

# Pupil premium strategy statement – Dr Walker’s CE (CV) Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs J Dean
Pupil premium lead	Mrs J Dean
Governor / Trustee lead	Mrs J McCutcheon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£9,758
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,918

# Part A: Pupil premium strategy plan

## Statement of intent

At Dr Walker's, we hope that ALL pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This supports our school vision of '*Though your beginning was small, your future will flourish indeed.*' (Job 8:7) The focus of our pupil premium strategy is to support all disadvantaged pupils to fulfil their potential.

We consider the challenges faced by vulnerable pupils as we are compassionate. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching and a bespoke curriculum that is rooted in creativity are at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As it states in our vision, we want all children to achieve the best they can in our school.

The strategies we have adopted will support all pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that disadvantaged children have gaps in their English and maths knowledge. This was impacted further by Covid-19 school closures.
2	Ensure Quality of Teaching

3	Our assessments and discussions with pupils and families have identified that some disadvantaged pupils have emotional and mental health problems.
4	Persistent absence and late arrival to school is a concern.

## 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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that as many children as possible have met the expected standard, or have met/exceeded their academic targets.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 is demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance for disadvantaged pupils is in line with non-disadvantaged pupils (and in line with national average)</li> <li>• percentage of all pupils who are persistently absent being in line with national average, including those who are disadvantaged</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

SENDCo to support children who need interventions	The role of the SENDCo will ensure consistency for SEND children and lead to high quality interventions and strong progress for children who need it.	1
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
25% of LSAs salary will be paid for, who will work with PPG children in class or small intervention groups to support language skills.	Additional English sessions targeted at disadvantaged pupils who require further phonics/English/spelling/grammar/maths support.	1 and 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits and clubs to increase cultural capital	Clubs and educational visits enable children to socialise and try new skills. These skills can support their ongoing well-being and help disadvantaged children develop new skills.	2 and 3
MIND	Free specialists to support wellbeing of the children and help them to cope with challenge in a more positive way.	2 and 3
Strategies in place to support good attendance.  Click <a href="#">here</a>	Attendance Champion (Head of School) meetings and letters with families who have poor attendance. Attendance cup and reminders of DfE expectations for Education.	3

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<p>Last year we aimed to improve the cultural capital of all children, including the disadvantaged and therefore strengthen their resilience and mental health. Across the year, 56% children attended at least one club throughout the year, 16% of pupil premium children attended a club and 2% of SEND children attended a club. 100% of children attended a trip or topic day. Nurture and counselling were provided to those who needed it.</p> <p>Stakeholder visits noted the strength of enrichment and children seemed content and confident in school. Ofsted (January 2024) noted that the many visitors and events ignited the children's interest in learning and broadened their knowledge of the wider world. Ofsted also noted that personal development of children in the school was good.</p> <p>Children in EYFS made accelerated progress and developed their language and communication skills 5/7 (71%) children exceeded GLD average (67%), 1/2 (50%) of SEND children exceeded GLD average. 1/7 (14%) of pupil premium children did not achieve GLD.</p> <p>Our attendance and lateness is supported by Essex Attendance Specialist (West Essex) as our persistent absence increased from 19% to 22%.</p>
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## Externally provided programmes

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

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*