

Walsgrave C of E Academy

Pupil Premium Strategy Statement



Walsgrave
Church of England Academy

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	Walsgrave C of E Academy
Number of pupils in school R – Y6	444
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Damien Sowerby, Headteacher
Pupil premium lead	Rachel Goodyer Aarti Crowter
Governor / Trustee lead	Amy Baker
No of PP children also SEND, EHCP, EAL	EAL (4); SEND (18); PP, SEND and EAL (1)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,205

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.

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. The number of disadvantaged pupils has increased by almost double 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.

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	Academic Progress & Outcomes

	<p>Disadvantaged pupils often start school with gaps in reading, writing, and maths, which can limit their progress across the curriculum. These pupils may have less exposure to language-rich environments, numeracy experiences, and opportunities to develop literacy and mathematical confidence outside of school, resulting in lower attainment and reduced access to higher-order learning.</p> <p>Whilst we have seen some improvement in recent years, attainment for disadvantaged pupils is lower than non-disadvantaged pupils in reading, writing and maths based on both internal and external data (where available).</p>
2	<p>Phonics & Early reading</p> <p>Phonic assessments, teacher assessments and observations show that pupils in receipt of pupil premium require additional support to make good progress in phonics. Whilst our data shows an improving picture with an increase in the number of pupil premium children passing the Y1 Phonics Screening Check, we still have further work to close this gap completely.</p> <p>Improving phonics skills is imperative so this doesn't impact reading skills and reading for enjoyment as well as writing development. 85% of the curriculum relies on children being able to read.</p>
3	<p>Oral Language, Communication & Vocabulary</p> <p>Assessments and observations on entry to Reception this academic year indicate that many pupils have underdeveloped oral language skills and gaps in vocabulary, particularly among disadvantaged pupils. The current Reception cohort were born between September 2020 and August 2021, during a period when COVID-19 restrictions continued to limit opportunities for interaction with a wider range of adults beyond the family home. As a result, many pupils experience difficulties communicating effectively in both academic and social contexts. These barriers to communication impact pupils' engagement in learning and contribute to slower progress across the curriculum.</p>
4	<p>Wellbeing & Mental Health</p> <p>Assessment data, staff observations and discussions with families show that an increasing proportion of pupils are entering school with underdeveloped social and emotional skills and identified mental health needs. These needs significantly impact pupils' ability to regulate emotions, engage positively with peers and adults, and access learning across the curriculum. This is particularly evident among disadvantaged pupils, who are over-represented in behaviour, attendance and wellbeing concerns. As a result, the number of pupils requiring referral to RISE or the Mental Health Support Team has increased significantly compared to previous years, indicating a growing level of need that requires sustained and targeted intervention.</p>
5	<p>Experiences & Enrichment</p> <p>Disadvantaged pupils have fewer opportunities to access enrichment activities outside of school, which can limit their social, cultural, and personal development. As a result, these pupils may be less confident, less engaged, and have fewer experiences that support wellbeing and learning.</p>
6	<p>Attendance</p> <p>This needs to be an area that we need to continue to improve. There is a link between the proportion of children at risk of persistent absenteeism and disadvantage. We know that lower than typical attendance and punctuality impacts on attainment as reduced hours in school results in gaps in learning and a challenge around catch up.</p>

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.

Intended Outcome	Success Criteria
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Improved reading attainment among disadvantaged pupils.	Appropriate adaptations to quality first teaching and well deployed evidence-based interventions result in end of KS2 data being in line with national and closing the gap for pupil premium learners. Disadvantaged children are heard read by school adults no matter of their attainment and progress is monitored closely. The percentage of disadvantaged pupils achieving age-related expectations in reading increases compared to the previous academic year. The attainment gap in reading between disadvantaged and non-disadvantaged pupils narrows by the end of the academic year. Disadvantaged pupils make at least expected progress in reading, with a growing proportion making better than expected progress from their starting points. Reading fluency, comprehension, and vocabulary development improve, as evidenced through: Pupil voice indicates that disadvantaged pupils show increased enjoyment, confidence, and independence in reading.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Appropriate adaptations to quality first teaching and well deployed evidence-based interventions result in end of KS2 data being in line with national and closing the gap for pupil premium learners. The percentage of disadvantaged pupils achieving the expected standard in writing at the end of KS2 increases compared to the previous year. The attainment gap in writing between disadvantaged and non-disadvantaged pupils at the end of KS2 narrows. Disadvantaged pupils make at least expected progress from KS1 starting points, with an increasing proportion making better than expected progress. Disadvantaged pupils demonstrate increased writing stamina and independence, evidenced through extended writing tasks across the curriculum. Pupil voice indicates improved confidence and motivation towards writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Appropriate adaptations to quality first teaching and well deployed evidence-based interventions result in end of KS2 data being in line with national and closing the gap for pupil premium learners. The percentage of disadvantaged pupils achieving the expected standard in maths at the end of KS2 increases compared to the previous year. The proportion of disadvantaged pupils achieving greater depth in maths increases, demonstrating stronger reasoning and problem-solving skills. The attainment gap in maths between disadvantaged and non-disadvantaged pupils narrows by the end of KS2. Disadvantaged pupils make at least expected progress from KS1 starting points, with a growing proportion making better than expected progress. Pupils demonstrate increased independence and resilience in applying maths skills to a range of contexts.
Improve oral language skills and vocabulary among disadvantaged pupils	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 assessment. Pupils demonstrate increased confidence and accuracy in speaking, including the use of full sentences, subject-specific vocabulary, and age-appropriate grammar. Disadvantaged pupils contribute more frequently and effectively in class discussions, group work, and guided activities.
Improved attainment for disadvantaged pupils in phonics.	To close the gap by the end of EYFS so that PP achieve in line with non-PP (within the areas of listening and attention and understanding). By the end of this strategy, pupil premium children match non-pupil premium in phonic attainment. This progress and reading confidence is maintained as children move through KS2 and children become increasingly fluent. Phonics teaching ensures pupils make at least expected progress in RWInc and, for those at risk of falling behind, accelerated progress. The percentage of disadvantaged pupils passing the Year 1 phonics screening check increases compared to the previous year. Disadvantaged pupils in Year 2 who did not meet the phonics standard in Year 1 catch up successfully, reducing the gap with non-disadvantaged peers. The attainment gap in phonics between disadvantaged and non-disadvantaged pupils narrows by the

	end of the academic year. Parental engagement in phonics learning (e.g., support at home, reading practice) increases, contributing to improved outcomes.
Embed and sustain a broad range of enrichment activities to enhance wellbeing , with a particular focus on improving the engagement and experiences of disadvantaged pupils .	An increasing percentage of disadvantaged pupils attend enrichment and after-school activities each term, with targets set for sustained engagement. All pupil premium children invited to an after school club free of charge. All disadvantaged pupils have equitable access to enrichment opportunities, including financial or logistical support where needed (e.g money towards trip costs). Pupils continue participating in enrichment activities consistently across terms, showing sustained interest and involvement. Parents report positive perceptions of the impact of enrichment activities on their child's wellbeing and engagement. Inspire Challenge Awards to continue to be used (which is based on 50 first things to do by 11 ³ / ₄ by National Trust) on a termly basis in school to ensure our disadvantaged pupils are able to access this.
An improved, sustained attendance for disadvantaged pupils. Families will understand, and be supportive of, the importance of pupils attending school everyday unless they are ill.	Improved attendance in line with National for all and disadvantaged and at least in line with the ABIE target. Overall attendance is consistently line or better than national and local authority. Persistent absenteeism and lateness is minimised and pupil attainment is impacted due to improved attendance. The gap between disadvantaged pupils' attendance and that of non-disadvantaged pupils reduces by X% over the academic year. The proportion of disadvantaged pupils classed as persistently absent (below 90%) decreases compared to the previous year. Attendance concerns for disadvantaged pupils are identified earlier, with timely intervention evident in records. Pupils demonstrate improved engagement and readiness to learn, reflected in classroom observations and behaviour records. Surprise events to take place every term to encourage attendance in school. Non uniform days for year groups with 100% attendance weekly.
Improved and sustained wellbeing for all pupils . Pastoral support provides disadvantaged learners with the emotional skills to support their wellbeing and ensure they are fully engaged in school. Link: Priority 3 and 4	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations shows the impact of timely intervention including Thrive. • Analysis of data shows a reduction in incidents recorded on CPOMs • Appropriate support is in place for children with SEMH needs • Collaboration between the Pastoral and SEND team supports this improvement. • Pupil Mental Health needs are addressed through collaboration with external agencies. • Pupils and parents' questionnaire reg. feeling safe at school will be 100% positive • Thrive profiling shows ongoing improvements in pupils' social and emotional skills.

4. Activity in this academic year

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

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

Budgeted cost: **£45,500**

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. Gaining wider access to training and access to wider resources to support parents and carers in their understanding of the programme and how to support.</p> <p>EEF Phonics Weblink EEF Phonics Overall +6 months</p>	1, 3
3. Further develop teacher's Maths pedagogy by complimenting existing programmes 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Attending Mastery programmes of study, release time and up-skilling for key leaders in ensuring foundational skills are</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. 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). This has also included wider CPD for other initiatives such as My Happy Mind</p>	4

	<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>	
<p>6. Develop, through training, the skills of Teaching Assistants so that they more responsively meet the needs of all children.</p>	<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. Strategic deployment of support staff has meant a wider support network</p> <p>EEF Teaching Assistant Link</p>	1, 2, 3, 5

B. Targeted Academic Support

Budgeted cost: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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
<p>2. To provide targeted intervention for pupils who are Pupil Premium and high attainers.</p>	<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
<p>3. Use of Take 2 time so children 'keep up' to minimise the need for 'catch up' programmes.</p>	<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, 2

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

Budgeted cost: **£11,920**

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.	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
4. Pastoral, social and emotional learning support	<p>EEF Social and Emotional Learning (Est. +4m)</p> <p>Working with individual children and families to support pupils' interaction with others and self-management of emotions.</p> <p>Breakfast Club provided at break time to support pupils identified as requiring additional support.</p> <p>EEF Social and Emotional Learning</p> <p>EEF Social and Emotional Learning (Est. +4m) including Thrive school ethos, supporting pupil self-regulation and multi-layered pastoral support approach in school; Thrive 1:1, small groups, Boomerang Mental Health Groups, Forest School support group.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
5. 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: £79,920

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 following academic year.

Data

EYFS

- GLD – 2/7 29% Pupil Premium

EYFS PP cohort had a range of additional barriers, we have 2 with EHCPs, 1 with a long term serious medical condition and another new to schools through being a LAC placement.

KS1

- Phonics assessments Y1 – 3/3 PP – 100 %
- Phonics Assessment End of Yr 2- 5/7 72%

Year 4

- MTC Check – National all children scoring full marks (25/25) – 48%
- PP – 1/7 14% scoring 25/25 (to note, a further 4 scored 23+ making huge in year progress)

Year 6

- Year 6 Teacher assessment – Reading (cohort 76%, 57 PP %)
Writing (cohort 76 %, 43 PP %)
Maths (cohort 78%, 43 PP %)
Combined (cohort 69%, 43PP %)

Overall, reading attainment has continued to improve overtime as a result of going CPD and pedagogy training. Phonics outcomes are pleasing in terms of a foundational skills that will support with reading and writing as the children progress through the school. Foundational skills developed through the MTC results also set children with growing for the future, the in year results and those scoring above 20, was pleasing.

Curriculum:

We have continued to adapt a tailored approach towards 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- this has developed at pace and has also allowed us to continue to have access and use the Mastering number resources. This spiral approach has allowed us to adapt and respond to misconceptions as and when we see fit. Using GAP analysis resources has allowed our planning to adapt and modify to meet needs and target areas of difficulty. This will continue to build in coming academic years with the introduction of mastering number in KS2 classrooms.

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.

Having wider access to portal materials has allowed the partnership between school and home become more fluid and allow for the children to have greater support and at home, this has shown through the improving picture of our phonics outcomes over time.

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	377	94.1%	94.8%	Below	Relative decline	-
2023/24 (3 term)	377	94.6%	94.5%	Close to average	Relative decline	-
2022/23 (3 term)	376	94.4%	94.1%	Close to average	Relative improvement	-

2018/19 (3 term)	378	96.1%	96.0%	Close to average	Not available	-
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	52	91.8%	92.4%	Close to average	Relative decline	-
2023/24 (3 term)	55	93.3%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	62	92.3%	91.6%	Close to average	Relative improvement	-

2018/19 (3 term)	54	94.9%	94.4%	Close to average	Not available	-
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SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	58	91.5%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	36	90.7%	92.1%	Close to average	Relative decline	-
2022/23 (3 term)	43	91.6%	91.9%	Close to average	Relative decline	-

2018/19 (3 term)	48	95.7%	94.4%	Above	Not available	-
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School work hard to inform parents of when it is appropriate to keep children off school through mediums such as Attendance Newsletter, telephone calls and home visits. We take a very personalised approach as we know our families so well. Initiatives implemented by school resulted in a number of disadvantaged pupils returning to consistent good attendance following intervention from school. Attendance remains a whole school priority for 2025/26 and beyond.

Behaviour

The introductory of the new relational behaviour policy was built on during the year and was designed to allow children to articulate their thoughts and feelings in a reflective and constructive way to make long standing changes to behaviour. This was supported by the teaching of the Zones of Regulation sessions as well as the use of the My Happy Mind resources that we accessed through wider projects when supporting children with SEND.

Community + Pastoral

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. 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 Festive Fete was a huge success, our halls were full of families enjoying festive treats, doing some Christmas shopping and visiting Santa in his igloo. We finished the evening with carols around the tree.
- We held a concert at our local Parish church with 400 children performing and putting on a real show using partnerships such as Isingpop. Children performed to over 200 parents across the day, again building partnership with both Parish and community.
- 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 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.
- Each year we also 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 chick.
- Our Summer Sports Spectacular took the traditional sports day to a new level once again. 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 to enjoy a BBQ picnic and fun times with their friends after school.

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 activities 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

Parental engagement with school led events continues to be a positive. We have made a conscientious effort to ensure that the parents are aware of the school offer we have in place, supporting in bringing the curriculum to life as much as possible. Asking our parents to attend live sessions for Maths, Reading and Phonics as well as our Thematic curriculum, something both children and parents enjoy greatly.

After school clubs

80% of pupil premium children attended an after school club whilst all children were offered a club of their choice. We continue to look at developing this approach to ensure we have breadth and depth of clubs, ensuring we offer performing arts, sports as well as social activities such as games clubs and the friends of Walsgrave clubs.

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.