

Pupil premium strategy statement

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	Walton Peak Flying High Academy
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	62%
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	A Abrahams
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 staff will participate in training and adopt best practices as observed in daily learning walks to develop a positive behaviour culture. 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.
Children will have the tools to regulate their emotions without adult support.	Children will have greater skills in self-regulation. The behaviour policy has clear rules that all children know and understand. Zones of regulation are used by all children and staff. Parents will be supported to help their children regulate at home through training delivered by trained members of staff. 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.

<p>A more robust strategy to tackle attendance. The rate of persistent absence will reduce so that it is at least in line with national average (less than 8.5%).</p>	<p>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.</p> <p>Text messaging to parents to be initiated alongside the offer of Teams meetings/ phone calls.</p> <p>First day calling will take place.</p> <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>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>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’ books to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

stronger phonics teaching for all pupils	comprehension), particularly for disadvantaged pupils: <i>Oral language interventions Toolkit Strand Education Endowment Foundation EEF.</i>	
Development of early language and vocabulary Purchase Wellcomm Develop scaffolds in every lesson	EEF: On average oral language approaches have a high impact on pupil outcomes of +6 months. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. <i>Oral language interventions Toolkit Strand Education Endowment Foundation EEF.</i>	1
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

<p>Develop CPL in relation to the effective deployment of TAs.</p> <p>We will continue to fund ongoing TA training and release time.</p>	<p><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></p>	<p>1,2,3</p>
<p>To deliver high quality social and emotional teaching both to whole classes and specific children in small groups/1:1 based on a priority list.</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 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)</p> <p><i>EEF – social and emotional learning.</i></p>	<p>5</p>
<p>To develop high quality first teaching in writing, all teaching staff to attend FHP Writing sequence training for their year group</p>	<p>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.</p>	<p>1</p>
<p>To meet a complex range of needs smaller class sizes in LKS2.</p>	<p>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.</p>	<p>1, 5</p>

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>	<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.</p>	1,2,3
<p>To purchase SHINE intervention materials</p>	<p>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.</p>	1,3
<p>To provide small group targeted support</p>	<p>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.</p>	1,3

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
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<p>To provide support for the mental health and well-being of pupils through 1:1 / small group nurture sessions, ELSA sessions,</p>	<p>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).</p>	<p>5</p>
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. Rewards</p>	<p>Targeted interventions and universal approaches can have positive overall effects</p> <p><i>Behaviour interventions EEF (educationendowmentfoundation.org.uk).</i></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for office staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>To provide access to home learning via Purple Mash removing barriers to access.</p>	<p>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.</p>	<p>1,2,3</p>
<p>To train TA in ELSA (subsequent supervision)</p>	<p>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.</p> <p>(See above cost)</p>	<p>5</p>
<p>Enrichment activities. School visits</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>5</p>

<p>To provide pastoral support to pupils with an attendance improvement plan, demonstrating anxiety ensuring catch up following absences</p>	<p>EEF: a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <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. 	<p>4</p>

Total planned budget expenditure £123,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A focus on developing a culture of behaviour where all staff take ownership of children's behaviours alongside the development of staff knowledge and understanding through training (CRB training, Trauma informed training, Teach Meet with Tom Bennett) and access for the children to nurture programmes where they develop their own regulation skills in small groups of targeted support and as a whole class through Jigsaw has enabled all children to access more learning. This coupled with more robust attendance procedures has ensured children are in school to access this learning. The quality of teaching has improved through the development of lesson design principles, teacher questioning and the prioritisation in the timetable of core subjects including phonics. The use of diagnostic assessments has enabled the identification of gaps in knowledge and misconceptions which has supported staff in addressing these. Together, these actions plus the focussed support for children in small groups with an additional teacher in class, teacher-led interventions and teacher-led after school boosters have resulted in increases in outcomes for all children who are eligible for Pupil Premium funding. When comparing the outcomes at the end of Key Stage 2, children eligible for Pupil Premium funding were broadly in line with children not eligible for PP at ARE and above in reading with those eligible for PP having a higher progress score of 2.03. In writing, those eligible for PP were 18% higher than those who were not eligible for PP at ARE. This was also the case for SPaG where children eligible for PP were 20% above those not eligible for PP at ARE. In Maths, the 2 groups are broadly in line at ARE. The outcomes of combined Reading, Writing and Maths, is also 5% higher at ARE for those children who are eligible for PP. At Key Stage 1, when discounting those children with SEND, children eligible for PP score 25% higher at ARE than those not eligible for PP in reading and writing. In maths, both group's scores were in line. In the Year 1 Phonics Screening Check, 80% of children eligible for PP passed compared with 60% of children who are not eligible for PP and 100% of children in Year 2 who re-sat the PSC this year passed. At EYFS, 100% of children eligible for PP achieved GLD compared to 50% of children who are not eligible for PP.

Externally provided programmes

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

Programme	Provider

