

Pupil premium strategy statement



Warden House Primary School

School overview

Metric	Data
School name	Warden House Primary School
Pupils in school	443
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	141
Academic year or years covered by statement	Year R-6
Publish date	December 2019
Review date	December 2021
Statement authorised by	Rob Hackett (Headteacher)
Pupil premium lead	Zoe Alldis
Governor lead	Liz Wozny

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.0
Writing	-0.7
Maths	-0.8

Strategy aims for disadvantaged pupils

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

Measure	Activity
Priority 1	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.
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.
Barriers to learning these priorities address	<p>These priorities address barriers such as:</p> <ul style="list-style-type: none"> ➤ Low household incomes create a poverty of experience particularly in sports/arts. ➤ High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years. ➤ Reduced reading comprehension and maths reasoning skills due to limited vocabulary and language acquisition. ➤ limited engagements in age-related curriculum areas for some pupils with low vocabulary exposure; ➤ 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 ➤ Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum; ➤ Parental engagement for some PP pupils is not as strong as for other pupils ➤ A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.
Projected spending (Total PP Grant 2019-2020)	£173,560

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To ensure that progress in reading rises to above 0	2020
Progress in Writing	To ensure that progress in writing rises to above 0	2020
Progress in Mathematics	To ensure that progress in maths rises to above 0	2020
Phonics	To ensure that standards achieved in the PSC at least match national expectations	2020
SEND Provision	To ensure that provisions are effective in supporting children with complex SEMH issues	2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>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.</p> <p>Key Performance indicators:</p> <ul style="list-style-type: none"> - High quality teaching of reading consistently leads to strengthening outcomes for all pupils. - All relevant staff have received external training and are delivering the phonics scheme effectively leading to good outcomes on the PSC. - Accelerated reader is used as a tool to further target underachieving readers across the school. - Books used in Year R and KS1 closely match the sounds being taught in phonics lessons. - All Teachers have received targeted CPD in the use of the Mastery Maths approach in lessons. - Work with the maths hub “Mastery Maths Programme” has taken place and Teaching for Mastery across all year groups is embedded.

<p>Priority 2</p>	<p>The curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.</p> <p>Key Performance indicators:</p> <ul style="list-style-type: none"> - Middle leaders develop the design and implementation of the school curriculum allowing for breadth and balance in all subjects - The Arts curriculum is developed and Artsmark accreditation is successfully completed. - The quality of art-related outcomes increase across the curriculum. - 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.)
<p>Priority 3</p>	<p>Provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.</p> <p>Key Performance indicators:</p> <ul style="list-style-type: none"> - Nurture staff have been appointed (Nurture Lead & TA) - The Nurture provision is established and embedded within the day to life of the school. - National Nurture accreditation training has been completed successfully. - The six key principles of nurture are embedded across the school. - SEMH Provision Champions are identified and trained. - Evidence based provision is identified and carried out. - ELSA training has been completed and is affecting good outcomes for pupils with SEMH difficulties.
<p>Barriers to learning these priorities address</p>	<p>These priorities address barriers such as:</p> <ul style="list-style-type: none"> - Low household incomes create a poverty of experience particularly in sports/arts. - High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years.

	<ul style="list-style-type: none"> - Reduced reading comprehension and maths reasoning skills due to limited vocabulary and language acquisition. - limited engagements in age-related curriculum areas for some pupils with low vocabulary exposure; - 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 - Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum; - Parental engagement for some PP pupils is not as strong as for other pupils - A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.
Projected spending	£90,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>The outdoor learning environment is developed to further enhance the wider curriculum and pupil wellbeing.</p> <p>Key Performance indicators:</p> <ul style="list-style-type: none"> - Community well-being garden has been designed and set up by pupils and is being used by the local community. - An outdoor learning working group is established. - The outdoor learning environment has been developed and is utilised effectively by all classes. - The outdoor learning environment enhances the schools wider curriculum offer. -
Priority 2	<p>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 well-being and aspirations.</p>

	<p>Key Performance indicators:</p> <ul style="list-style-type: none"> - DSLs and pastoral 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 is built on and developed. - Vulnerable families receive the support that they need and children are able to re-engage with their learning. - Pastoral Team deliver support and training that directly impacts the school community.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ➤ Low household incomes create a poverty of experience particularly in sports/arts. ➤ 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 ➤ Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum; ➤ Parental engagement for some PP pupils is not as strong as for other pupils which 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. ➤ A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.
Projected spending	£83,560

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that enough time is given for teachers/subject leaders to plan curriculum opportunities that build cultural capital.	<ul style="list-style-type: none"> - Team approach to subject leadership through curriculum hubs. - Additional planning time given to teachers each term enabling teachers to collaboratively plan outstanding learning

	<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>	<p>opportunities across the curriculum.</p> <ul style="list-style-type: none"> - PSHE training for all relevant staff. - JIGSAW PHSE 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 - Phonics training for all relevant staff - New Phonics Leaders in place and trained - Ongoing monitoring ensures that Phonics teaching is rigorous and effective and maximises pupil outcomes. - Additional provision is used where necessary to support pupils who require more support. - Impact of Phonics is measured through newly adjusted pupil progress meetings.
<p>Targeted Support</p>	<ul style="list-style-type: none"> - There was not enough provision specifically targeting the SEMH needs of disadvantaged pupils. - - 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. 	<ul style="list-style-type: none"> - The appointment of Nurture staff. - SENCo and Nurture lead to undertake Nurture accreditation training. - Redevelopment of pastoral team. - Nurture TA and Inclusion TA to complete ELSA training. - SEMH Provision Champions to be identified and utilised across the school.

		<ul style="list-style-type: none"> - Emotion coaching training to be delivered by SENCO to the SEMH provision Champions.
Wider strategies	<ul style="list-style-type: none"> - An Outdoor learning week in 2018-19 highlighted that this type of learning was highly effective in promoting pupil engagement and strengthening outcomes for all pupils. It was identified that the school's outdoor learning environment is not being utilised regularly as an experiential learning space across the curriculum. 	<ul style="list-style-type: none"> - Outdoor learning group to be established. - School council and Outdoor Learning group to develop the outdoor learning spaces - Outdoor learning CPD for relevant staff.

Review: last year's aims and outcomes 2018-2019

Please see separate Pupil Premium Strategy Review on the previous format