

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Warstones Primary School
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	165
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs F Feeney
Pupil premium lead	Mrs F Feeney Mrs G Evans
Governor / Trustee lead	Mrs R Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228.525.00
Recovery premium funding allocation this academic year	£20.848.00
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	£249.373.00

Part A: Pupil premium strategy plan

Statement of intent

At Warstones Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. As a school we are determined to support children to overcome these barriers and reach their full potential.

Our objectives

- Remove barriers to learning created by a child's background (socio-economic, poverty, disengagement)
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers, within school and nationally
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils and support parents to look after children's social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives

Warstones Primary school will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate wellbeing support to enable pupils to access learning within and beyond the classroom. Support parents, through a Parent Support Worker.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of quantitative and qualitative data. We will use pupil, parent and staff voice to assess the effectiveness of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Widening gaps in reading, writing and maths – Internal and external assessment data indicate that disadvantaged pupils attainment is lower than non-disadvantaged pupils.
2	Social, emotional and mental health – Post covid, we have more disadvantaged pupils accessing internal and external SEMH interventions.
3	Low attendance and persistent absenteeism of PP/disadvantaged children – Our attendance data over the last year among disadvantages pupils has been 2.6% lower than for non-disadvantaged pupils. This is negatively impacting disadvantaged pupils' progress.
4	Speech, language and communication – Assessments and internal observations highlight that there are language skills and vocabulary gaps among some of our disadvantaged pupils.

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	Evaluations
Improved attainment outcomes in Reading, Writing and Maths for disadvantaged pupils.	The gap between pupil premium pupils and non-pupil premium pupils in the 2022/23 data has been reduced. 2021-22 R – 11% difference W – 21% difference M – 11% difference 2022-23 R – 4% difference W – 17% difference M – 9% difference

	<p>PP outcomes:</p> <p>Reading - 62% in the 2022-2023 academic year compared to 54% in 2021-2022.</p> <p>Writing - 58% in the 2022-2023 academic year compared to 56% in 2021-2022.</p> <p>Maths - 49% in the 2022-2023 academic year compared to 42% in 2021-22.</p> <p>There is year on year improvement across the school, in all three core areas.</p>
<p>Improved phonics outcomes in KS1 for disadvantaged pupils.</p>	<p>81% of all children passed the phonics check, in line with national results. 78% of PP children achieved the phonics check. Targeted interventions and parental engagement strategies have helped to bridge the gap between PP and Non PP children.</p>
<p>Improve SEMH of disadvantaged pupils</p>	<p>We have seen more PP and non PP children accessing interventions to improve SEMH. However, our early intervention strategies are having a positive effect on our pupil social and emotional health.</p>
<p>To achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils.</p>	<p>2021-2022 Attendance</p> <p>PP – 91.1%</p> <p>Non PP – 92.9%</p> <p>2022-2023 Attendance</p> <p>PP – 91.6%</p> <p>Non PP – 93.6%</p> <p><u>School initiatives that have had a positive impact on attendance:</u></p> <p>Walk to school strategy</p> <p>Stronger attendance links between school and the LA</p> <p>Quantitative analysis sent home to parents detailing how much school time is lost</p> <p>Parents absence letters.</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: £102,500.00

Activity	Evidence that supports this approach	Evaluation
<p>Recruitment of TA's in EYFS to support SEND PP children. Extra hours for a TA to support LA and PPG readers in KS1.</p>	<p>EEF - Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils.</p>	<p>PP children made expected progress or above within core subjects. However, attainment levels are not in line with their peers so we will ensure targeted interventions take place throughout the 2023-24 academic year.</p>
<p>Embedding oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.</p>	<p>EEF - Average impact of oral language interventions shows an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing.</p>	<p>During our recent Ofsted, inspectors spoke positively about the wide range of vocabulary opportunities on offer at Warstones.</p> <p>62% of all children are expected in Writing in Summer 2023 compared to 56% in Summer 2022.</p> <p>74% of all children are expected in Reading in Summer 2023 compared to 66% in Summer 2022.</p>
<p>Release time for AHT to drive pupil premium and attendance</p>	<p>EEF – research suggests having a member of staff to oversee the strategy, improves pupil outcomes.</p>	<p>PP children are monitored effectively and targeted through interventions.</p> <p>This will continue in 2023-2024.</p>

Implementation of the Kinetic letters handwriting scheme to improve presentation across school.	The Journal of Occupational Therapy, School and Early Intervention published a small study comparing traditional handwriting practice versus iPad handwriting instruction. For the children who participated, the results indicated that traditional methods of handwriting instruction were superior in terms of letter formation and letter orientation.	After extensive monitoring, we have seen evidence of improved presentation, and accurate letter formation, in all year groups.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 71,873.00

Activity	Evidence that supports this approach	Evaluations
Structured interventions for R,W and M across school	EEF - Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum	Interventions have a positive impact on addressing children's misconceptions and improving outcomes. Gas scores on provision maps scores show increased levels of progress and attainment. This will continue in 2023-2024.
Funding of outdoor learning programme 'Wild Tribe' to support children's mental health & wellbeing	https://nationalcurriculumoutdoors.com/ Outdoor learning improves personal child development. Collaboration outdoors can improve emotional, intellectual and behavioural development. Those learning outdoors develop their creativity, problem-solving, independence and confidence.	Child voice – Children are engaged and active learning approaches have a positive impact on children's mental health.
AHT and SENcO intervention groups in Year 6 to target individual children.	EEF - A positive impact is evident when pupils have better access to teacher and teaching assistant support and are able to work in smaller groups receiving immediate oral feedback. International research suggests that class size has a positive impact on pupil's outcomes particularly in socioeconomically disadvantaged pupils.	Internal data shows that these teacher led interventions have had a positive impact across the curriculum. (R – 14%, W – 8%, M – 21%).

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

Budgeted cost: £75,000.00

Activity	Evidence that supports this approach	Evaluations
Ongoing recruitment of a Pupil and Family Support Worker to drive safeguarding, attendance levels and pastoral support.	EEF - It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	Pupil & Family support worker is an invaluable support for safeguarding and building family links, Parents feel supported by the school (internal and Parents View data). This will continue in 2023-2024.
AHT to personalise and drive and monitor new attendance initiatives (living streets, in school rewards). Bought into Attendance Officer support package.	Research has proven that children with lower attendance do not perform as well in school. The EEF (March 2022) has published a review, finding personalised letters or texts can help improve attendance. AHT and attendance officer to oversee this.	Living streets – Pupil & parental voice is extremely positive. Encourages health & wellbeing and is having a positive impact on attendance. Attendance officer package allows attendance to be closely monitored and encourages links with families, particularly those who are persistently absent. This will continue in 2023-2024.
Funded Breakfast club spaces	EEF - Children whose nutritional needs are not met, do not perform as well in school. Children in receipt of breakfast can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	These funded spaces are supporting our families in meeting children's nutritional needs and encouraging parents back into work. This will continue in 2023-2024.

<p>Parents Workshops</p> <p>Marvellous Me software purchased for 2022-23</p>	<p>EEF- Levels of parental engagement are consistently associated with improved academic outcomes.</p>	<p>Parents workshops have been well attended in the academic year 2022-2023 with an average of 60% participation rate.</p> <p>Marvellous me has allowed teachers to communicate important messages and build on parental engagement.</p> <p>This will continue in 2023-2024.</p>
<p>Subsidised external internal music, sports clubs, trips and residential.</p>	<p>EEF - Confidence and health and wellbeing is supported through subsidising and supporting parents who are struggling with the cost of living.</p>	<p>School has subsidised places for music provision, sports clubs and external trips this year. Some PP children would have missed out on these opportunities without school funding the places.</p> <p>This will continue in 2023-2024.</p>
<p>Uniform swap shop/food bank/female sanitary products on site for parents to access for their children.</p> <p>Provide additional opportunities within extracurricular clubs to disadvantaged pupils to allow them to develop their skills, gain wider enrichment experiences, promote wellbeing and engagement with school.</p>	<p>Due the cost-of-living crisis, parents may need support with clothing and meeting children's nutritional and health needs.</p> <p>EEF reports on a link between physical activity and academic performance. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention.</p>	<p>Disadvantaged parents have taken up free uniform/coats and sanitary products, supporting health & wellbeing.</p> <p>This will continue in 2023-24.</p>
<p>Increased funding of library books in KS2 to support and encourage reading for pleasure.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment</p>	<p>A range of new reading materials within the KS1 and KS2 library has allowed for greater reading opportunities for all children,</p>

	and attainment - Research evidence on reading for pleasure – D of E.	including disadvantaged pupils.
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Total budgeted cost: £ £249.373.00

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 2022 to 2023 academic year.

Outcomes

Outcome 1

Improved attainment outcomes in Reading, Writing and Maths for disadvantaged pupils.

End of KS1 data shows that outcomes for PP children were lower than their peers.

Reading	73% Non PP	62% PP	2021-22	58%
Writing	61% Non PP	49% PP	2021-22	42%
Mathematics	70% Non PP	58% PP	2021-22	58%

End of KS2 data shows that outcomes for PP children were lower than their peers.

Reading	80% Non PP	63% PP	2021-22	51%
Writing	71% Non PP	52% PP	2021-22	51%
Mathematics	78% Non PP	58% PP	2021-22	51%

Quality first teaching and interventions had a positive impact (year on year progress is good) but there is still a gap across all core subjects. A greater focus on closing the attainment gap, through interventions and parental support strategies (to encourage engagement) in the next strategy.

We will continue to address this gap through the 2023-2024 PP strategy.

Outcome 2

Improve phonics outcomes in KS1 for disadvantaged pupils

Phonics outcomes were improved in 2022-2023 for all children.

KS1 Phonics Results for PP	2021-2022	2022-2023
	75% - PP	78% - PP%
	76% - Non PP	81% - Non PP

PP children were slightly below their peers in 2022-2023. We will continue to offer extra interventions for disadvantaged children, and continue with strategies to elevate parental engagement, when reading.

Outcome 3

Improve the SEMH of disadvantaged pupils

The social and emotional health of our pupils is extremely important to us. We are seeing increased amount of children with mental health issues and we are working with external agencies such as 'Believe to Achieve' and 'Hugglepets' to give children support and strategies to improve mental health & wellbeing. Internal interventions, run by our SENCO and the Senior Leadership Team are also having a positive impact (evidence through parental and child feedback)

Outcome 4

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

All children: 93.6%

PP children: 91.6%

PP children are almost in line with their peers. Pupil and parental voice for the living streets initiative has been positive and has had a positive impact on attendance. Attendance officer support package/support of family worker has allowed for constant monitoring of attendance, including persistent absenteeism and we have seen improved attendance rates across the year. Funded breakfast club places offered to children who are persistently absent/late has improved levels of attendance in this group of children. Parents have been notified at points throughout the year about attendance levels, with newsletters informing them of expectations and penalties. A

newsletter has been sent out to all parents, at the end of the 2022-2023 term detailing the new government guidelines for attendance. Family Support Worker and EWO to work closely together to improve persistent absenteeism.

This will remain an outcome for the 2023-2024 strategy.

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
TT Rockstars	Maths Circle Ltd
Wild Tribe	Wild Tribe
Purple Mash	2Simple
Marvellous Me	Marvellous Me

Further information (optional)

Our School offers extended provision between the hours of 8.00 – 5.30 to support parents. We offer subsidised places, where applicable, for PPG pupils.

Our school has a 'families at the front' area in the school, an open house service offering support for families. Parents can receive advice and guidance on a range of services and can access our school's food bank and uniform swap shop.

Our Head teacher forges links through the Locality Partnership agency.