



Warden House Pupil Premium Strategy Statement 2018-19

Summary information					
School	Warden House Primary School				
Academic Year	2018-19	Total PP budget	£177,180	Date of most recent PP Review	January 2018
Total number of pupils	440	Number of pupils eligible for PP	132	Date for next internal review of this strategy	March 2019

KS2 Attainment (2017-18)		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
% achieving in reading, writing and maths	50	64
% achieving the expected standard in reading	64	75
% achieving the expected standard in writing	64	78
% achieving the expected standard in maths	73	76
% achieving the expected standard in GPS	64	78

KS2 Progress (2017-18)		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
Reading Progress	-1.4	0
Writing Progress	-1.9	0
Maths Progress	+0.6	0

KS2 Average Scaled Scores (2017-18)		
	<i>Pupils eligible for Pupil Premium (Warden House)</i>	<i>National average (All pupils)</i>
Average Scaled Score in Reading Test	100.9	105
Average Scaled Score in Maths Test	102.4	104
Average Scaled Score in GPS Test	102.3	106

KS1 Attainment (2017-18)		
	<i>Pupils eligible for Pupil Premium (Warden House)</i>	<i>National average (All pupils)</i>
% achieving the expected standard in reading	60	75
% achieving the expected standard in writing	50	70
% achieving the expected standard in maths	60	76

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Our on-site nursery is the lead nursery in our area for supporting children with SALT difficulties. This increases the amount of pupils transitioning to our school needing additional significant SALT input on entry.
B.	Poor language skills and use of spoken vocabulary limit some disadvantaged children's attainment in writing by the end of KS2.
C.	In KS1 attainment is lower than national for pupils eligible for PP in writing. This prevents high levels of attainment and progress in KS2. This is due to historic speech and language difficulties impacting on children's ability to spell accurately the required words from the new curriculum.
D.	A number of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their rates of progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Low household incomes deprive children of additional extra-curricular activities to enrich their life experiences.
F.	High levels of family support required across the school community through Early Help and Social Service intervention.
G.	Poor home learning environments and attitude of some parents affects progress and attainment for some eligible pupils.
H.	Attendance of some children not yet high-enough to enable them to make consistent progress.

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children with S&L difficulties make accelerated progress and catch up with their peers.	Trained S&L Teaching assistants in reception classes ensure that pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Pupil premium children achieve progress scores at least in line with national expectations by the end of KS2 in writing.	A development of teacher subject knowledge and a focus on training all staff leads to a rapid rise in expectation and pupil attainment by the end of the academic year. A whole school focus on vocabulary will further engage PP children and their families.
C.	In KS1 attainment is lower than national for pupils eligible for Pupil Premium in writing. This prevents high levels of attainment and progress in KS2. This is due to historic speech and language difficulties impacting on children's ability to spell accurately the required words from the new curriculum.	Speech and language in school support continues to target children with prior difficulties to ensure that progress is accelerated. A rigorous approach to developing the teaching of spelling across the year alongside the application of independent spelling skills.
D.	Pupils with specific learning difficulties receive targeted interventions as appropriate in order to support their attainment in class and accelerate progress	Teachers target children – particularly in writing so as to ensure that they achieve the standard expected of them. Children with SEN and who are eligible for the grant will make rapid progress from their individual starting points at the beginning of each academic year- in line with targets set on their personalised plans and on our internal assessment systems.
E.	Disadvantaged pupils are given a range of inspirational experiences both in and out of school alongside their peers.	No disadvantaged child should be excluded from participating in extracurricular activities due to the financial or social constraints of their home background. A further 20% increase in the uptake in extra-curricular activities.
F.	Families continue to engage with Early Help and Social Services - supported by our FLO and behaviour and pastoral teams	DSLs and pastoral and inclusion team continue to actively identify and support families with a range of complex needs in the local area. Continued high-quality liaison with a range of families and children's services will be built on and developed further.
G.	Greater parental engagement with the school and its core values	Accelerated Reader shows increased attainment over time for pupil premium children. Increase in the rate of attendance at Parents' Evenings of the parents of pupil premium children. A measurable increase will be seen through tracking participation in parent meetings, curriculum workshops and tracked support in reading and homework in class. Teachers trained to target non-attending parents and vulnerable parents.
H.	Increased rates of attendance for pupils eligible for Pupil Premium who demonstrate persistent absence.	FLO and attendance service to continually monitor families whose attendance drops below 95%. Pupil Premium pupils' attendance to increase to at least 98% by end of the academic year.

Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children – including those entitled to the pupil premium are able to spell a wide range of age appropriate words and can apply these to their independent writing across the curriculum	A whole school approach to the consistent and targeted teaching of spelling across the school – including developing parental support through targeted home learning activities and parental information sessions for all year groups	Assessment data and internal and external moderations shows that poor spelling significantly impacts on the quality of writing for low ability disadvantaged children.	Regular monitoring by SLT – including governor monitoring	CBo	Reviewed termly
Our school curriculum is developed and refined so as to ensure that all children are exposed to and use the highest quality of vocabulary within each subject.	All children are pushed to develop their understanding and use of a wide ranging and comprehensive vocabulary linked to all areas of the school curriculum. Teachers to identify subject specific vocabulary and knowledge and regularly and systematically communicate this with all children and families.	Subject leader and hub monitoring shows that children do not readily retain knowledge and skills in subjects other than English and maths. In turn, children (especially disadvantaged) do not readily apply high quality, subject specific vocabulary in all areas of the curriculum	Regular monitoring by SLT – including governor monitoring	AA Hub leaders	Reviewed termly
All High Prior Attaining Pupil Premium children achieve GDS in reading, writing and/or maths	All teachers and TAs are aware of their pupil premium children and their different levels of prior attainment. Ensure pitch and challenge of whole school curriculum is sufficient to fully extend and deepen the learning of high prior- ability pupil premium children.	Internal and external data shows limited conversion of high prior-attaining pupil premium children into GDS (Greater	Regular monitoring of progress by team leaders and SLT	CBo/MN RH/AA	3 x per year during pupil progress meetings

	Ensure that children high prior attaining children are consistently challenged to make the progress expected of them across the school - particularly in reading, writing and maths.				
The quality of teaching, learning and assessment is securely "Outstanding" in all classes and year groups across the school.	Develop group coaching to empower leaders at every level to reflect on their practice, leading to strong support for teaching, learning and assessment across all subjects.	Marshalling shows all teachers "at least good" however not enough teachers are consistently demonstrating "exemplary" practice regularly over time. Evidence on EEF (Education Endowment Foundation) website promotes the cost effectiveness of coaching in developing the quality of teaching, learning and assessment across schools.	Regular monitoring of progress by team leaders and SLT	RH/AA	Reviewed termly
A range of higher-level outcomes across the curriculum are planned leading to the highest quality outcomes for all.	Subject leaders and curriculum hubs continue to review and refine the wider curriculum in line with guidance from HT/DHT and national consultants	Moderation and internal monitoring show that the quality of the wider school curriculum is not yet leading to exemplary outcomes for children in all ability groups consistently across the school.	Regular hub meetings 6 x per year Ongoing monitoring by team leaders and SLT.	RH	Reviewed termly

Total budgeted cost £45,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children consistently targeted in spelling through a range of class-based interventions	Use of provision maps and TAs – led by Team leader – to plan for high-quality spelling intervention using a range of resources linked to the Bellenden Spelling Curriculum used at Warden House.	Assessment data and internal and external moderations shows that poor spelling significantly impacts on the quality of writing for low ability disadvantaged children.	SENCO and Team leaders to monitor provisions and start and end data on provision maps. HT and DHT to monitor outcomes through pupil progress meetings 3 x per year.	Team leaders HT / DHT	Termly 3 x per year
Disadvantaged children achieve age related expectations in maths	Third Space Learning 1:1 tuition	Research conducted internally shows the high-level impact of this intervention on the progress of disadvantaged children in maths	HT to support Year 6 staff in the effective implementation and	RH	Termly 3 x per year
Disadvantaged children achieve age related expectations in maths	Employment of 0.5 fte to deliver targeted daily maths provision to a select group of between 8-10	Internal and external data clearly demonstrates the impact of this provision. Progress data of the target groups over time demonstrates a rapid increase over time for the majority of pupils identified.	Ongoing monitoring of quality of teaching, learning and assessment by team leader and SLT	RH / CBo	

	disadvantaged children in Years 5-6				
Ensure that children with SEMH issues are emotionally supported to ensure that they are happy and ready to learn	<ul style="list-style-type: none"> • Emotional regulation group • Anger Management • Rainbow Club • All About Me • Art-Intervention • Play-Based Intervention • Circle of Friends • Young Carers Group • Sensory Circuits • Homework Club 	<p>Evidence gathered through All About Me process alongside Boxhall Profiling led by FLO.</p> <p>Recommendations from STLS and Early Help workers and/or Social Services.</p>	<p>DHT to monitor effectiveness through behaviour strategy meetings, vulnerable group meetings, drop-ins and weekly triage meetings with other DSLs.</p> <p>Termly meeting with the District Early Help lead to review current cases and the impact of school based and external interventions.</p>	AA	Termly 6 x per year
Effective pastoral support for vulnerable children reducing risk of exclusion and underperformance academically.	<p>Employment and ongoing training of a full-time inclusion support teaching assistant.</p> <p>Provide targeted support for the SENCO for administrative, assessment and monitoring</p>	Targeted and ongoing support ensures that vulnerable children are best supported during times of crisis thus leading to a reduced risk of exclusion.	Ongoing line management and supervision provided by both SENCO and DHT	AA	Ongoing
Total budgeted cost					£82,180
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Vulnerable disadvantaged pupils and their families supported through targeted, time limited interventions run by a trainee specialist.	Hosting a social work student	Evidence shows that projects and interventions led through the social work student training program lead to clearly quantifiable outcomes for vulnerable, pupil premium children.	Ongoing supervision by FLO	AA/RB	In line with course evaluation requirements.

<p>Children in crisis provided with opportunities within the school day for support – allowing for opportunities to talk and also to receive input into coping strategies.</p>	<p>Drawing and Talking to continue led by FLO with at least 5 TAs provided to engage children and families with targeted support.</p> <p>Boxall Profiling used to monitor progress in class and measure impact of strategies.</p>	<p>Previous evidence of impact of these strategies has demonstrated improved outcomes for disadvantaged children.</p>	<p>Behaviour Strategy team to keep both systems under termly review Flo to be employed to support disadvantaged families to improve attendance, support social/emotional needs and engagement with school</p>	<p>ZA</p>	
<p>Teachers receive specialist input into providing the highest quality of curriculum provision in all subjects.</p>	<p>Specific staff training provided during inset days / staff meetings by leading specialists in History, Geography, Science and Music.</p>	<p>Internal monitoring and external research from the Education Endowment Foundation (EEF) shows that development of high quality outcomes in foundation subjects leads to high quality outcomes across all areas of the curriculum.</p>	<p>Staff evaluations/ moderation and monitoring of work in books of pupil premium children</p>	<p>RH</p>	
<p>Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families</p>	<ul style="list-style-type: none"> ● Young Voices choir trip to the O2 for 50 children ● Bold As! Instrumental Brass tuition for up to 60 children ● Weekly horse riding sessions ● Weekly golf sessions ● Weekly fencing sessions ● Swimming ● Year 6 residential trip ● Breakfast, After-school club and holiday club support for families available through FLO ● DLA cross-school enrichment activities such as Deal Town Time Detectives and the Able Writers project to continue ● Supporting disadvantaged 	<p>Due to the school being placed in a area of relatively high deprivation, many children do not regularly experience a range of enrichment opportunities in order to broaden their experiences both inside and outside of the national curriculum.</p>	<p>Regular Pupil Premium strategy team meetings will review the impact of each provision and question value for money against measured impact.</p>	<p>RH</p>	<p>3 x per year</p>

	families in the costs of extra-curricular trips and visits.				
Total budgeted cost					£50,000

3. Review of expenditure

Previous Academic Year 2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost £46,200
New curriculum and learning model structure embedded across the school	7 days of Assistant Head of School's time to support and coach each year group in the successful implementation of the new school curriculum			
New curriculum planned to a suitably high quality embracing the meta-cognition strategies presented in our school "Learning Model"	Release teachers for an additional ½ day per term to plan together a range of curriculum experiences based on the new learning model.	Yes - impact was observed across the curriculum due to the embedding of the new curriculum and learning model. Internal monitoring and moderation shows a rise in the quality of attainment for all ability groups - including PP children in foundation subjects.	We will continue to refine and improve the quality and depth of learning across all areas of the curriculum. We will continue to invest in teachers working in partnership to plan irresistible learning opportunities in every subject.	

Attainment and progress of disadvantaged children at least in line with that of all children nationally in maths	Continued Provision of 0.6fte teacher and 0.5fte TA in Year 5 & 6 to target progress in maths	Target fully met. Disadvantaged pupils made greater progress than all children nationally in maths. Internal monitoring and assessment data validates the quality of this provision	We recognise that this personalised approach linked to the needs of the children in a small group setting has a rapid impact on raising standards. Pupil well being improves and allows them to learn in a wholly inclusive and supportive way in a range of different styles best suited to their needs.	
All pupil premium children receive regular focused feedback on their progress and attainment in English and maths	Deliver high quality CDP for all teachers and TAs on strategies to enable the provision of high quality feedback in English and maths lessons.	Yes - a rigorous, whole-school approach to the development of feedback strategies over time has supported PP children in making accelerated progress	We will continue to develop and refine this approach with all teachers and TAs across the school.	
Pupil Premium children with high prior attainment go on to achieve Greater Depth judgements by the end of KS2	Targeted TA-led interventions Purchase of high-quality resources to support teaching and learning	Use of Third Space Learning resources targeting more able children including bespoke TA led provision in Year 5 and 6 has proved effective.	This approach will be refined and will continue as a priority whole-school target for all year groups across the school in all subjects.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost £79,580
Not enough disadvantaged children currently in Y3 and 4 currently achieved ARE	Purchase Success@Arithmetic(or similar maths intervention)	No - due to limitations from the company, we were unable to train staff to deliver this programme. Instead, staff used a range of additional resources - included our Pebbles Small Steps curriculum and resources from Third Space Learning 1:1 Tuition to	We remain on the waiting list for training for Success@Arithmetic - in the meantime our teachers will use a range of other suitable resources to target underperformance within classes.	

in maths at the end of the previous year	and train 1 x teacher and 2 x TA to run and monitor the program across Year 3 and 4.	intervene where pupils were assessed as underperforming.		
Maintain progress for high ability pupils across the year	After school clubs providing support for all children in higher-level thinking skills alongside higher level maths and English.	Over 33% of pupils gained a place at a local Grammar Schools in 2018/19.	We will continue with this highly successful intervention to support all families - including disadvantaged - in developing and refining their higher-level thinking skills.	
Children with emotional and behaviour difficulties are supported effectively so that they can succeed with their learning in class	Employment of a Pastoral and Inclusion officer to work full time supporting children and families	Yes- The level of support provided by the Inclusion Support TA has ensured that highly vulnerable children at risk of exclusion are appropriately supported and developed so that their education can continue effectively in class.	Continue with this provision and refine to provide further nurture and support.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Total Cost £44,500
Children in crisis provided with opportunities within the school day for support –allowing for opportunities to talk and also to receive input into coping strategies.	Drawing and Talking to continue with at least 3 TAs provided to engage children and families with targeted support. Boxall Profiling used to monitor progress in class and measure impact of strategies	Yes - this approach proved highly effective in identifying and supporting a range of vulnerable, disadvantaged children. Boxhall profiling showed clear areas of progress as well as continued development for identified children.	We will continue in providing Drawing and Talking for identified children under the supervision of the SENCO	
Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families	<ul style="list-style-type: none"> • Young Voices choir trip to the O2 for 50 children • Bold As! Instrumental Brass tuition for up to 60 children • Trip to The Marlowe Theatre for the 	Yes - a full range of enrichment activities were carried out with high levels of engagement from pupil premium students.	This approach will continue this year with an even greater focus in providing a range of outstanding learning opportunities and enrichment experiences for all children - regardless of their background or family financial situation.	

	<ul style="list-style-type: none">• Christmas• Pantomime• Weekly horse riding sessions• Weekly golf sessions• Weekly fencing sessions• Swimming• Year 6 PGL• Residential• Breakfast, After-School and holiday club support for families available through FLO• DLA cross-school enrichment activities such as Deal Town Time Detectives and the Able Writers project to continue			
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