

# Pupil premium strategy statement



## Warden House Primary School

### School overview

Metric	Data
School name	Warden House Primary School
Pupils in school	444
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	140
Academic year or years covered by statement	2019-2022
Publish date	September 2020
Review date	September 2021
Statement authorised by	Rob Hackett (Headteacher)
Pupil premium lead	Adam Atkinson
Governor lead	Liz Wozny

### Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	1.0
Writing	-0.7
Maths	-0.8

### Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	65.4%
Achieving high standard at KS2	3.8%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To develop an embedded mastery-based, knowledge rich curriculum throughout the school that leads to a diminishing difference in progress between disadvantaged children and other pupils in all year groups.</p> <p>Context - Analysis of KS2 data from 2019:            Reading -KS2 progress data from 2019 shows that disadvantaged groups for low and high prior attainers in reading outperformed 'all' pupils and were above national average. Progress measures for prior middle attainers were in line with 'all' pupils but were below national.</p> <p>Writing - Disadvantaged groups for progress measures of low and high prior attainers in writing were considerably below 'all' pupils and the national average.</p> <p>Maths – Disadvantaged pupils in the low prior attainers group made above national progress. Middle and high prior attaining disadvantaged groups were below national average progress measures.</p> <p>School combined measures for attainment were above local and national averages, however, the disadvantaged group were 4% below the national combined average.</p>
Priority 2	To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.
Priority 3	To ensure that provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn and embedding effective Catch-up strategies to enable any pupils disadvantaged by Covid lockdown to be back on track to meet expectations by the end of 2021.
Barriers to learning these priorities address	<p>These priorities address barriers such as:</p> <ul style="list-style-type: none"> <li>➤ Low household incomes create a poverty of experience particularly in sports/arts.</li> <li>➤ High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years.</li> <li>➤ Reduced reading comprehension and maths reasoning skills due to limited vocabulary and language acquisition.</li> <li>➤ limited engagements in age-related curriculum areas for some pupils with low vocabulary exposure;</li> <li>➤ High levels of family support accessed across the school community resulting in pupils who are emotionally and socially vulnerable which</li> </ul>

	<p>impacts on their wellbeing and readiness to learn</p> <ul style="list-style-type: none"> <li>➤ Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum;</li> <li>➤ Parental engagement for some PP pupils is not as strong as for other pupils</li> <li>➤ A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.</li> <li>➤ <b>School closure due to Covid 19 restrictions will have impacted on the disadvantaged groups due to lack of curriculum delivery and limited engagement by some families, to be overcome through strategic implementation of Catch-up provision.</b></li> </ul>
Projected spending (Total PP Grant 2020-2021)	£182,026

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that progress in reading rises to above 1	2021
Progress in Writing	To ensure that progress in writing rises to above 0	2021
Progress in Mathematics	To ensure that progress in maths rises to above 0	2021
Phonics	To ensure that standards achieved in the Phonic Screening Check at least match national expectations	2021
SEND Provision	To ensure that provisions are effective in supporting children with complex SEMH issues	2021
Phonics	Ensure Year 2 pupils achieve national expected standard in Phonic Screening Check in Autumn 2020	2020

### Long Term Priorities for 2022

Aim	Target	Target date
Progress in Reading	To ensure that progress in reading rises to above 1.5	2022
Progress in Writing	To ensure that progress in writing rises to above 1	2022
Progress in Mathematics	To ensure that progress in maths rises to above 1	2022
Phonics	To ensure that standards achieved in the Phonic Screening Check at least match national expectations	2022
SEND Provision	To ensure that provisions are effective in supporting children with complex SEMH issues	2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p><b>An embedded mastery-based, knowledge-rich curriculum throughout the school leads to a diminishing difference in progress between disadvantaged children and other pupils in all year groups.</b></p> <p><b>Key Performance indicators:</b></p> <ul style="list-style-type: none"> <li>- High quality teaching of reading consistently leads to strengthening outcomes for all pupils.</li> <li>- All relevant staff have received external training and are delivering the phonics scheme effectively leading to good outcomes on the PSC.</li> <li>- Accelerated reader is used as a tool to further target underachieving readers across the school.</li> <li>- Books used in Year R and KS1 closely match the sounds being taught in phonics lessons.</li> <li>- All Teachers have received targeted CPD in the use of the Mastery Maths approach in lessons.</li> <li>- Work with the maths hub “Mastery Maths Programme” has taken place and Teaching for Mastery across all year groups is embedded.</li> <li>- <b>Key knowledge for topics identified in each curriculum subject, knowledge organisers to be developed to support the retention of key information.</b></li> <li>- <b>Subject leaders have a clear progression of knowledge and skills for their curriculum areas.</b></li> </ul>

<p>Priority 2</p>	<p><b>The curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.</b></p> <p><b>Key Performance indicators:</b></p> <ul style="list-style-type: none"> <li>- Middle leaders develop the design and implementation of the school curriculum allowing for breadth and balance in all subjects</li> <li>- The Arts curriculum is developed, and Arts mark accreditation is successfully completed.</li> <li>- The quality of art-related outcomes increases across the curriculum.</li> <li>- Inspirational learning opportunities are provided for all children irrespective of background or financial means (Horse riding, Nature therapy, school trips, school visits and experiences etc.)</li> </ul>
<p>Priority 3</p>	<p><b>Provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.</b></p> <p><b>Key Performance indicators:</b></p> <ul style="list-style-type: none"> <li>- Nurture staff have been appointed (Nurture Lead &amp; TA)</li> <li>- The Nurture provision is established and embedded within the day to life of the school.</li> <li>- National Nurture accreditation training has been completed successfully.</li> <li>- The six key principles of nurture are embedded across the school.</li> <li>- SEMH Provision Champions are identified and trained.</li> <li>- Evidence based provision is identified and carried out.</li> <li>- ELSA training has been completed and is affecting good outcomes for pupils with SEMH difficulties.</li> </ul>

<p>Barriers to learning these priorities address</p>	<p>These priorities address barriers such as:</p> <ul style="list-style-type: none"> <li>- Low household incomes create a poverty of experience particularly in sports/arts.</li> <li>- High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years.</li> <li>- Reduced reading comprehension and maths reasoning skills due to limited vocabulary and language acquisition.</li> <li>- limited engagements in age-related curriculum areas for some pupils with low vocabulary exposure;</li> <li>- High levels of family support accessed across the school community resulting in pupils who are emotionally and socially vulnerable which impacts on their wellbeing and readiness to learn</li> <li>- Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum;</li> <li>- Parental engagement for some PP pupils is not as strong as for other pupils</li> <li>- A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.</li> <li>- School closure due to Covid 19 restrictions will have impacted on the disadvantaged groups due to lack of curriculum delivery and limited engagement by some families. Members of the welfare team contacted vulnerable families on a weekly or fortnightly rota throughout lockdown to ensure the families had regular contact and support that was required. The family liaison officer carried out SEMH support over a video call for one pupil identified as being in need of further support.</li> </ul>
<p>Projected spending</p>	<p>£95,000</p>

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>The outdoor learning environment is developed to further enhance the wider curriculum and pupil wellbeing.</b></p> <p><b>Key Performance indicators:</b></p> <ul style="list-style-type: none"> <li>- Community well-being garden has been designed and set up by pupils and is being used by the local community.</li> <li>- An outdoor learning working group is established.</li> <li>- The outdoor learning environment has been developed and is utilised effectively by all classes.</li> <li>- The outdoor learning environment enhances the schools wider curriculum offer.</li> </ul>
Priority 2	<p><b>Pastoral Team engages disadvantaged families requiring high levels of family support through in school support and access to community services such as Early Help and Social Service intervention leading to an increase in family wellbeing and aspirations.</b></p> <p><b>Key Performance indicators:</b></p> <ul style="list-style-type: none"> <li>- DSLs and pastoral team continue to actively identify and support families with a range of complex needs in the local area.</li> <li>- Continued high-quality liaison with a range of families and children’s services is built on and developed.</li> <li>- Vulnerable families receive the support that they need and children are able to re-engage with their learning.</li> <li>- Pastoral Team deliver support and training that directly impacts the school community.</li> <li>- <b>In the event of further closures or groups being directed to shield, the welfare and pastoral team will continue to make regular contact with families and proactively engage with appropriate support strategies.</b></li> </ul>



<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>➤ Low household incomes create a poverty of experience particularly in sports/arts.</li> <li>➤ High levels of family support accessed across the school community resulting in pupils who are emotionally and socially vulnerable which impacts on their wellbeing and readiness to learn</li> <li>➤ Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum;</li> <li>➤ Parental engagement for some PP pupils is not as strong as for other pupils (i.e. completion of homework and reading at home) and this affects attainment.</li> <li>➤ A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.</li> </ul>
<p>Projected spending</p>	<p>£87,026</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring that enough time is given for teachers/subject leaders to plan curriculum opportunities that build cultural capital.</p> <p>PSHE Curriculum was not effective enough to adequately prepare children for life as 21st century learners</p> <p>Not enough pupils achieved the Phonics standard at the end of year 1 or caught up by the end of year 2 in 2019.</p>	<ul style="list-style-type: none"> <li>- Team approach to subject leadership through curriculum hubs.</li> <li>- Additional planning time given to teachers each term enabling teachers to collaboratively plan outstanding learning opportunities across the curriculum.</li> <li>- PSHE training for all relevant staff.</li> <li>- JIGSAW PHSE</li> <li>- Curriculum to be implemented providing a fully planned scheme of work that will provide children with relevant and irresistible learning experiences to help them navigate their world and develop positive relationships with themselves and others</li> <li>- Phonics training for all relevant staff</li> <li>- New Phonics Leaders in place and trained</li> <li>- Ongoing monitoring ensures that Phonics teaching is rigorous and effective and maximises pupil outcomes.</li> <li>- Additional provision is used where necessary to support pupils who require more support.</li> <li>- Impact of Phonics is measured through newly adjusted pupil progress meetings.</li> <li>- <b>New phonics assessments implemented and reviewed, targeted tracking in place for 2020-2021.</b></li> </ul>

Targeted Support	<p>There was not enough provision specifically targeting the SEMH needs of disadvantaged pupils prior to 2019.</p> <p>The school has recently taken in a higher number of pupils with more complex SEMH needs who are in need of alternative approaches to support their day to day learning.</p>	<ul style="list-style-type: none"> <li>- The appointment of Nurture staff.</li> <li>- SENCo and Nurture lead to undertake Nurture accreditation training. Redevelopment of pastoral team.</li> <li>- Nurture TA and Inclusion TA to complete ELSA training.</li> <li>- SEMH Provision Champions to be identified and utilised across the school.</li> <li>- All staff to receive nurture training, school to embed the principles of nurture and earn the nurture accreditation.</li> <li>- Emotion coaching sessions to be delivered to pupils by SEMH champions</li> </ul>
Wider strategies	<p>It was identified that the school's outdoor learning environment is not being utilised regularly as an experiential learning space across the curriculum.</p>	<ul style="list-style-type: none"> <li>- Outdoor learning group established.</li> <li>- School council and Outdoor Learning group to develop the outdoor learning spaces.</li> <li>- Outdoor learning CPD for relevant staff.</li> <li>- Outdoor learning team to research key strategies, implement outdoor learning opportunities and assess the impact of these on the learning provision within the school.</li> <li>- Staff and pupil voice used to assess the impact of outdoor learning provision.</li> </ul>

**Review: last year's aims and outcomes completed in September 2020**

Amendments made in red from review in September 2020