

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	464
Proportion (%) of pupil premium eligible pupils	155 – 33.40%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£225,525
Recovery premium funding allocation this academic year	£24,983
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£250,508

# 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 and writing– 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 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.
5	Improve opportunities in the wider curriculum for 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	Success criteria
Improved attainment outcomes in Reading and Writing	<p>EYFS children will keep up with their peers when using phonics to decode and early intervention will support children to ensure the gaps do not begin to widen.</p> <p>There will be increased opportunities to write across the curriculum, and the environment will be vocabulary and language rich.</p> <p>KS1 children will move from the phonic scheme to a wider range of material and develop their comprehension skills. Children who are disadvantaged will also make progress through the phonic scheme.</p>

	<p>Writing opportunities will be increased across the curriculum and in phonics sessions. An increased amount of time will be spent on each skill to ensure it is embedded.</p> <p>KS2 reading results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children with additional SEN needs).</p> <p>There will be increased opportunities to write across the curriculum, and the environment will be vocabulary and language rich.</p>
Improve SEMH of disadvantaged pupils	<p>A reduction in disadvantaged pupils needing to access internal and external observations.</p> <p>Evidence gathered through pupil and parental voice and uptake of interventions.</p>
To achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils.	<p>The attendance gap in the 2023-2024 academic year will be reduced by 1%.</p> <p>Evidence will be gathered from internal attendance and FFT data.</p>
Improved oracy and language skills Assessment, observation and discussion will show improved oral language among disadvantaged pupils.	<p>Evidence will be gathered through book looks, lesson observations and formative assessment.</p>
Improve opportunities in the wider curriculum for disadvantaged pupils	<p>School will provide increased opportunities for disadvantaged pupils and will offer subsidised places for extra-curricular clubs.</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: £110,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of TA's in EYFS to support SEND PP children. Extra hours for a TA to support LA and PPG readers in KS1.	Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils.  <a href="#">TA impact - Teaching and Learning Toolkit - EEF</a>	1,4
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.	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.  <a href="#">Oral language interventions – Teaching and Learning Toolkit - EEF</a>	1,4
Release time for AHT to drive pupil premium and attendance	Research suggests having a member of staff to oversee the strategy, improves pupil outcomes.  <a href="#">Attendance and PP monitoring - Teaching and Learning Toolkit - EEF</a>	1,3
Ensure CPD opportunities to improve quality first teaching	Research has proven that high quality and well-designed professional development can have a positive impact on the quality of teaching, and can improve outcomes for disadvantaged children.  <a href="#">Effective Professional Development - Teaching and Learning Toolkit - EEF</a>	1,4

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for reading and writing across school.	EEF - Pupils may require targeted academic support to assist language development ad literacy skills.	1,4

	<p>Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p><a href="#">Reading intervention - Teaching and Learning Toolkit - EEF</a></p> <p><a href="#">Improved writing outcomes - Teaching and Learning Toolkit - EEF</a></p>	
<p>Funding of outdoor learning programme 'Wild Tribe' to support children's mental health &amp; wellbeing</p>	<p>Outdoor learning improves personal child development</p> <p>Collaboration outdoors can improve emotional, intellectual and behavioural development. Those learning outdoors develop their creativity, problem-solving, independence and confidence.</p> <p><a href="#">Outdoor Learning impact - National Curriculum Outdoors</a></p>	2,5
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,4

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing recruitment of a Pupil and Family Support Worker to drive safeguarding, attendance levels and pastoral support.</p>	<p>There is an established link between the home learning environment and children's performance at school.</p> <p><a href="#">Working with Parents to improve outcomes - Teaching and Learning toolkit - EEF</a></p>	1,2,3,4
<p>AHT to personalise and drive and monitor new</p>	<p>Research has proven that children with lower attendance do not perform as well in school.</p>	1,2,3

attendance initiatives (living streets, in school rewards). Bought into Attendance Officer support package.	The EEF has published a review, finding personalised letters or texts can help improve attendance. AHT and attendance officer to oversee this.  <a href="#">Personalised information - Teaching and Learning Toolkit - EEF</a>	
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.  <a href="#">Funded Breakfast Clubs - Teaching and Learning - EEF</a>	1,2,3
Parents Workshops and Marvellous Me software purchased for 2023-2024	Research has proven levels of parental engagement are consistently associated with improved academic outcomes.  <a href="#">Parental Engagement - Teaching and Learning Toolkit - EEF</a>	2
Purchased Living streets package, to encourage children's health and motivation.	Research into healthy minds through exercise.  <a href="https://www.livingstreets.org.uk/media/3618/living_streets_school_run_report_web.pdf">https://www.livingstreets.org.uk/media/3618/living_streets_school_run_report_web.pdf</a>	2,3,5
Subsidised trips and residential.	A positive link between physical activity and academic performance.  <a href="#">Learning Away Research Report - Teaching and Learning Toolkit - EEF</a>	2,5
Uniform swap shop/food bank/female sanitary products on site for parents to access for their children.  Due to the cost-of-living crisis, parents may need support with clothing and meeting children's nutritional and health needs.	Confidence and health and wellbeing is supported through subsidising and supporting parents who are struggling with the cost of living.  <a href="#">Sutton Trust - Cost of living crisis</a>	2,3

Carry on funding library books for both the EY/KS1 and KS2 libraries, to encourage reading for pleasure	<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.</p> <p><a href="#">Power of Reading Impact Report 2023 - Centre for Literacy in Primary Education</a></p>	1,4
Subsidising wider curriculum opportunities, such as dance and drama, to increase the confidence, mental health and skills of disadvantaged pupils	<p>There is proven research that extra-curricular activities, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working.</p> <p><a href="#">Arts Participation - Teaching and Learning Toolkit - EEF</a></p>	2,5

**Total budgeted cost: £250,500.00**



## 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 2021 to 2022 academic year.

#### Outcomes

#### Outcome 1

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

End of KS1 data for 2022-2023 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle Ltd
Wild Tribe	Wild Tribe
Purple Mash	2Simple
Marvellous Me	Marvellous Me
Living Streets Travel Tracker	Living streets

## 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.