

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Warden House Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	35.93%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rob Hackett (Headteacher)
Pupil premium lead	Adam Atkinson (Deputy Headteacher)
Governor / Trustee lead	Liz Wozny

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,440
Recovery premium funding allocation this academic year	£22,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 226,625

Part A: Pupil premium strategy plan

Statement of intent

Our school mission statement:

“We make learning irresistible by teaching amazing lessons that empower children to make stunning progress.”

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Providing a nurturing and supportive environment for all children.
- Ensuring the structure of the curriculum enables all children to know more and remember more, with learning built systematically in all subjects in all year groups.
- Ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils.

Pupil Premium can be used to support whole school areas of enhancement that will directly impact on provision for pupil premium children.

Achieving these objectives:

The range of provision the school consider making for this group include, but are not limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
 - All our work through the pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations.
 - Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations and challenging more able pupils to reach greater depth levels.

- Additional learning support.
 - Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Nurture support

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low household incomes create a poverty of experience particularly in sports/arts.
2	High deprivation area which increases the amount of pupils needing SALT input on entry and slows progress in other years.
3	Reduced reading comprehension and maths reasoning skills due to limited vocabulary and language acquisition.
4	Limited engagements in age-related curriculum areas for some pupils with low vocabulary exposure
5	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
6	Poor resilience and emotional regulation skills for some PP pupils impacts progress in all areas of the curriculum;
7	Parental engagement for some PP pupils is not as strong as for other pupils
8	A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.
9	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.

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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<p>To develop and embed a 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>	<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. • Key knowledge for topics identified in each curriculum subject, knowledge organisers to be developed to support the retention of key information. • Subject leaders have a clear progression of knowledge and skills for their curriculum areas.
<p>To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.</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 Arts mark accreditation is successfully completed. • The quality of art-related outcomes increases 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.) • Middle leaders review the impact of SMSC across their curriculum areas of responsibility and build strong links to support personal development.
<p>To ensure that provision across the school for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Nurture staff have been appointed (Nurture Lead & TA)

experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.

- 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.
- Boxall Profiling established routinely across the school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted CPD in curriculum development to support retrieval so children know more and remember more.</p>	<p>EEF number 1 tiered approach to PP spending. Raising awareness of disadvantaged pupils and how best to support them. Raising standards across the school and addressing staff areas of development with focused support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2,34,5,6,8,9</p>
<p>Targeted CPD for all teacher and teaching assistants to ensure that mainstream core standards are embedded in all groups and</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1).</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>2,34,5,6,8,9</p>

<p>Funding to hire experienced teachers to work across the school. Teachers will work with existing teachers to identify groups to for maths and English.</p>	<p>Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>6,7,9</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF <u>Direct Funding from Recovery Premium</u></p>	<p>6,7,9</p>

Teaching assistant directed to support targeted reading interventions to support fluency and Early reading	https://educationandbehavior.com/how-to-improve-reading-fluency/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4,8
Developing delivery and provision of phonics through the use of Litte Wandle, a complete systematic synthetic phonics programme (SSP)	<p>EEF recommendations suggest effectively implementing a systemic synthetic phonic programme</p> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4,8
After school group for Catch up, supporting more able pupils and those that are at the expected standard to secure their understanding	<p>English, Maths, Metacognition (Thinking Skills)</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 68,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour	Both targeted interventions and universal approaches can have positive overall effects:	6

<p>management and wellbeing approaches with the aim of developing our school ethos and improving behavior and wellbeing across school.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole staff training on Boxall profile to support nurture based approaches across the school.</p>	<p><u>Social and emotional learning</u>: Moderate impact for very low cost, based on extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Full time FLO appointed to support family families and children and work to alleviate barriers to learning, including attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,5,7,9

Total budgeted cost: £ 226,625

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 2020 to 2021 academic year.

Our internal assessments during 2020/2021 suggest that the performance of disadvantage pupils perform at varying abilities in reading, writing and maths in the different year groups. There is no common trend or pattern of year groups that are considerably above or below the national data provided within the Juniper assessment model.

Our assessment of the reasons for these outcomes indicates restrictions and limitations of attendance and consistency of provision due to Covid-19 impact which has disrupted all subject areas throughout the school in varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as MS Teams and Tapestry to ensure that our children received a curriculum at home following what would have been delivered in school.

Our curriculum has been reviewed and a new whole school model has been introduced to support all pupils, this will continue to drive standards for all pupils and support our achievement of the intended outcomes set out in the pupil premium plan for this period:

- 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.
- 2) To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.

Subject leaders are rewriting and restructuring the curriculum offer from September 2021 to ensure that it continues to be broad and balanced in all subjects, whilst also providing a clear progression of knowledge and skills so all children know more and remember more.

Curriculum hubs have been reorganised to enable more effective links between subjects and to maintain parity with structures in place at Pilgrim's Way.

New curriculum hub structures for 2021-2022 are as follows:

Hearts & Minds	Arts	Humanities	STEM
PSHE	Art	Geography	Science
PE	Music	History	DT
Outdoor Learning	Drama	RE	Computing
Healthy Schools		MFL	

We have moved towards a discretely delivered curriculum. This will help us ensure that the children understand and know what the subject discipline they are studying and enable teachers to plan clear sequences of learning that structure space opportunities to revisit knowledge and skills overtime.

This is supported by a 'blocked' delivery of a majority of subjects, ensuring there is a sequence and repetition of key content to ensure learning is revisited over time, whilst also reducing cognitive load on the children. This will look similar to the model here, where sequencing and links to prior learning are clearly outlined for the year.

There are some subjects that will maintain the delivery in a 'weekly' slot, these being MFL, PE & Games, PSHE and Music. Science has some units that lend themselves to a more widely spaced delivery, e.g. learning about seasons, the science subject leader is working with staff to plan which method of delivery will work best for the learning opportunities to have maximum impact.

Unit plans for History, Geography and Art have been rewritten, with subject leaders working as a development group. This has led to an aligned approach for these subjects with a clear structural intent for: coverage and content knowledge, sequencing of units, vocabulary and language development within the subject and content to support questioning and retrieval.

This will enable teachers to focus on the quality of delivery with children through clear focus on: explanation and modelling, learning task design, and providing effective feedback

The plan needs to continue for one more year with further support for the children in disadvantaged groups being provided by further improving the curriculum and learning opportunities for all.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Boxall Profile	Nurture UK
Language Link	Speechlink Multimedia UK
Times Table Rockstars	Maths Circle Ltd
White Rose Maths	Trinity MAT
Kapow	Kapow Primary

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None received
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- 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. Disadvantaged pupils will be encouraged and supported to participate
- We work closely with our partner schools within the trust to peer review and challenge strategy in school.