



## Waltham St Lawrence Primary School

### Pupil Premium Strategy Statement

This statement details our school’s use of Pupil 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	Waltham St Lawrence Primary School
Number of Pupils in School	145
Proportion (%) of Pupil Premium Eligible Pupils	10.3%
Academic Year/Years that our current Pupil Premium Strategy Plan covers ( <b>3 Year Plans are recommended</b> )	2021 – 2024 <span style="color: blue;">2022-23</span>
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Li-Juan Ellerton
Pupil Premium Lead	Kathy Jones / Li-Juan Ellerton
Governor Lead	Fiona Edwards

### Funding Overview

Detail	Amount
Pupil Premium Funding Allocation this academic year	£25,072 <span style="color: blue;">£25,070</span>
Recovery Premium Funding Allocation this academic year	£2320
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£27,392

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

In our school, our School Values shapes all that we do. All members of the school community are committed to upholding the Five Core Values:

- Love
- Truth
- Peace
- Responsibility
- Community

At Waltham St Lawrence Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Our school motto, "Together We Inspire and Achieve" reflects our high expectations of the whole school community and we aim to be an optimistic school and striving for excellence in every respect. We believe that there are no limits to what our children can achieve and that all learners should be able to reach their full potential. Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to enable the children to build strong foundations for the future through our rich and varied bespoke curriculum.

We use the EEF implementation guidance which clearly shows three core areas required to support the most vulnerable learners which are:

1. **Quality First Teaching Strategies** – improving the quality of the curriculum sequencing and progression as well as the teaching techniques used by teachers to deliver this curriculum based on metacognition, self-regulation and accurate assessment.
2. **Academic Intervention Support** – termly Pupil Progress Reviews and ongoing formative assessment secure the early identification of need and ensuring that appropriate academic support is provided. Our school understands the importance of early identification and support for our youngest learners to ensure that can keep up with their peers.
3. **Wider Strategies** – these strategies focus on the wider pastoral, social and emotional health along alongside physical and mental wellbeing. We know that our learners are unable to achieve their full academic potential if their emotional needs are not met.

## Challenges

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

Challenge Number	Detail of Challenge
1	Pupils eligible for PPG who are also SEND have gaps and misconceptions in their learning and find it difficult to retain/recall prior knowledge, and not always able to articulate their next steps for their learning.

2	Pupils eligible for PPG and their families have social & emotional difficulties, including medical and mental health issues. Pupils sometimes have difficulty regulating their emotions and articulating these, which can affect their learning.
3	Pupils eligible for PPG do not always have the same level of learning support and enriched life experiences in comparison to their peers. Some children with social and communication difficulties have lacked good role models and exposure to a wide range of vocabulary.
4	Some pupils eligible for PPG have low attendance and persistent absentees. They lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	<p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Embed the school's redesigned writing curriculum in line with the schools Teaching and Learning Policy with a particular focus on ensuring effective, timely feedback to all pupils and effective use of success criteria to improve pupil's self-regulation/meta-cognition</li> <li>• Fine motor skills affecting letter formation and writing development</li> <li>• Ensuring that children are exposed to a range of texts to re-enforce the link between reading and writing.</li> <li>• Deliberate and effective use of vocabulary, age-appropriate spelling, grammar and punctuation in independent writing above skills specifically taught within the lesson</li> </ul>

## 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
PP Strategy and SEND Teaching Learning and Support Plans are complementary to ensure disadvantaged pupils make accelerated progress. Provision is carefully planned so as not to overwhelm individuals. Pupils are aware of and able to articulate next steps in their learning	Inclusion Coordinator and PPG Leaders continuously monitor data outcomes provide evidence that provision is being well planned. Learning conversations are established and pupil conferencing and feedback has a positive impact on pupil outcomes.
Pre-learning / Pre-teaching and over learning are effective in giving the PPG children a 'head-start' on learning, particularly, in the teaching of key vocabulary and new units of work.	PPG children are able to access learning more quickly, allowing them to make rapid progress in lessons. Gaps in their learning are addressed efficiently through pre-teaching. The pupils feel more confident to contribute. Teachers are able to identify gaps in knowledge more quickly.
Class teachers or Link Teacher continue build strong relationships with families providing them with timely and appropriate resources and advice on how to best support their children's learning and wellbeing at home.	Regular meetings with Parents/carers Resources are provided to support learning at home, where necessary, additional support (e.g. booster sessions and 1:1) is offered in school to compensate for this.

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated. Pupils eligible for PPG are able to articulate their emotions.</p> <p>Children in receipt of PPG are made priority in oracy sessions and explicit teaching with regard to emotional vocabulary is provided.</p>	<p>PPG children receiving ELSA support and SALT Intervention Programme are making noticeable progress. There is clear evidence of their improved wellbeing.</p> <p>Pupils can express their feelings using emotion vocabulary and develop strategies for regulating their emotions.</p> <p>Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers removed where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning. School delivers an engaging, broad and varied bespoke curriculum.</p>	<p>Our rich and bespoke curriculum provide pupils with exciting, varied learning. Pupil questionnaires show that children enjoy school and are enthused to learn more. We have instilled a love of learning in all children.</p> <p>Teachers and support staff plan a wide range of visits / WOW events / experiences to inspire and enhance learning and make it memorable.</p> <p>Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Pupils' attitude to learning and school has improved. Children are happy to come to school and feel safe. Their attendance shows significant improvement. Parents are engaged and supportive of school high expectations.</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: £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional Development (CPD) / Empowerment for teachers and TAs across school - All staff engagement in CPD to support Quality First Teaching</p> <p>Extra TAs hours and Staff retention</p>	<p>Quality First Teaching</p> <p>Making sense of Autism</p> <p>Metacognition &amp; Working Memory staff meetings for all staff</p> <p>Staff meetings dedicated to Teaching and Learning and teachers continuous improvement and empowerment</p> <p>Subject / Inclusion Monitoring to ensure quality teaching and learning via non-contact time</p> <p>Quality /at least good or better teaching in all classes every day.</p> <p>Provision of interventions and booster teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Evidence from Education Endowment Foundation (EEF) – Maximising Learning.</p>	<p>1</p> <p>3</p>
<p>Disseminating CPD from conferences, training courses and network meetings etc. e.g. sharing materials and good practice</p> <p>Deepening Subject Leaders knowledge and applying the tools to support other teachers</p> <p>ASD training for TAs</p>	<p>Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021</p>	<p>1</p>

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-learning /Pre-teaching and overlearning sessions to clarify understanding and prepare pupils for new learning	<p>EEF Toolkit - +3 months progress for behaviour interventions which will also benefit all pupils in the classroom due to purposeful learning environment</p> <p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress</p> <p>Removing potential barriers to participation, increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</p>	1
Targeted support Embedding more effective practice around feedback and regular evaluation and ongoing Teacher Assessment of pupil performance and progress	<p><a href="#">EEF evidence</a> demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</p> <p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress.</p> <p>“Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” – EEF Teaching and Learning Toolkit 2021.</p>	1
<p>Allocation of funds for reading, and Maths resources linked to SIP, online teaching and learning subscriptions</p> <p>Provide targeted, structured interventions to children across whole school</p> <p>Interventions to be monitored and evaluated by SLT Interventions to be carried out by Class Teachers and Teaching Assistants within school.</p>	<p>Provision of QFT, bespoke and enrichment curriculum, ELSA and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully</a>.</p>	1 2

Teachers to provide one-to-one or group boost tuition to targeted pupils		
Promoting active partnerships with parents  Offering free clubs, opportunities for targeted children to carry out monitor roles and share work and raise self-esteem.	Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia	3  4

### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Link Teacher / Inclusion Coordinator and Head Teacher identify and support families and children and work to alleviate / remove barriers to learning.  Implementation of Boxall to identify and support vulnerable children.  Use of ELSA sessions and other positive play / social sessions for addressing wellbeing and SEMH	EEF Toolkit Parental Engagement suggests +3 months progress. Positive parental engagement can support pupil progress and attendance  Parents are offered curriculum workshops and 1-1 support to support them children.  Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia  <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>	2  3
All children in school are given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.  Enriching experiences and activities, after school club funding for pupil premium children and free access to workshops and swimming lessons to PP children.	Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully</a> .  Education Endowment Trust Toolkit	3  4
Head Teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. -	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupilpremium-">www.gov.uk/publications/the-pupilpremium-</a>	4

Partnership working with EWO re pupils	how-schools-are-spending the funding-successfully.	
Admin and payments related to sport, other extra- curricular and enrichment opportunities.  Admin and payments related to residential and other school trips	“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” - EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception.	3  2
Attendance: Attendance and punctuality intervention	Work supporting families at home to remove barriers to good attendance and punctuality.eg breakfast club, parental support to arrive on time etc	4  2
Attendance: Support for families who need to ensure their children arrive on time for school.	A good breakfast is essential for a healthy diet. Children are ready to start learning as they will arrive at school on time and received a good breakfast. EEF Parental engagement is consistently associated with pupils’ success at school	4  2
Cultural capital deficit: financial support for trips	To extend and embed the enrichment element of our curriculum (visits/experiences) to develop cultural capital	3
Social and Emotional Intervention: ELSA Support and the use of Emotion Regulation - Intervention with identified vulnerable pupils	Positive self-image and emotional well-being are proven to directly impact on pupil’s attitudes towards themselves and learning. EEF suggest that helping the development of self -regulation and executive function is consistently linked with successful learning	2
SEMH ELSA Enhanced Provision and Programme of	EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF)	2

**Total budgeted cost: £ 27,700**



## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 Academic Year.

The limited amount of PPG funding received by the school has been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Our disadvantaged pupils are making similar progress from their starting points, some achieved ARE in Reading, Writing and Maths
- Pupils have had equality of access to and take up of extra-curriculum provision
- Targeted pastoral support has enabled the children to have equality of access to all aspects of school life
- Pupil Premium funding has provided holiday care as well as targeting support including FSM vouchers and extra curriculum activities and school events
- Feedback from the PP children is that they enjoy school, with attendance above the average school attendance

The previous Pupil Premium Strategy, which ended in July 2022, was effective in supporting our most disadvantaged pupils. Monitoring and evaluation indicate that some children have achieved age related expectations. Those who have not achieved ARE have additional SEND or social and emotional needs. They all have had equality of access to support. The school has proactively worked in partnership with colleagues and utilised DfE initiatives to support the children.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Boxall Profile Tool to assess the children's Social, Emotional, Mental Health (SEMH)	RBWM
Program Provider Metacognition and Self-Regulation Resources	EEF
Developing Great Depth Writers Training	External English Consultant JH
Making Sense of Autism	RBWM SHINE & Autism Education Trust

### Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on Service Pupil Premium eligible pupils?	NA