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	Warrender Primary School
Number of pupils in school	354 (33 PP)
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	2nd December 2021
Date on which it will be reviewed	12th September 2022
Statement authorised by	Dan Wright
Pupil premium lead	Michelle Keating
Governor / Trustee lead	Steven Baxter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,516.06
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,565.94
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	£59,562

Part A: Pupil premium strategy plan

Statement of intent

At Warrender Primary School, our visions and values are at the core of everything we do. Through our child centred approach, we try to ensure that all our pupils achieve their best outcome which is underpinned by outstanding teaching in an environment where pupils individuality is encouraged and they are nurtured socially, emotionally and academically.

With high aspirations for all pupils, Warrender school's rigorous assessment and monitoring supports us with identifying any barriers to learning. Provisions are put in place quickly and impact closely monitored to ensure each child has the right tools to aid their progression.

"At Warrender Primary School, every child will achieve their own personal excellence by following the school's 'ASPIRE' ethos and by making outstanding progress in their academic, social & emotional development. "

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ 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.

When deciding how to spend Pupil Premium, we:

- Aim to close any gap in attainment by ensuring pupils make good progress from their starting points
- Provide experiences to further enrich pupils lives and ensure they have similar experiences and opportunities to their peers to positively impact achievement and well being
- Regularly communicate with parents to ensure family support is available and that we work together to achieve progress and improve attendance
- Consider emotional, social and academic barriers to learn and how each pupil can be best supported
- Accept that each pupil is an individual and will require personalised support to reach their full potential
- Always remember that the needs of the pupil can keep changing or change suddenly.

Challenges

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

Challenge number	Detail of challenge
1	SDP – Priority 1 Quality of Education 44% of Pupil Premium pupils are on the SEN register (20% EHCP). Our challenge is to continue to improve progress of PP children with SEN. Summer 21 results indicate: 60% PP children with SEN made Expected Progress in Reading 57 % PP children with SEN made Expected Progress in Writing 70% PP children with SEN made Expected Progress in Maths
2	Poor attendance and punctuality. 59% of Pupil Premium children have attendance of less than 95%.
3	SDP- Priority 3 Personal Development Our Wellbeing survey and CPOMS observations have identified social and emotional concerns for an increasing number of pupils. Changes to family situations & friendships as well as national lockdowns and school closures have challenged progress.
4	SDP – Priority 2 Behaviour & Attitude Creating a love of learning for all staff and pupils by embracing challenges and providing a greater number of enrichment opportunities.
5	SDP – Priority 5 Quality of Education in EYFS Summer 2021 assessment and monitoring- 63% of children in Reception have met the good level of development (GLD)compared to 83% GLD in 2019. Lockdown for the Reception children has impacted on their reading and writing progress which in turn has decreased the percentage achieving GLD. PP Data Summer 2021 50% achieved GLD in reading, 0% achieved GLD in writing, 75% achieved GLD in Number.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non PP.
The relationship between home and school is improved through greater	Attendance of identified PP children improves. Parents indicate there are

communication, particularly families identified as vulnerable or in need.	strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.
Warrender is a nurturing school where pastoral care is both a priority and a strength.	Routine social and emotional monitoring of all children through a termly well-being survey. Needs are met of children needing additional social and emotional support.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning and new experiences. Social skills, independence, perseverance and general knowledge are improved.
Children in Reception make at least expected progress.	EYFS assessments evidence that through additional support and focussed learning characteristics (ASPIRE), all children make at least GLD.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	As the SEND needs are being addressed, PP pupils make at least expected progress in Reading, Writing and Maths.

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Quality first teaching for all pupils. • TA CPD is ongoing for Maths, English, Social & Emotional support. • Working party (SEND group) to provide all inclusive approach	• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes.	1
Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place and monitored through Provision Mapping.	Accurate and informative tracking is essential for closing the attainment gap of Pupil Premium students. The gap grows wider at every stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. The data indicates the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils. EEF – Attainment Gap Report 2018 https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap “A whole school approach is needed to support disadvantaged children, so that	1,3,4, 5

	everyone across the school understands the needs of our children." Marc Rowland: Improving outcomes for disadvantaged and vulnerable learners.	
Additional afternoon support for PP children.	Research on TAs delivering targeted interventions shows a consistent impact on attainment of approximately three to four additional months' progress. The TA will be working 1:1 and with small groups, delivering structured, high-quality interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,4,5
Introduction of Solo Taxonomy	Solo Taxonomy helps learners to reflect meaningfully on what the next levels in their learning are. It shows the difference between deep and surface understanding. https://www.structural-learning.com/post/what-is-solo-taxonomy	1

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

Budgeted cost: £35,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Differentiated year 6 maths and English support	EEF - The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.	1
Fresh Start Phonics support for KS2	Most studies on the impact of phonics has been carried out on early readers, but there is evidence that it can be a positive approach for older children. If an older reader is struggling with	1

	decoding, phonics approaches will still be appropriate to develop fluency and decoding. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Additional staff to provide support developing language skills in EYFS: daily interventions,Attention Hillingdon, Bucket Time, SpeechLink and WellCOMM.	Focussing on speaking and or listening have a positive impact on attainment. The average impact of oral language intervention is an additional six months progress over a year. 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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,3,5
Dyslexia Assessments	Children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient and children make expected progress. EEF-Literacy	1,3

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

Budgeted cost: £18,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of PP Lead to oversee implementation of the strategy and improve	Improved communication about how parents can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Well-designed school communications can be effective for improving attainment and attendance.	1-5

communication with parents.	EEF-Parental Engagement Summary of Expectations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Targeted interventions such as: • Talkabout • Lego Therapy • Seasons For Growth	EEF – social and emotional learning – improves interaction, knowledge and understanding of emotions which improved learning and relationships.	3,4
Whole School Social & Emotional Survey. Identified children needing additional support to be mentored during pre-teach.	Evidence suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Identified children will receive interventions which target social and emotional learning, including building self-esteem and identifying and managing emotions. EEF's Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,4
Lunch Time club 'Space'	Improving Social and Emotional Learning in Primary school is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. EEF-Improving Social and Emotional Learning in Primary https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,4
1:1 support as required to support integration in the classroom	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in challenging behaviours. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) "All relationships are critical especially for disadvantaged and vulnerable pupils. Relationship	3,4

	strategies based in the classroom have the biggest impact on learning." Marc Rowland - Improving outcomes for disadvantaged and vulnerable learners.	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Approaches to developing a positive school ethos and improving discipline across the whole school aim to support greater engagement in learning. Approaches to include targeted interventions and specialised programs. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3,4
Enrichment opportunities – including: Breakfast club, After school clubs (external provider, music lessons, trips, school trips, Year 6 school journey, Holiday clubs, Young Voices & career day)	Learning through arts and culture improves attainment across many other aspects of the school curriculum. Students from low income families who take part in arts activities at school are three times more likely to get a degree than children from low income families that do not engage in arts activities at school." https://www.artscouncil.org.uk/exploring-value-arts-and-culture/value-arts-and-culture-people-and-society	2,3,4
Positive parenting course to support families at home and provide a forum to enable parents to share difficulties and successes.	In the Parental Engagement Network project, practitioners reported that parents were more willing to take part in school activities when they developed a relationship with school staff. Parents also felt more confident and less anxious when approaching school for support. Sutton Trust – Parental Engagement Fund report	2,3,4
Meeting personal needs and encouraging personal development through: Well-	SDP – Priority 2 To ensure basic needs are met by providing food vouchers and milk.	4

being, Challenge Days, Warrender's 50@50, 100 books to read before the end of Primary	To create a life long love of learning for all pupils by embracing new experiences through a greater number of enrichment opportunities. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
Contingency fund for unforeseeable expenses.	On reflection of last year's spending and unforeseen expenditure (uniform, glasses, Keeping in Touch packs to support families during school closures), it is necessary to reserve a fraction of the budget for additional requirements.	1-5

Total budgeted cost: £ *57,850*

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.

Full impact of 2020-2021 Strategy is detailed on our website.

Academic

Additional Quality First Teaching was provided by 3 HLTA's who were recruited to ensure QFT was maintained throughout the school.

Pre teaching was delivered every morning by teachers and support staff. During Summer term, pre teaching specifically targeted children not making expected progress. Through the recruitment of an additional teacher, focus groups commenced in Summer Term focussing on reading, phonics, maths and particularly writing to ensure predicted attainment was met.

End of year results:

100% PP children without SEND made Expected Progress in Reading and Writing and 89% made Expected progress in Maths.

57% PP children without SEND made Accelerated progress in Reading

56% PP children without SEND made Accelerated progress in Writing

33% PP children without SEND made Accelerated progress in Maths

In response to Covid restrictions, school closures and changes to family circumstances, the demand for SEMH support increased at Warrender. We responded by training all staff in Mental Health awareness and providing a tool kit for classrooms. All teaching staff were trained in basic yoga which was taught weekly, we employed a professional yoga instructor to work with a targeted group. A weekly lunch time club was provided by a sports coach to develop physical well being, a classroom was repurposed as 'The Rainbow Room' and resources available to encourage mindfulness and relaxation. Teachers reported that targeted children demonstrated increased concentration and focus.

One of the objectives on Warrender's 2020-2021 strategy was to be an inclusive school and ensure Pupil Premium children has the same opportunities as non Pupil Premium children. Families were supported through funding of after school clubs, breakfast clubs and Year 6 school journey. Parents were grateful for the opportunity, children

were more secure in their friendships, more confident and gained new skills through new experiences.

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
RWI books	Ruth Miskin Training
Bedrock	Bedrock Learning
Widget	Symbols Worldwide Ltd T/A Widgit Software £240
WellCOMM	GL Assessment