

Walsgrave C of E Academy

Pupil Premium Strategy Statement



Walsgrave
Church of England Academy

This statement details our school's use of pupil premium (and recovery 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	Walsgrave C of E Academy
Number of pupils in school R – Y6	416
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Damien Sowerby, Headteacher
Pupil premium lead	Aarti Crowter, Pupil Premium Lead
Governor / Trustee lead	Amy Baker
No of PP children also SEND, EHCP, EAL	EAL (3); SEND (15); PP, SEND and EAL (0)

Funding Overview

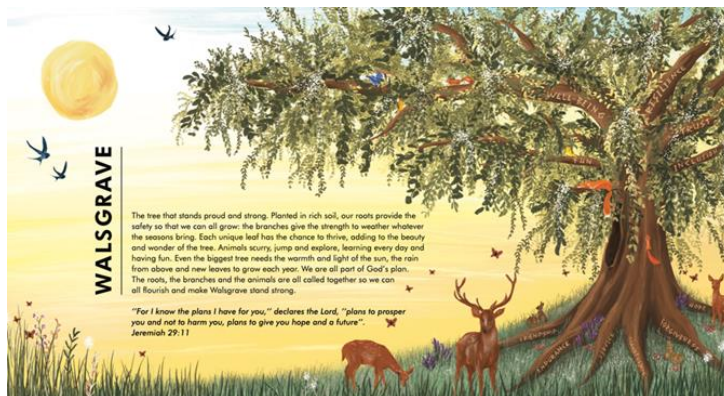
Detail	Amount
Pupil Premium funding allocation this academic year	£87,459
Recovery Premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,724

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our children to improve. 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.

This links to our school vision of Together We Thrive incorporating our Christian value *'For I know the plans I have for you,'* declares the Lord, *"plans to prosper you and not to harm you, plans to give you hope and a future."* Jeremiah 29:11. Our school values are the foundations of what we provide for our children: Fun, Well-being, Inclusion, Trust and Resilience.



The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. To do this we use a graduated approach so that support is tailored to individual children. Over the last 4 years our number of disadvantaged pupils has almost doubled and it is important to note that although the school location deprivation indicator is close to average. The pupil base deprivation is above average. This shows the ever changing picture of the school that we are striving to adapt to, to ensure their social economic position does not impact their opportunity to flourish as one God's children and reach their God given potential. "Children are a heritage from the Lord, offspring a reward from him." Psalm 127:3-5.

Though all of our disadvantaged children benefit from the school's Universal Offer, we have an enhanced, selected offer for all of our disadvantaged children to help improve their progress from starting point and make accelerated progress, attendance, punctuality, engagement and offer wider enrichment opportunities to allow children to build the skills to succeed as they move onto secondary school and beyond.

If the needs of our disadvantaged children cannot be entirely met within our Universal or Selected offers – then they will receive more bespoke, targeted interventions this will take the form of School Led Interventions, Targeted Take 2, additional support for Early Reading and beyond. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview, but more of a reflection of some of the targeted interventions we have implemented historically. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children 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 children's outcomes and raise expectations of what they can achieve

2. Challenges

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

Challenge Number	Detail of Challenge
1	<p>Academic Progress & Outcomes</p> <p>Assessments, observations, and discussions with children indicate that attainment at Age-Related Expectations (ARE) in Reading, Writing and Maths is below the national.</p> <p>This is particularly acute in Writing where the gap between Pupil Premium and Non-Pupil Premium is the largest. This means the quality of classroom teaching; data tracking and small group tuition are key to improving outcomes for our Pupil Premium children.</p> <p>Spelling has been identified as an area of concern which can hold children back from making progress in writing. A new scheme is being implemented to ensure rapid progress and an impact on writing outcomes.</p>
2	<p>Oral Language & Vocabulary</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Teachers have had training on oracy, dialogic teaching and creating opportunities for talk in the classroom to raise standards of written outcomes. An oracy strand tracker has been developed for teachers to use in Autumn 23 with emphasis on presentational talk in the classroom. Early Years staff have had further training in the Neli Language Screen programme and all children are assessed at the start of Reception. A specialist SEND TA also is able to support identified children with speech and language concerns using WellCom and Neli.</p>

3	<p>Phonics & Early Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.</p> <p>Although we have overcome these challenges and have had positive results in our phonics screening over the last 3 academic years.</p> <p>2020-21 By the end of KS1 all PP children passed Phonics screen.</p> <p>21-2022 By the end of KS1 all pupil premium children passed their phonics screen apart from one child that was on the SEND register.</p> <p>22-23 By the end of KS1 all pupil premium children pass their phonics screen.</p>
4	<p>Wellbeing & Mental Health</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by multiple factors these include: COVID 19 school closures, increase levels of deprivation within the locality and the cost of living crisis to a greater extent than for other children. The number of children being referred for safeguarding or mental health investigations & interventions has increased significantly.</p>
5	<p>Experiences & Enrichment</p> <p>Our surveys, observations and discussions with children and families have identified lack of enrichment opportunities before, during and after the school closure period. These challenges particularly affect disadvantaged children, including their attainment and confidence.</p> <p>To respond to this, we have launched Inspire Challenge Awards for each year group in the school linked to our Thematic Curriculum based on the 50 things children should experience by the time they are 11 ³/₄ as suggested by The National Trust. Participation in this has been high and celebrated in school with children receiving medals, badges and certificates at an end of the year celebration assembly. There have also been opportunities within the school day to complete the different activities.</p>
6	<p>Attendance</p> <p>Autumn 2022</p> <p>10% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Showing a closing of attendance gap although the data source is of a shorter period of time.</p>

	<p>In the Autumn term so far, disadvantaged attendance is slightly lower than non-disadvantaged with a 7% difference.</p> <p>2021 – 22</p> <p>20% of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period. Our attendance data indicates that attendance amongst disadvantaged pupils has been between 95-97% which is slightly lower than our non-disadvantaged children.</p> <p>22-23 Attendance</p> <p>Pupil Premium persistent absence continues to be above their peers, however throughout the academic year of 22-23 this gap has closed due to regular attendance meetings with parents and families as well as support given with pastoral leads e.g. purchasing bus passes, supporting with transport issues.</p>
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3. 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.

Challenge Number	Intended Outcome	Success Criteria
1	Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Daily Supported Reader targets pupils at risk of falling behind and provides appropriate support to ensure at least expected progress. Children are supported in reading through high quality Daily Supported Reader sessions which will, in turn, ensure pupils make at least expected national and local authority attainment in KS1 reading as well as reading to key adults in school and during phonics. Disadvantaged children are heard read by school adults no matter of their attainment and progress is monitored closely. Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for.
1	Improved writing attainment for	<ul style="list-style-type: none"> Writing shows significant increase to meet or exceed national and local authority outcomes for GLD, end of KS1 and KS2.

	disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Writing standardisation and moderation demonstrates the impact of high quality CPD for teachers. Increased pedagogy results in accelerated progress for the most disadvantaged and those working significantly below. • Children make at least expected progress or better in writing based on in year data (due to COVID there was no KS1 SATs data to measure progress from). • Writing in Early Years meets at least national GLD expectations. • Disadvantaged pupils receive priority feedback and marking and gaps between them and their peers close as a result of quality first teaching. • Spelling programme implemented in Autumn 2022 and will be relaunched in Autumn 2023 which has demonstrates a significant impact on GaPS outcomes and impacts on writing outcomes across KS1. • Pupil voice identifies the children feel well supported in their learning and can identify their strengths and development points in writing. • Gaps between disadvantaged and peers is diminished in line with local and national standards. • Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for.
1	Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standard is in line with non-pupil premium children. There is also a significant narrowing of the gap between the two groups at greater depth. • Targeted in class teaching at all levels • Pre-teaching to be used where and when needed to support pupils • Continuation of Gaps Analysis and discussions in pupil progress meetings so that next steps can be carefully planned for. • Focused use of the best of maths mastery programmes bespoke for our children using gaps analysis.

2	<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments. • Increased focus on Oracy across the school demonstrates an impact on reading and writing attainment through breadth and depth of age and stage appropriate vocabulary. • Training for all staff to upskill their knowledge of oracy in the classroom. • Nelli Language Assessment programme used in Reception.
3	<p>Sustained improvement in phonics and early reading scores so that pupils are in line or better than the national Phonic Screening Check data. High quality phonics teaching impacts on reading outcomes in Year 1 and end of KS1 (Y2)</p>	<ul style="list-style-type: none"> • Pupil Premium children continue to match non-pupil premium children in phonic attainment. This progress and reading confidence is maintained as children move through Year 3 / KS2 if no other barriers such as EAL or SEND. • Consistent high-quality phonics teaching ensures pupils make at least expected progress in RWInc and, for those at risk of falling behind, accelerated progress. • Phonics Screening Check results are at least in line/better than national and local authority expectations. End of autumn phonics screening data shows: By 24/25 there will be no gap between disadvantaged pupils and their peers in the phonics screening check results (excluding SEND and EAL pupils). • Children are supported in reading through high quality Daily Supported Reader sessions which will, in turn, ensure pupils make at least expected national and local authority attainment in KS1 reading. • All pupils across KS2 who did not pass the phonics screening check have daily phonics sessions to support rapid reading development

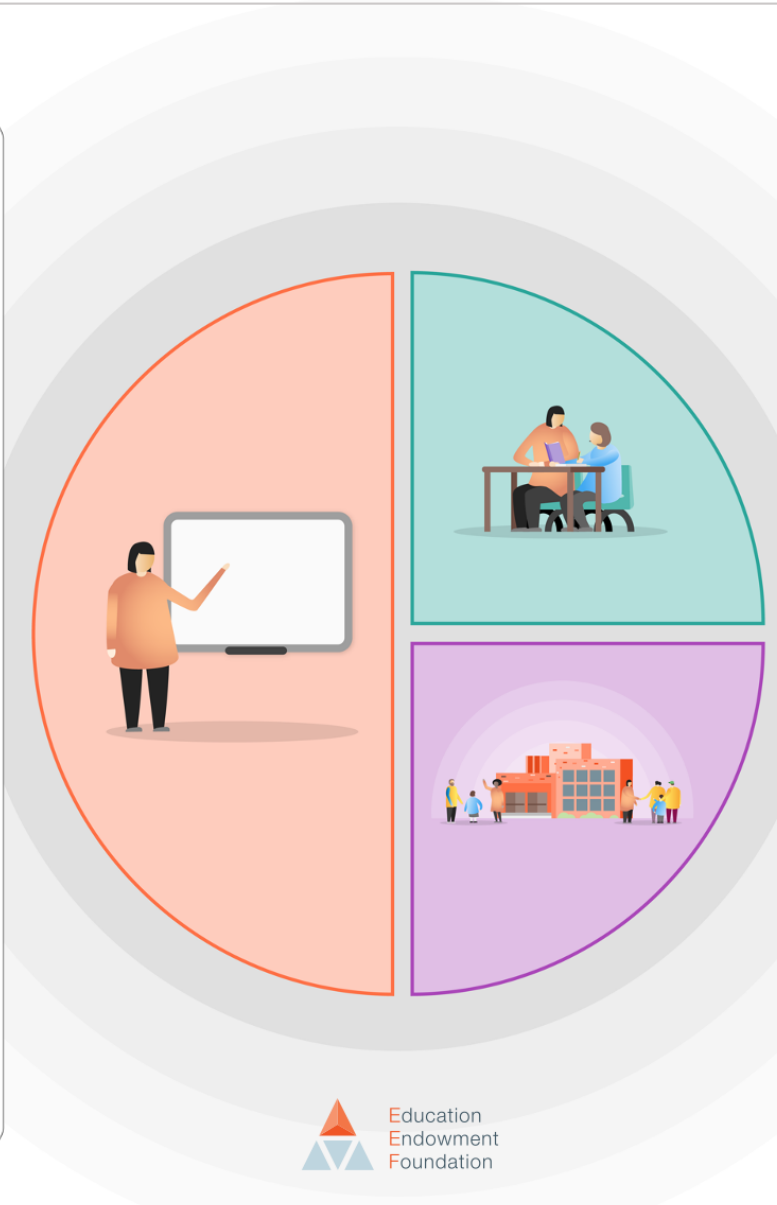
		<p>and accelerated progress in reading to meet or exceed national and local authority data for KS2 reading as well as Daily Supported Reading programme for any children who did not meet the expected standard in Reading at the end of Year 1.</p> <ul style="list-style-type: none"> The reading system has been re-organised so that children are only exposed to phonically decodable books until they read up to a blue coloured book band they will then also be exposed to books that are not 100% phonically decodable.
4 and 5	<p>To embed and sustain a wide range of enrichment activities to improve wellbeing particularly our disadvantaged pupils.</p>	<p>Sustained high levels of enrichment engagement & wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Our use of the Thrive profiling has enabled our Pastoral Lead to work with Class Teachers further to provide additional support to these children. Alongside this, our staff adopt a Thrive approach in all interactions with children. Inspire Challenge Awards has been launched in Autumn
6	<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Sustained high attendance from 2024/25 demonstrated by: the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers. Surprise events to take place every term to encourage attendance in school. Non uniform days for year groups with 100% attendance weekly.

Inspire Education Trust **Pupil Premium Strategy ON A PAGE**

Walsgrave C of E Academy

1 Teaching

1. Training for all staff to ensure **priority additional feedback**, both written and oral, to identified children.
2. Continual programme of training aligned to **Read, Write Inc Phonics** programme to secure stronger teaching for pupils.
3. Further **develop teacher's Maths pedagogy** by complimenting Maths No Problem scheme with Maths Hub resources to appropriately pitch, stretch and challenge all Maths work for all.
4. Routinely **embed assessment gap analysis techniques** to know all children's next steps in learning, **particularly in writing**.
5. **Improve the quality of social and emotional (SEL) learning** through use of the Thrive Approach. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.
6. Develop, through training, the **skills of Teaching Assistants** so that they more responsively meet the needs of all children to become independent learners.



2 Targeted academic support

1. **Additional phonics/ reading sessions** targeted at disadvantaged pupils who require further phonics support.
2. To provide **school-led tutoring** for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.
3. Use of **Take 2** time so children 'keep up' to minimise the need for 'catch up' programmes.

3 Wider strategies

1. **Enhanced parent engagement** through longer parent evening or additional communication to support home-school links.
2. Use of **Inspire Enrichment Passport** to support children's wider development and experiences.
3. **Contingency fund** for acute issues.

Universal: Whole-school awareness of Pupil Premium children and their individual needs.

5. 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.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£59,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Training for all staff to ensure priority additional feedback, both written and oral, to identified children.	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF Feedback Weblink EEF Feedback Overall +6 months Written Feedback +5 months Oral Feedback +7 months</p>	1, 2
2. Continual programme of training aligned to Read, Write Inc Phonics programme to secure stronger teaching for all pupils.	<p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Our School Led Tutoring programme has also had a focus on Reading.</p> <p>EEF Phonics Weblink EEF Phonics Overall +6 months</p>	1, 3
3. Further develop teacher's Maths pedagogy by complimenting Maths No Problem scheme with Maths Hub resources to appropriately pitch, stretch and challenge Maths work for all.	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF Maths Weblink</p>	1
4. Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>These GAPs analysis will be discussed in termly pupil progress meetings.</p> <p>EEF Diagnostic Assessment Link</p>	1

5. Improve the quality of social and emotional (SEL) learning through use of the Thrive Approach.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>A new Relational Behaviour Policy which is a trauma-based approach that staff will receive training on in Autumn 2023.</p> <p>EEF Social Emotion Learning Link</p>	4
6. Develop, through training, the skills of Teaching Assistants so that they more responsively meet the needs of all children.	<p>Whilst there has been a huge increase in the number of teaching assistants available in schools over the last 20 years, high quality training and deployment has been patchy. Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and knowledgebase of these staff will rapidly improve children academic performance, attitudes to learning and relationship with peers.</p> <p>EEF Teaching Assistant Link</p>	1, 2, 3, 5

B. Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF Phonics Link</p>	1, 3
2. To provide school-led tutoring for pupils whose education has been most impacted by the pandemic, including those who are Pupil Premium and high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>EEF Small Group Tuition Link</p> <p>EEF Small Group Tuition +4 months</p>	1
3. Use of Take 2 time so children 'keep up' to minimise the need for 'catch up' programmes.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>EEF Small Group Tuition Link</p>	1, 2

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

Budgeted cost: **£12,669**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Enhanced parent engagement through longer parent evening or additional communication to support home-school links.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>EEF Parent Engagement Link</p> <p>EEF Parental Engagement +3 months</p>	1, 4, 5
2. Use of Inspire Enrichment Passport to support children's wider development and experiences.	<p>By 'Character', we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'.</p> <p>Pupil Premium children in our setting tend to have less opportunities and exposure to enrichment type activities that help them develop their wider character and confidence for life.</p> <p>EEF Life Skills & Enrichment Link</p> <p>EEF Arts Participation +3 months</p>	1, 4, 5
3. Contingency fund for acute issues.	<p>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.</p>	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	6

Total budgeted cost: £95,724

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 2020 to 2021 academic year.

Data

Teacher Assessment Results 2021-22

- GLD – 44% Pupil Premium
- Phonics assessments Y1 – 1/ 4 PP – 25%
3 other children have been flagged up for SEND concerns, pastoral concerns.
- Phonics assessment Y2 – 6/7 PP - 85%
- Year 2 Teacher assessment – Reading (cohort 74%, PP 43%)
Writing (cohort 58%, PP 43%)
Maths (cohort 77%, PP 29%)
Combined ARE (cohort 58%, PP 57%)
- Year 6 Teacher assessment – Reading (cohort 76%, PP 63%)
Writing (cohort 76%, PP 62%)
Maths (cohort 78%, 69%)
Combined (cohort 68%, PP 63%)

Our SATs assessments during 2021/ 22 for Year 2 suggested that there was significant progress made for pupil premium children from their starting points which is documented through case studies. Although their attainment was not in line with national progress from their starting points was positive.

Our SATs assessment during 2021/22 for Year 6 suggested that the gap between non-disadvantaged children and disadvantaged children closed significantly with pupil premium children achieving significantly above national combined (43%).

Teacher Assessment Results – 2022 – 23

- GLD – 50% Pupil Premium
Phonics assessments Y1 – 4/ 9 PP – 44%
5 children did not pass the check, 1 child was new to the country with severe EAL, 1 child is nonverbal and does not verbally communicate, 3 other children have SEND needs.
- Phonics assessment Y2 – 4/4 PP - 100%

- Year 2 Teacher assessment – Reading (cohort 76%, PP 40%)
Writing (cohort 65%, PP 20%)
Maths (cohort 78%, PP 60%)
Combined ARE (cohort 63%, PP 20%)
- Year 6 Teacher assessment – Reading (cohort 77%, PP 62%)
Writing (cohort 77%, PP 62%)
Maths (cohort 80%, 62%)
Combined (cohort 65%, PP 62%)

Our SATs assessments during 2022/ 23 for Year 2 suggested that there was significant progress made for pupil premium children from their starting points which is documented through case studies.

Our SATs assessment during 2022/23 for Year 6 suggested that the gap between non-disadvantaged children and disadvantaged children closed significantly with pupil premium children achieving significantly above national combined.

Curriculum:

It has been integral for us to maintain a high-quality, curriculum and classroom practice. In Key Stage 1, reading has continued to be prioritised with all children in Year 1 reading daily through our Daily Supported Reader programme as well as daily phonics sessions. Daily reading sessions allows children to read, discuss and comprehend natural language texts which have been specially created for language acquisition and language comprehension.

We have tailored our Maths provision to be more personalised to Walsgrave CE Academy and allows teachers to personalise lessons whilst still using the scaffold of mastery maths teaching programmes such as Maths No Problem. This spiral approach has allowed us to adapt and respond to misconceptions as and when we see fit.

We have continued to evaluate our English core texts and ensure that they cover a breadth of authors, text types and model a diverse group of people. Feedback from children and adults showed that they were engaged in the core texts and they were used effectively to hook children into their writing outcomes. We have also developed a new way to assess children to make sure that assessments are concise with 3 assessments rather than 2.

Our Theme sessions have continued to be adapted and a great focus has been placed on teachers ensuring they know the knowledge and skills of each session so that children are able to remember more and have a clear understanding of the skills they are learning in sessions and what subject area the session focuses on.

Tutoring:

In years 1, 2, 3, 4, 5 & 6 we provided with high quality extra tuition focusing on our pupil premium children in the first instance. During Pupil Progress meetings teachers, teaching assistance along with senior management made decisions on what the best subject was to target

for the pupil premium children in their cohort. Instead of using tutors from the National Tutoring programme, we decided to use our own highly skilled teachers and teaching assistances as we felt that this was the best option for us due to the staff knowing exactly where the children's gaps were and having a good rapport with pupils. The gaps were clear from completing gaps analysis grids at the end of assessment points and through using strand trackers to help inform assessment judgements for teachers. The sessions were 1 hour before / after school and x2 30 minute sessions for KS1. We had a high number of Pupil Premium children attending the School Led Tutoring sessions this peaking at an impressive 50 pupil premium children attending. For some children these tutoring groups were not appropriate and they were targeted during the school day to support their provision, for example additional phonics sessions, reading interventions to practise retrieval and inference skills. I strongly believe that the impact of the consist, rigorous sessions has certainly contributed to the results of our Pupil Premium children in making significant progress from their starting points.

Attendance

Our overall attendance for pupil premium children in 2022/23 was 92% and for non-pupil premium it was 94% showing that pupil premium children's attendance is broadly in line. However we continue to monitor attendance on a half termly basis and it continues to be a priority with learning mentor and headteacher. In 2023-24 we will be completing target support meetings once every term.

Behaviour

In 2022-23, our behaviour policy was well received using our Thrive approach to support behaviours. Our thrive approach is integral to managing behaviours daily and regular thrive profiling from class teachers allows us to respond to children's needs through thrive action plans that then allows children to flourish particularly some of our disadvantaged children who have had more social and emotional needs that has led to them spending more time in class and has impacted positively in their outcomes. There was also a working party of adults to research and update our behaviour policy moving towards a relational behaviour policy including zones of regulation to be implemented in 2023-24.

Community + Pastoral

At Walsgrave CE Academy, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Walsgrave community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do.

Here at Walsgrave we continue to working hard to develop our sense of community. We want our school to be the heart of our community with children and their families coming together to share and support each other. We know that for some parents there is a barrier caused by their perception of 'school', this may be based on their experiences as a child. We have worked hard to strengthen relationships between school and parents through the community work we have been doing. We hope that if families come and experience school as a fun place filled with love

and support then they will feel more comfortable when communicating with staff and this will impact the children's learning. Of course we want our children at Walsgrave to learn and this is our number one priority however happy children who are celebrated for all of their brilliantness are much more likely to engage and succeed.

Over the last year we have held a number of community projects often supported by Friends of Walsgrave which is a group of parents who come together to support school. Our local churches have also supported us with projects in the last year, as have our children in Young Enterprise Club and our School Council.

- Our Bonfire Night celebrations were a huge success seeing over 700 people through our school gates coming together for food and firework fun.
- Carols Around The Tree saw lots of families join us for an informal evening of carol singing, mince pies and mulled apple juice.
- We ran and continue to run a number of Pop Up Shops throughout the year for Christmas, Mother's and Father's Day. Children at Young Enterprise Club and the Friends of Walsgrave get busy for weeks before making stock to sell and they are always hugely popular. All parents are invited to join us in preparation for the shop and every child is invited to visit. For families where we know this will be a financial challenge we have special tokens so that no one misses out.
- We hosted a family quiz and curry night which was well attended and lots of fun.
- Each year we invite the children to take part in our Easter celebrations by working together as families to decorate an Easter hat or create a scene for an egg. There were some really thought provoking entries this year which addressed some of the issues that were in the news at the time.
- We enjoyed a community in action day in conjunction with our local Baptist church where we put families to work rejuvenating our school allotment and building a new poly tunnel for Allotment Club to use.
- Our Summer Sports Spectacular took the traditional sports day to a new level. Families were invited to visit a field full of sporting activities, stalls, refreshments and games with their children as well as a few set races.
- We finished last school year with a huge community BBQ. Again families came in huge numbers, we had so much and the BBQ sold out.

Whilst we do raise money for our school through our community projects we do this in a sensitive way. We know that many people are experiencing financial strains in the current climate and we do not want to exclude anyone. We often just ask for a donation so that families only give what they can. We try to include our pupils in the running of all our events whether this is preparation for our pop up shops or training them to facilitate sporting activity at our sports day. Through this we foster our community spirit, help to give children a sense of responsibility and encourage them to take pride in our school. The children who help really do become our school ambassadors.

Parental Engagement

We have also had high parental engagement 63 / 69 parents have engaged with parents evening.

After school clubs

Increased participation of PP in extra curricular activities Y1 – Y6 with 84% of children in the summer term compared to 74% in the Autumn Term.

Further information

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.