

# Warden House Pupil Premium Strategy Statement 2017-18



Summary information					
School	Warden House Primary School				
Academic Year	2017-18	Total PP budget	£170,280	Date of most recent PP Review	N/A
Total number of pupils	444	Number of pupils eligible for PP	129	Date for next internal review of this strategy	Jan 2018

KS2 Attainment (2016-17)		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
% achieving in reading, writing and maths	58%	61%
% achieving the expected standard in reading	67%	71%
% achieving the expected standard in writing	56%	76%
% achieving the expected standard in maths	75%	75%
% achieving the expected standard in GPS	67%	77%

KS2 Progress (2016-17)		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
Reading Progress	-0.6	0
Writing Progress	-0.2	0
Maths Progress	-0.4	0

KS2 Average Scaled Scores (2016-17)		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
Average Scaled Score in Reading Test	101.4	104
Average Scaled Score in Maths Test	103	106
Average Scaled Score in GPS Test	101.8	104

<b>KS1 Attainment (2016-17)</b>		
	<i>Pupils eligible for PP (Warden House)</i>	<i>National average (All pupils)</i>
<b>% achieving the expected standard in reading</b>	69%	76%
<b>% achieving the expected standard in writing</b>	56%	68%
<b>% achieving the expected standard in maths</b>	75%	75%

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	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>B.</b>	Poor language skills and use of spoken vocabulary limit some disadvantaged children's attainment in writing by the end of KS2	
<b>C.</b>	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.	
<b>D.</b>	A number of pupils from disadvantaged backgrounds also have specific learning difficulties that reduce their rates of progress.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>E.</b>	Low household incomes deprive children of additional extra-curricular activities to enrich their life experiences.	
<b>F.</b>	High levels of family support required across the school community through Early Help and Social Service intervention.	
<b>G.</b>	Poor home learning environments and attitude of parents affects progress and attainment for some eligible pupils.	
<b>H.</b>	Attendance of some children not yet high-enough to enable them to make consistent progress	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased oral language skills for target children by end of EYFS	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>B.</b>	Increase in parental expectations for all children regarding attainment by end of key stages 1 and 2.	Regular communication with parents through workshops /social media / website / letters and regular opportunities to share children's learning in school. FLO and Inclusion support TA to target families of low attaining children to signpost support as needed.
<b>C.</b>	Increased rate in progress seen in all subjects due to increase in pupil well-being / aspirations	Identified areas of development specific provision demonstrates improvement against Boxall (100%)

<b>D.</b>	Pupils with specific learning difficulties receive targeted interventions as appropriate in order to support their attainment in class and accelerate progress	SEN Pupil premium children make accelerated progress across the year against targets set on personalised plans.
<b>E.</b>	Disadvantaged pupils are given a range of inspirational experiences both in and out of school alongside their peers.	20% increase in Pupil Premium children participating in a range of curricular and extracurricular activities.
<b>F.</b>	Families continue to engage with Early Help and Social Services - supported by our FLO and behaviour and pastoral teams	Improved attendance and engagement of families leading to increase in progress for targeted Pupil Premium children.
<b>G.</b>	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 of the parents of pupil premium children A measurable increase seen through tracking participation in parents meetings, curriculum workshops and tracked support in reading and homework in class.
<b>H.</b>	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%. PP attendance to increase to at least 98% by end of the academic year.

Planned expenditure					
Academic year	2017-18				
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.					
<b>i. Quality of teaching for all</b>					
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?
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	EEF toolkit suggests the development of metacognitive strategies (learning to learn) across a school have a high impact for relatively low cost.	Regular staff meeting time each term alongside the use and development of new curriculum hub teams. Subject leaders' observations of practice across the school. Monitoring as part of links with another outstanding primary and across the DLA quad group.	Assistant Head of School	July 2018
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.	(See above) Research into teacher workload by government advises schools to work creatively to ensure that teachers have time to research and plan sequences of learning effectively.	Assistant Head of School to quality assure the planning process and provide critical feedback to teams regarding the quality of the planned curriculum	Assistant Head of School	End of term 3 and end of term 6
Attainment and progress of disadvantaged children at least in line with that of all children nationally in maths	Continued Provision of 0.6fte teacher in Year 5 & 6 to target progress in maths	Analysis of progress both in class and in end of year attainment data suggested clear evidence of accelerated rates of progress for children within the target group.	Regular monitoring, including challenge and support by AHoS and Team leader.  Moderation of work across classes in Year 5 and 6 to ensure consistency in approach and attainment.	Year 5&6 Team leader	Termly in Pupil Progress meetings.
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.	EEF toolkit suggest very high impact / low cost for school implementing this strategy successfully.	Plan with SLT ongoing teacher and TA training across the year – including the use of pupil voice monitoring strategies (moderated by governors and external advisors)	Assistant Head of School	Each term as part of the short term plan review cycle
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	Evidence of impact demonstrated in previous academic year.  Evidence from research carried out by the EEF.	Ongoing monitoring of teaching, learning and assessment by SLT	Head of School / Principal	Termly in Pupil Progress Meetings.

	Deployment of 0.6 class teacher to teacher booster sessions in Year 6.  Subsidised after-school tuition in reasoning skills and higher level maths delivered by Higher-Level Teaching Assistants.	Rapid increase in numbers of children achieving above average CAT test scores and gaining entry to local Grammar schools.			
<b>Total budgeted cost</b>					£46,200
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
KS1 PP writers make accelerated progress across the academic year	Investigate unified approach to writing intervention in KS1	Last year only 56% of Pupil Premium writers achieved ARE in writing at end of KS1	Regular and ongoing moderation across classes within the key stage.  Review of termly provision plans by class teachers to track and monitor progress of individuals  Termly pupil progress meetings with Assistant Head of School to challenge progress and plan for targeted support as necessary.  Employ a range of support staff to support intervention for pupils who are not on track to reach age related standards in writing by end of the year.	KS1 Lead / English Lead	Termly at Pupil progress meetings
Not enough disadvantaged children currently in Y3 and 4 currently achieved ARE in maths at the end of the previous year	Purchase Success@Arithmetic (or similar maths intervention) and train 1 x teacher and 2 x TA to run and monitor the program across Year 3 and 4.	High levels of success using this program at other local schools. Over 8000 pupils have been supported using this initiative in over 1500 schools. 92% of those targeted achieved ARE by the end of key stage.	Maths team to review implementation across Year 3 4 and 5.  Employ a range of support staff to support intervention for pupils who are not on track to reach age related standards in maths by end of the year.	Maths lead / SENCO	End of term 4 2018

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.	Nationally, less higher ability PP children are achieving a place at a grammar school than their equivalent non-PP peers.	Monitoring of provision by Exec Principal.  Sponsor disadvantaged pupils to access extra lessons to build confidence in key skills.	Principal	Nov 2017 and March 2018
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	Some children display challenging behaviour caused by difficult home situations and are unable to focus effectively on learning.  Research into the impact of the use of Boxall Profile along side proven strategies such as 'Drawing and Talking' has demonstrable impact.(See below).	Regular termly behaviour strategy meeting led by Head of School	Head of School	Termly
<b>Total budgeted cost</b>					£79,580
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Previous evidence of impact of these strategies has demonstrated improved outcomes for disadvantaged children.	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.	Head of School	Termly
Curriculum enrichment activities provided for all children – with subsidised financial support given as appropriate to PP families	<ul style="list-style-type: none"> <li>• Young Voices choir trip to the O2 for 50 children</li> <li>• Bold As! Instrumental Brass tuition for up to 60 children</li> <li>• Weekly horse riding sessions</li> <li>• Weekly golf sessions</li> <li>• Weekly fencing sessions</li> </ul>	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.	Regular Pupil Premium strategy team meetings will review the impact of each provision and question value for money against measured impact.	Principal  Head of School  Assistant Head of School  Team Leaders	Termly

	<ul style="list-style-type: none"><li>• Swimming</li><li>• Year 6 PGL residential trip</li><li>• Breakfast, After-school club and holiday club support for families available through FLO</li><li>• DLA cross-school enrichment activities such as Deal Town Time Detectives and the Able Writers project to continue.</li></ul>				
<b>Total budgeted cost</b>					£44,500

Review of expenditure				
Previous Academic Year		2016-17		
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 we will continue with this approach)	Cost
Quality of teaching & learning improves reading progress and attainment	<p>Building resilience for pupils in reading comprehension, leading to accelerated progress for all.</p> <p>Ensure objective led teaching &amp; learning ensure deepening of reading skills for all. Approaches include:</p> <ul style="list-style-type: none"> <li>-Auditory memory skills</li> <li>-Fizzy</li> <li>-Language through Colour</li> <li>-Booster classes</li> <li>-Nessy</li> </ul>	<p>69% of children achieved GLD in literacy goals at end of EYFS</p> <p>69% of children achieved ARE in reading at end of KS1</p> <p>67% of PP children achieved ARE in reading in KS2</p> <p>Quality of teaching across the school now judged to be 100% good or better.</p>	<p>This approach will continue this year.</p> <p>Regular monitoring by the English team as well as ongoing update training for newer members of staff.</p> <p>Further review needed into the transition from EYFS into Year 1 coupled with a review of approaches used in class to teach decoding and comprehension.</p>	£85,280



<p>Gap between disadvantaged and rest of pupils diminishes in GPS and improves in line with national expectations for pupils with similar starting points.</p>	<p>Strengthen the depth of learning to ensure pupils deepen their knowledge, skills and understanding.</p> <p>Target PP pupils not currently on track to achieve ARE for GPS and provide additional activities / staffing.</p> <p>Approaches include: -Mentoring -Toe by Toe -Visual skills builder</p>	<p>Yr 1 PP Phonics – 63%</p> <p>Yr 2 PP GPS 56%</p> <p>Yr 6 PP GPS 67% including 21% at the higher standard.</p>	<p>This target will continue with the refinement of strategies used to target PP children in Y1 regarding phonics.</p> <p>Further strategies to be reinforced across KS1 ensuring phonics and spelling strategies secured by end of KS1.</p> <p>Home learning to be reviewed by maths and English teams.</p> <p>Rapid increase seen in KS2 with strategies used in Years 3-6 reviewed and applied to KS1.</p> <p>Pupil Progress Meetings (TLCs) will target under-performance in all year groups.</p>	
<p>Higher than average pupils require speech and language support on entry to school.</p>	<p>2 x TAs appointed to develop SALT profile across the school.</p> <p>SALT room built and resourced.</p>	<p>41% of targeted children progressed off the SALT program during the past academic year. All others made good progress and will continue with specific interventions during the next academic year as necessary.</p> <p>75% of pupils progressed off the language enrichment program during the year.</p>	<p>To continue with termly monitoring of progress by SENCo and Speech and Language Therapists</p> <p>Continue supporting all relevant children with the specialist language enrichment program.</p>	
<p>Clear assessment strategy in place to securely track progress and development</p>	<p>Research and development of Pebbles tracking system to measure small step progress of vulnerable groups</p>	<p>69% of PP children in EYFS achieved GLD overall</p>	<p>School systems reviewed and refined to allow for “out of year” tracking for relevant SEN children.</p> <p>SENCO to continue to use this alongside data from provision maps to track small steps progress for all SEN / QFT+ children across the curriculum.</p>	

All children participate in enrichment activities	Oracy week - -Shakespeare, Lost in Time Activities include: Booster classes for High ability and low ability pupils. Rainbow Club (social - emotional) - Minibus travel costs Class visits	Children who undertook these enrichment activities were able to focus and succeed for increasingly longer periods of time across the school year.	Support for enrichment activities to continue. This will be supplemented by other opportunities across the next academic year- included targeted adult support as necessary.	
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## 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)	Cost
Disadvantaged pupils will make accelerated progress in reading in line with national expectations, including the more able.	Clear progression of the teaching of reading against milestones.  Development of Pebbles tracking system to ensure small steps progress increases learning.	69% of children achieved GLD in literacy goals at end of EYFS 69% of children achieved ARE in reading at end of KS1 67% of PP children achieved ARE in reading in KS2	This approach is now embedded across all year groups. The focus will continue across the next academic year in order to further diminish the attainment gap between pp pupils and all pupils nationally	£45,000
Diminish the difference in progress and attainment for PP in maths.	Purchase of Third Space 1:1 intervention for target children in Year 6.	6/7 children undertaking the 3 <sup>rd</sup> Space program achieved ARE in maths. Research carried out by the Assistant Principal validated positive attitudes and high-quality outcomes from all children.  Overall PP Maths attainment in KS2 has risen significantly to 71%	Increase participation to 10 children during the next academic year, cascading the use of resources to other year groups as necessary	
Provision of additional targeted support in Year 5 & 6 at risk of underachievement	Additional qualified teacher appointed from September 2016 (.6) to increase rate of progress in reading and maths.	Targeted support in maths allowed for PP Maths attainment in KS2 to rise significantly to 71%	Continue with provision across Yr 5 and 6 – using additional time for targeted group support outside of maths lessons along with leadership release for team leaders.	

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)	Cost
Children to participate in all learning opportunities in and outside of the school environment to enrich their broad and balanced curriculum	School will subsidize educational trips for pupil premium pupils including:  -Archery -Rock Climbing -Geocaching -Football -Residential Trips -Music lessons -Inter-school visits -Class visits	High levels of pupil premium engagement seen on these initiatives. Good in-year progress seen. Impact notable for non-pupil premium pupils also who were also able to take part in a range of educational trips.	The range of motivational activities planned has been instrumental in raising the attendance profile for pupil premium children during the past academic year.	£40,000
Some children do not have opportunities to develop a passion for reading or have reading role models	Use of Assistant Head of School to develop the use of reading volunteers from the community to support and improve children's reading	Over 30 new volunteers were inducted into the school and actively supported classes during the year. Impact was seen in all year groups with significant rises seen in reading attainment from Year R to Year 6.	This approach has been deeply valued by teachers and children. We will continue to develop this partnership this year and beyond. The school HLTA is working in partnership with East Kent College and 6 volunteers are now signed up to complete NVQ level training - hosted by the school and mentored by school staff.	
Social & emotional support for our Pupil Premium pupils and families	FLO support including Early Help and parenting skills. -Activities include: -Sensory circuits -Drawing and talking -Mindfulness -Walking bus -Project Salus -Coffee mornings - Breakfast / After School club support	Improved attendance for vulnerable and all children. Improved parental engagement through feedback of pupil voice and interventions. Improved emotional well being tracked through Boxall reviews More parental engagement through coffee mornings especially ASD coffee mornings. Improved information and strategies from cascading of key information from SEMH Champion and STLS has impacted on quality of provisions using a range of approaches.	Importance of communicating evidence based research to school staff and parents. Development of Drawing & Talking Hub to review and refine provision. Termly review of Behaviour strategies throughout the school supported by STLS and Governor.	