

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Walthamstow Primary Academy
Pupils in school	199
Proportion of disadvantaged pupils	82
Pupil premium allocation this academic year	£109,125
Academic year or years covered by statement	2023-2024
Publish date	Sep 2023
Review date	July 2024
Statement authorised by	James Hucknall
Pupil premium lead	Suham Velia James Hucknall
Governor Lead	Lesley Dolben

Strategy aims for disadvantaged pupils

Measure	Activity
<u>Priority 1</u> Training for Teaching Assistants to strengthen their ability to run small interventions	<ol style="list-style-type: none">1. Can provide a large positive impact on learner outcome2. Deliver interventions to small groups or individuals3. Access to high quality teaching without reducing the amount of high-quality interactions4. Improvements in pupils' attitudes
<u>Priority 2</u> Further embed the teaching of reading through early phonics and phonics across EYFS and KS1, with catch-up ensuring disadvantaged pupils make at least expected progress	Teaching staff to receive additional phonic training (RWI) in the teaching of phonics and early reading to enhance pedagogy. Leaders to provide additional time for catch-up, to ensure disadvantaged pupils do not fall behind. Targeted pupil phonics and grouping to promote understanding and phonic retention
Barriers to learning these priorities address	<ul style="list-style-type: none">- Lower than expected language skills on entry to school- Lower than expected base knowledge across KS2- Undiagnosed Special Educational Needs- Attendance
Projected spending	£ 36,375

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	PP pupils to achieve national average or better progress scores in KS1 and KS2, or have made better than average progress by attending Pira and 1:1 reading interventions	July 24
Progress in Writing	PP pupils to achieve national average or better progress scores in KS1 and KS2, or have made better than average progress by quality first teaching and scaffolded (sentence stems) work provided to support with writing outcomes	July 24
Progress in Mathematics	PP pupils to achieve national average or better progress scores in KS1 and KS2, or have made better than average progress by attending Puma interventions	July 24
Phonics	PP pupils to achieve national expected standard or better in Phonics, or have made better than average progress by attending 1:1 5-minute phonics sessions	July 24
Early years	PP pupils to achieve national average or better for GLD, or have made better than average progress	July 24

Targeted academic support for current academic year

Measure	Activity
<u>Priority 1</u> Continue providing further interventions	1. Puma (Maths) 2. Pira (Reading) 3. Sensory Circuit to support with concentration 4. Decisions, interactions, communication and emotions (Dice) Intervention 5. Fine Motor Skills
<u>Priority 2</u> Provide key support for current PP pupils, to ensure that new learning is fully embedded and revisited to promote retention and understanding. Promoting pupil progress.	Small group focussed catch up support for our PP pupils to close gaps, as pupils strive to achieve national benchmarks. Additional 1:1 shine support for the lowest 20% PP pupils
<u>Priority 3</u> Ensuring pupils attend school consistently - workshop(s) for parents	Checking attendance data and levels of persistent absences Ensuring pupils attend school consistently, using school systems Attendance workshop(s) for parents Additional EWO capacity, to better support parents
<u>Priority 4</u> Enhance and further develop school-level support for SEMH	Deeper assimilation of the Thrive approach within the school Development of how parents can be supported, using this approach, the better support our pupils Additional support/training for teaching staff to better support pupils on daily basis
Barriers to learning these priorities address	- SEMH - Gaps in learning due to attendance - Undiagnosed Special Educational Needs
Projected spending	£ 36,375

Wider strategies for current academic year

Measure	Activity
<u>Priority 1</u> Promote rapid pupil progress within class across the school to close gaps for disadvantaged pupils, to ensure they readiness for the next academic year	Continuous and sustained professional development on evidence-based classroom approaches to develop and promote enhanced classroom practice. T&L lead to ensure QfT is improved across the school, through the implementation of 'The Toolkit 12', 'The Teaching Handbook' and Instructional coaching
<u>Priority 2</u>	Complete refresh of RWI resources to ensure consistency and quality of resources. Additional development training days

Raise standards in Phonics and Early Reading	<p>purchased through Ruth Miskin to provide additional training to staff</p> <p>An updated suite of Book Bag Book and Blending Books to promote and enhance reading in and out of school</p>
<u>Priority 3</u> Increase access and the participation of PP pupils in additional learning experiences, inside and outside of school. Promote Education with Character for all.	<p>Support PP pupils by regularly subsidising the financial cost of trips, visits and afterschool provision. Promote attendance of extra curriculums by inviting our PP pupils to attend. Provide access to additional resources within school to ensure consistency with classroom peers</p>
Barriers to learning these priorities address	<p>Lower standards of writing, through language structure, composition, word selection and grammatical inconsistencies. Catch up to ensure that pupils have strong core understanding and are secondary ready</p>
Projected spending	£ 36,375

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over by staff to implement intervention program, with reduced impact on in-class teacher time for pupils.	<p>Observations and drop-ins to ensure PP pupils are being targeted.</p> <p>Regular tracking and monitoring of assessment data to close learning gaps</p>
Targeted support	Ensuring enough time for PP LTA interventions. Ensuring the intervention program appropriately supports all PP pupils.	<p>Regular tracking of internal assessment data to group pupils.</p> <p>Quality assurance of interventions.</p> <p>Leaders to oversee intervention program</p>
Wider strategies	Ensure that additional needs PP pupils are effectively supported in-line with PP pupils	SENDCo to ensure intervention for additional needs PP pupils are met and effective