58% now 25% Current Y4: gap was 38% now 2% Current Y5: gap was 52% now 24%</p>

Low levels of resilience and self-belief due to poor social and emotional skills impacts on their ability to engage effectively with learning.	Boxall profile results show improvement made on all PP children.
Attendance of PP children to improve	Attendance gap closed to 2% - an improvement on previous year's attendance data.

Summer 2022 Attainment

	Passed Phonics Screen		Reading ARE or above		Writing ARE or above		Maths ARE or above	
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
Year 1 9 chn Non PP=2 PP= 7	50%	86%	50%	43%	50%	43%	50%	57%
Year 2 14 chn Non PP = 5 PP = 9	1 chn 100%	4 chn 75%	80%	66%	80%	44%	80%	56%
Year 3 16 ch Non PP = 5 PP = 11			40%	45%	40%	45%	80%	55%
Year 4 29 ch Non PP = 10 PP = 19			60%	63%	60%	58%	60%	58%
Year 5 33 ch Non PP = 15 PP = 18			80%	61%	66%	56%	80%	56%
Year 6 24 ch Non PP = 10 PP = 14			90%	50%	90%	57%	90%	43%