

Naphill and Walters Ash School



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
School name	Naphill and Walters Ash
Number of pupils in school	Dec 2023 300
Proportion (%) of pupil premium eligible pupils	FSM 21 PLAC 3 LAC 1 8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 23/24
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Kerenza Gwynn - head
Pupil premium lead	Kerenza Gwynn
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this (financial year Apr 2023/April 2024) academic year	£31,989
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000
Total budget for this academic year	£39,989

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Our aim is for all pupils is to leave our school meeting age related expectations in reading, writing and maths and/or having made at least expected progress. We recognise that this is not possible for all but will through, monitoring, tracking and targeted interventions ensure each child progresses in their learning.

We want our disadvantaged children and families to receive the social and emotional support they may need through their time with us. This support may not be needed all of the time but we have to aware that need comes and goes and we have to be able to support when it is there.

We want all our children to access as many after school/trips and wider school experiences and will support families to enable their children to do this. Children and families should not be made to feel different because of financial need.

Underpinning everything is giving our disadvantaged and other identified groups access to good spoken and written language as the ability to read, write and speak will have the biggest impact on their learning. We want all pupils to leave our school, at whatever stage, ready for their next school and their future learning.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Over the past three years we have improved our phonics teaching by reorganising our scheme, delivering more training for staff and through assessments ensuring children's gaps are identified and focused upon. We recognise that Covid has impacted on the younger children in particular affecting all aspects of their academic and social/emotional ability to learn. Phonics is being reviewed again in light of this and their future learning. Over the past three years the number of children achieving the required score has risen but we need to ensure any gaps are quickly addressed and supported. We have purchased phonetically plausible reading books to match the children's abilities.

We also used data that showed the children not reaching EXS at the end of KS2 often just missed the required score and often language, vocabulary and comprehension were a factor. We have invested in the use of picture books in KS2 and in reading sessions, vocabulary is a key focus. We have sought to improve the children's access to scheme reading books in LKS2 so that those children needing a structure and who are not ready to be free readers have suitable books to read.

We have worked on getting our children to talk more and develop their spoken speech. Teaching of writing has focused on teaching shorter but good quality pieces of writing.

No child has ever missed out on a trip due to financial circumstances – and if other clubs can be financed we do so. We want all our children to have access to everything.

Many vulnerable children receive social and emotional support from key support as do their families. We recognise that family engagement is key to any child's well being and being successful in education.

- *What are the key principles of your strategy plan?*

The key principles are good quality class teaching, led by teachers knowing every child's learning (and social/emotional) needs. Using data and information, both numeric and soft, to ensure teachers plan for their children with a focus to address any gaps that may have occurred over the past months. Part of the strategy aim is to give small group support to year groups where the greatest need has been identified.

In terms of supporting social/emotional needs it is having staff with good external knowledge and who can develop degree of trust with the parents and support them through often very difficult times. The school may have to look at the funding specialist support for some key pupils as their needs may need that external support.

Challenges

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

Challenge number	Detail of challenge
1	Language – baseline data shows significant number of pupils starting school with limited spoken language – unable to name common objects, unable to speak in proper sentences, poor use of tenses/grammar etc. This need is not disadvantaged specific but does disadvantage many children. This includes access to books and texts at home as well as support from home with homework and phonics. This also includes the need to be able to write legibly and so link handwriting and phonics is crucial.
2	Comprehension – linked to above the children's ability to comprehend texts read appears to be decreasing in Yr R and KS1. Books, texts and discussion about the text read and its meaning has to be formally planned in to support many children.
3	The social/emotional needs of many children and their families' means that school can be the constant in their lives. For those children who have experienced trauma in some form then their ability to learn and concentrate in

	school can be greatly affected. This in turn affects behaviour and can ultimately affect their future education.
4	Linked to above statement is the current lack of access to professional external agencies. School staff are trying to support children/families with complex needs and cannot always give them the level of support they need. The lack of professional support means that the children are not always able to learn successfully. School also trying to fund outside support for key pupils.
5	Ensuring all children can access a full range of experiences offered by the school without impacting on families.
6	Supporting children in KS1 and Yr R with their understanding of place value so they move into KS2 with this as a secure concepts. Ensuring gaps in mathematical knowledge in key pupils closed and confidence improved.

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
<i>Children leave school meeting age related expectations in reading. KS2</i> <i>Challenge 1, 2</i>	Data shows that children in Yr6 tests meet EXS requirements in reading especially those who are HG and have been here for the whole of KS2. If not achieved then progress is clear from the child's starting point. Any gaps in reading following lockdown etc are addressed and the children are back on track.
Children's vocabulary is extended and is reflected in all areas of their work. <i>Challenge 1, 2</i>	All written work shows wide use of vocabulary. Subject specific vocabulary taught – focused on in planning and teaching. Planning for all subjects highlights key vocab, it is on display, expected in written work. Reading books, texts used chosen for good vocab. Children access good quality texts in guided/whole class reading. Children can access texts from library and teachers promote good texts and importance of reading.
Children in KS1 achieve required phonics score and are EXS in reading. <i>Challenge 1, 2</i>	Term by term tracking shows majority of children on track to meet expected levels. Children not on track receive focused and planned interventions.

	School reviews phonic scheme to ensure it meets new requirements and if needed purchases new scheme.
Children's social/emotional needs supported so that they can access their learning. <i>Challenge 3,4</i>	Children receive targeted support with specific social/emotional needs e.g art therapy. Children are secure in school.
Children leave our school having had equal and full access to all clubs both free and fee paying, all trips including residential visits. <i>Challenge 5</i>	Parents of disadvantaged children know their child can fully participate in all activities. Children have equal access to clubs, music lessons etc as their peers. No child stands out due to financial or other reasons.

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 Costs;

RWINC Training Package £600.00

Fluency Bee £80.00

Costs of in-school staff £27,272.00 (pastoral support, TAs to complete phonics and SALT work)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training via RWINC scheme. All TAs and KS1 staff to undertake refresher training.	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

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

NTP Budgeted cost: £1800 from NTP funding and £1800 from school

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support via NTP – initially Yr 6 (maths) pupils but will be	Small group tuition enables the teaching to focus exclusively on key areas of learning. Evidence shows that small group tuition is effective and suggests that it allows greater feedback from the teacher, more sustained attention, which is closely matched to learners'	6

extended over the year.	needs. In 23/24 it will be delivered in school by known teacher. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6

Budgeted cost:

Handwriting Scheme £436.80

Maths Resources £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics resources purchased to ensure all staff have sets so groups can be taught in small ability based groups.	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Handwriting scheme to be purchased as data shows many PP children and those deemed vulnerable are finding writing legibly and at length hard.	Children have to be able to record their thoughts/ideas and answers in a legible form. Research in many areas confirms that being able to hand write legibly has other positive effects on learners. <i>(Berninger, 2012; Zubrzycki, 2012)</i> . Forming letters by hand engages more networks <i>(Berninger, 2012)</i> within the brain than keyboarding. Children who learn letter formation learn to recognize letters more quickly <i>(Berninger, 2013)</i> . Children generate ideas more easily when writing by hand <i>(Berninger, 2012)</i> . Finally, it makes for better recall.	1 and 2
Age appropriate texts to support able	Allowing able readers to access age appropriate texts rather than becoming free readers and accessing texts that do not match their abilities ensures comprehension and reading can progress.	1 and 2

readers in LK2.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Continue with Take 1 Book teaching – provide resources for Yr 4 as data showed writing support would be needed this year.	Good quality texts to support writing are key. The texts expose the children to good vocabulary and good model written texts on which to base their own writing. This is a continuation of training and practice that has been started in the school.	1 and 2
Reading to young children using good texts provides them with quality language from the start. Then making sure the children can access these texts in following year means they feel they are readers and can use that story structure in own reading and writing.	Research shows the number of words children are exposed to at an early age hugely impacts on their education and ability to succeed. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4567506/ https://www.sciencedaily.com/releases/2019/04/190404074947.htm	1 and 2
Concrete maths resources for KS1 children. PP children left Yr R not at GLD in maths and they need a concrete, visual approach to understanding place value. Numicon to	Children cannot learn place value as an abstract concept. Children cannot reach end of Ks expectation in Yr 2 and 6 without a very secure knowledge of place value. For the younger children accessing concrete resources and using the language around place value enables them to achieve end of KS expectations. https://thirdspacelearning.com/blog/concrete-resources-cpa-explained/	6

be purchased.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Trips £2000

Access to specialised support inc Woodlands PRU and art therapy £7,200

Uniform £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support children attend extra curricular clubs, music lessons and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.</p>	<p>A new study undertaken by the University of Cumbria found that residential experiences had a positive impact on pupils’ and that this impact is significantly great for ‘vulnerable’ pupils. https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf</p>	5
	<p>Guaranteeing every child the opportunity to participate in certain types of physical activity could support their academic attainment and help to close the achievement gap between wealthy and less-advantaged pupils, new research indicates. University of Cambridge May 2021. https://www.cam.ac.uk/research/news/physical-activity-may-help-to-close-the-wealth-gap-in-school-attainment-by-improving-self-control</p>	5
	<p>A range of positive outcomes were identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The value of after school clubs for disadvantaged children – Newcastle University 2017 https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</p> <p>Improved outcomes have been identified in English, mathematics and science through participation in the creative arts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
<p>Support from Behaviour Support</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the</p>	3 an 4

<p>Assistant (BSA) for families and children.</p> <p>BSA will offer a wide range of pastoral care for children and their families.</p> <p>BSA works closely with outside agencies</p>	<p>community each school serves will affect the spending in this category. 'The EEF guide to the Pupil Premium'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Mental health and emotional wellbeing has never been as important as it is now. Recent studies suggest that one in six young people have a mental health problem in 2020, rising from one in nine in 2017. Children and young people with mental health problems are more likely to come from disadvantaged backgrounds. 'Supporting children and young people with their mental health and emotional wellbeing' October 2021.</p> <p>https://www.local.gov.uk/publications/supporting-children-and-young-people-their-mental-health-and-emotional-wellbeing</p>	
<p>Fund specific support for key pupils e.g. art therapy. Access to quiet spaces and outside garden.</p>	<p>Art therapy is being provided for a number of children who as well as being PP have a range of extra needs and speciality support has to be provided to enable them to receive the support required to improve their mental health and well being.</p>	<p>5</p>

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.

IMPACT OF ACADEMIC SUPPORT (End of year internal data 22/23 completed Dec 23)

Attainment and Progress of Pupil Premium children

Due to the very low numbers of Pupil Premium children in each year group, pupils' results and progress are not reported here due to confidentiality. All attainment and progress is discussed and shared with the teachers and the School Governors. Not all of our PP children are with us from Yr R to Yr 6, some join mid KS2.

Overall our data does show that the PP children leave us with results similar to those of their peers and they make at least expected progress. Our 4 PP pupils who left at the end of Yr 6 in 2023; two made more than expected progress in reading and maths. One of these made expected progress in writing and the other made more than expected progress in writing. One child did not sit the SATS and another who joined mid KS2 was working at a level below national expectations in all areas on arrival and was at that level at the end of KS2 too.

22/23 is the penultimate year of our three year plan; the phonics results are greatly improved although two of the Yr 2 re takes and one child in Yr 1 who did not reach the required level were PP. However the Yr 2 children made huge progress from Yr 1 and only missed the required level by three marks; moving from scores well below 10. For many of the children their ability to access phonics is hampered by SALT needs and although the school uses the Bucks Speech Link programme where the child's needs are greater there is a lack of external support.

Over the past two years the focus has been on broadening and widening the language our children access; this is a need identified in many children and not just PP children. This means work is done with all children and does not single out our PP children as being different to their peers. Staff have had training, resources have been purchased and the school has a good base upon which to build. Results of this could be seen in results prior to lockdown but even after lockdown the children's reading and use of language in their writing was good and it was the technical aspect of writing that was the most affected. This year we are seeing the impact of Covid on the younger children and possibly the impact that had on families. The children are needing greater support with working memory and personal resilience in their learning.

We are recognising that the social/emotional impact of family life, associated attachment and trauma is increasingly playing a part in our children's lives. The focus of the strategy is likely to change next year as a school we cannot access external mental health services to support our children and so funds will need to be used to support these increasing needs.

In 23/24 we will not use a national recommended tutoring programme as support is variable and we do not see a significant impact on results. We will use one of our PT teachers who knows the children to tutor small groups which include 2 of our PP pupils to boost their maths knowledge and confidence.

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?	Family Liaison Officer and funding for BSA salary.
What was the impact of that spending on service pupil premium eligible pupils?	<p>All new pupils (not just forces families) receive support when first starting the school from Family Liaison Officer. This means all have 1:1 time during their first few weeks to meet, discuss any rules, systems etc they do not understand or need extra support with. Any issues are picked up and can be addressed with parents and class teachers.</p> <p>Similar support is given when children leave here prior to leaving Yr6. New schools are contacted, visits in some cases are arranged if possible for staff and children. Each child is given the 'exit' part of their Passport to take with them which gives the new school the child's voice about leaving.</p> <p>This ensures each child has support through this stage of their schooling. Work in some cases can be done on the country they are moving too, they can view their new school online and share any thoughts with the FLO.</p> <p>Several children also receive extra support due to deployments and other changes in their lives. Children with parents away at Christmas, Mothers/Fathers Days etc are able to make presents and send them to their parents or have them ready for their return. This time also allows them to talk about their feelings and how they are coping with a parent being away.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

The phonically plausible reading books to match the scheme have ensured the children in YrR are on track to have improved results in Yr 1 this year. The school has not withdrawn other non-phonological reading books as we believe the children need a depth of texts to then fully access the end of KS1 assessments. We want to ensure the children develop a wide vocabulary and use their phonic skills in new texts, this will show if they can apply what they have learnt.

Phonics training is taking place more regularly this year; we are looking at a variety of approaches, some whole staff and some focusing on staff working with specific groups. We recognise that the training will need to be ongoing as staff teach different groups over the year.

Ofsted in May 2023 recognised how effective the teaching of phonics and early reading was in the school. They saw fidelity to the RWINc scheme across the school.

Our KS 2 reading results do show that the children are developing a better understanding of texts read and we can see this in KS2 results. We know our baseline results show how low many of the children's starting points are and so by the time they leave us good progress has been made. This is due to the previous work and use of funding to purchase resources aimed at improving language.

In year results for KS2 show that reading is good, there is still a gap between that and writing and we will continue to monitor this. We are looking at maths more closely this year as it is clear in Yrs 2 and 3 that due to Covid there are gaps in knowledge and skills – these gaps vary from child to child and 'topic' to 'topic.' The maths leads are looking into what support can be given and how teaching can be more effective in preventing these issues going forward. Maths results for the PP children at the end of Yr 6 were good but other vulnerable children in terms of emotional wellbeing, social care and Family Support Service Involvement were down. The setting of online

homework does not always support home learning for these children and will be altered in 23/24.