

Pupil premium strategy statement – Warden House Primary

This statement details our school’s use of pupil premium (and recovery premium for the 2021-2022 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------------------------------------|
| Number of pupils in school | 442 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | Autumn term 2022 |
| Date on which it will be reviewed | Term 6 2025 |
| Statement authorised by | Rob Hackett (Headteacher) |
| Statement written by | Mary Norton (KS1 Lead) |
| Pupil premium lead | Adam Atkinson (Deputy Headteacher) |
| Governor / Trustee lead | Lucy Watson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £207,750 |
| Recovery premium funding allocation this academic year | £21,895 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £229,645 |

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 current school objectives 2022-2023 are:

1. To further enhance the leadership of our school curriculum so as to enable the highest possible outcomes for all
2. To develop and embed a clear outdoor learning strategy to further enhance our irresistible curriculum
3. To refine the range of provision offered across the school so as to best support the academic and social and emotional needs of our children
4. To further enhance the range of strategies used to support the ongoing development of teaching and learning

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 achieve these through:

- embedding the Mainstream Core Standards throughout the curriculum to ensure that all teaching and learning opportunities meet the needs of all the pupils so they build on prior knowledge and know more and remember more. This learning is built systematically in all year groups in all subjects.
- ensuring that the needs of socially disadvantaged pupils are quickly identified, 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.
- providing an inclusive and supportive environment for all children.
- ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils.
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The Pupil Premium plan is designed to ensure that funding allocated to Warden House Primary School is used to tackle disadvantage (particularly at a time of a cost of living crisis) and reaches the children who need it.

We are committed to improving outcomes for every child and to invest resources to ensure that every child receives the support and challenge they require to succeed.

The Pupil Premium funding is used to support the learning, development and engagement of eligible children in a variety of ways to close gaps and reach each individual child's potential.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | High deprivation area with an increased amount of pupils needing SALT support on entry and this having potential to slow progress in other years. |
| 2 | Limited cultural capital experiences. |
| 3 | Some PP pupils have poor wellbeing, emotional regulation and resilience skills which impacts on learning across the curriculum. |
| 4 | Parental engagement for some PP pupils is not as strong as for other pupils. |
| 5 | Low academic starting points, particularly with oral language and vocabulary development, leads to reduced levels of skills and understanding with early maths and English. |

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 |
|---|--|
| Improved maths and English attainment and progress for all pupils, particularly disadvantaged pupils by the end of KS2 | All children will have full access to high quality teaching and will make at least expected progress. They will achieve the expected attainment levels at different milestones: <ul style="list-style-type: none"> • GLD in EY • KS1 SATs – exp • Y4 MTC • KS2 SATs – exp Progress scores for KS1 and KS2 at 0 or above. |
| To 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. | All children make expected progress or better through use of QFT, early identification of gaps and appropriate targeted support. |
| To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully | Activities, educational visits and first-hand experiences that improve children's opportunities for cultural capital are accessible for all. |

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|---|---|
| <p>selected opportunities across the curriculum.</p> | <p>Through an inclusive ethos, PP children take an active part in all areas of the curriculum. Barriers will be removed to ensure this inclusion.</p> <p>The school curriculum is developed with middle leaders ensuring breadth and balance in all subjects.</p> <p>The Arts curriculum is developed and the Artsmark accreditation is successfully completed.</p> |
| <p>To ensure that provision across the school for disadvantaged pupils experiencing SEMH difficulties or wellbeing concerns, leads to improved outcomes for these children through increased resilience and readiness to learn.</p> | <p>All children will be supported emotionally and socially following nurture principles – which are embedded across the school - in order to fully access the curriculum. Through active mental health and wellbeing support children will be able to access their curriculum.</p> <p>Boxall will be used to profile children and data will demonstrate significant improvements in mental health and wellbeing.</p> <p>Senior mental health lead identified and training completed so that support can be offered.</p> <p>Nurture staff appointed (Lead and 2xTAs) and</p> |
| <p>Language skills and use of vocabulary is improved among disadvantaged pupils to ensure the best possible outcomes across all curriculum areas.</p> | <p>Assessment data indicates significant improvement in oral language evidenced through triangulation of evidence sources including engagement, formative assessments and pupil work & voice.</p> |

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: £ 69,147

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

| | | addressed |
|--|--|------------|
| Targeted CPD for all teacher and teaching assistants to ensure that mainstream core standards and QFT are embedded in all groups | <p>High-quality CPD for teachers and teaching assistants has a significant effect on pupils' learning outcomes – Quality First Teaching strengthened through professional development of Mainstream Core Standards.</p> <p>https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategies-and-policies/send-mainstream-core-standards</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> | 1, 2, 3, 5 |
| Employment of DHT with responsibility for mentoring ECTs | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 1, 2, 3, 5 |
| Continued employment of high-quality teaching assistant to support SALT Pot and provision across the school | <p>Evidence demonstrates that early acquisition of speech & language skills impacts positively outcomes for all pupils across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1, 3, 5 |
| Recruitment of TAs to support phonics and early reading in KS2 and KS1/EY | <p>Early identification and bespoke provisions impact on pupils accessing all curriculum leading to best possible outcomes for all learners</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1, 3, 5 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 91,352

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

| | | addressed |
|--|--|---------------|
| High quality phonics CPD to embed new SSP throughout the school to rapidly close gaps and build on prior learning | <p>Additional high quality phonics provision for disadvantage, EAL and new to country pupils impacts on pupils reading progress and access to their irresistible curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1, 3, 5 |
| Training of nurture TAs for ELSA provision | <p>Individual support for children with SEMH needs is effective and allows them to access learning across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3 |
| 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 2, 3, 4, 5 |
| Provision of nurture room including a nurture lead and 2 supporting TAs | <p>High quality nurture provision is vital to enable all pupils to access their curriculum and reach their full potential. Staff work in close partnership with parents leading to best outcomes for all learners.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ 69,146

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improve the range of activities and experiences (Cultural Capital) which PP children would otherwise be unable to access:</p> <ul style="list-style-type: none"> • Educational visits • Instrumental music lessons • After school clubs | <p>Improved cultural capital opportunities impacts on pupils' first-hand experiences, enables wider vocabulary development and improves communication, especially speaking and writing.</p> <p>https://www.early-education.org.uk/cultural-capital</p> | 1, 2, 3, 4 |
| <p>Whole school focus on development of outdoor learning including quality CPD for all teachers and TAs</p> | <p>Research demonstrates that pupils - and particularly those from disadvantaged areas – benefit greatly from learning outside.</p> <p>https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</p> | 1, 2, 3, 5 |
| <p>Employment of a SENCO assistant</p> | <p>SENCO assistant will work with SENCo to support children and families, especially those from disadvantaged backgrounds, to enable them to reach their full potential.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice</p> | 1, 2, 3, 4, 5 |
| <p>FLO hours extended</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how</p> | 4 |

| | | |
|--|---|----------------|
| <p>to further support families and children and work to alleviate barriers to learning, including attendance .</p> | <p>to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | |
| <p>Utilising a DfE grant to train a senior mental health lead.</p> | <p>Mental health lead works with NELFT team and leads the pastoral team across the school to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> | <p>2, 3, 4</p> |

Total budgeted cost: £ £229,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal formative and summative assessments during 2021/2022 identified that the performance of disadvantaged pupils varied in reading, writing and maths in the different year groups. There was no common trend or pattern of year groups that are considerably above or below the national data.

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, although a bigger impact has been seen with the cohorts in year 2, 3 and 4. 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.

There was a drop in KS1 writing attainment in 21-22, this was due to the impact of COVID and the attainment of the cohort with their phonics. KS1 lead has introduced measures to support children this year to achieve expected. LKS2 lead has identified gaps with year 3 cohort understanding and is developing support for the children identified – eg extra phonics provision.

Our curriculum is continually reviewed 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. Subject leaders worked closely with the DHT and class teachers to review and adapt their plans. Every subject has a clear progression of knowledge and skills so all children know more and remember more. They also work hard to support teachers to provide rich curricular opportunities, rapidly closing gaps supported by structuring the curriculum offer to ensure that it continues to be broad and balanced in all subjects. Retrieval practice has particularly impacted positively on disadvantaged pupils coupled with the building of key vocabulary to support retention of key knowledge across the curriculum.

Additional focus through research and training has enabled specific groups to be targeted with staff delivering wider provision across the school. The nurture lead and senior mental health lead supported children and adults to enable provision to be targeted at disadvantaged pupils to close gaps. Pastoral support from the FLO has improved well-being of vulnerable pupils and additional tutoring targeted disadvantaged pupils to close gaps.

Regular reviews of our provision for disadvantaged pupils have led to strong outcomes for the vast majority over the period of the strategy. Many strategies are now embedded in the school systems and for those that have not made expected progress we will be continuing to evaluate and adapt our provision to best suit their need moving forwards.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------------|-----------------------|
| Boxall Profile | Nurture UK |
| Speechlink | Multimedia UK |
| Times Table Rockstars | Maths Circle Ltd |
| White Rose Maths | Trinity MAT |
| Kapow | Kapow Primary |
| Spelling Shed | Education Shed Ltd |
| Accelerated Reader | Renaissance |
| Little Wandle Phonics | Wandle Learning Trust |
| Letterjoin | Green and Tempest Ltd |