

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	Warren Wood Primary Academy
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lucinda Woodroof Headteacher
Pupil premium lead	Lucinda Woodroof
Governor / Trustee lead	Christine Bergess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 231,295
Recovery premium funding allocation this academic year	£0
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	£ 231,295

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As part of the Skills for Life Trust, we are committed to all children being equipped with the skills they need to succeed in life and take their place in society. We understand that some children have more challenging circumstances and firmly believe that all children should be able to reach their full potential, overcoming barriers to learning.

Our school is committed to supporting all pupils. Almost half of our pupils are identified as disadvantaged (approx. 38% pupil premium). This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally. We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve.

High quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Warren Wood Primary Academy.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of pupils
2	Wellbeing of pupils
3	Parental involvement

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
<p>Progress and attainment of pupils</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Progress and attainment of pupils</p> <p>Improved reading and maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 reading outcomes in 2024/25 show that outcomes for disadvantaged pupils are at least in line with those who are not disadvantaged.</p>
<p>Wellbeing</p> <p>All pupils including disadvantaged children have the opportunities provided by the Skills for Life ethos in the school, including trips, enrichment activities and leadership opportunities</p>	<p>Disadvantaged pupils will thrive in the school environment and become more confident and successful in the setting as they participate in clubs, competitions and take on leadership roles across the school. All pupils in this group will attend visits to support the curriculum All pupils in this group will participate in an after school club All pupils in this group, who have the opportunity, will attend a residential As many pupils as possible in this group will represent the school in a sporting competition</p>
<p>Progress and attainment of pupils</p> <p>Wellbeing</p>	<p>Appropriate referrals made in a timely manner ensuring all children have needs met</p>

<p>To ensure all pupils, including disadvantaged pupils have ongoing support and access to high quality SEN support</p>	
<p>Wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>Progress and attainment of pupils</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained good attendance from 2024/25 demonstrated by all pupils, including disadvantage pupils' attendance being in line with national average.</p>
<p>Parental Involvement</p> <p>To improve and sustain parental involvement in all aspects of their children's learning and school life</p>	<p>Attendance and take up of:</p> <ul style="list-style-type: none"> Workshops Parents evenings Coffee mornings Sport events and performances Meetings Improved pupil attendance

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: £101,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase of books</p> <p>Bug Club Programme is accessible at home for increased student motivation and parental involvement</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read by the age of six in a fun and accessible way. Peer-reviewed research has shown the efficacy of this approach.</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Primary/Bug-Club/Bug-Club-efficacy-research-report.pdf</p>	1, 3
<p>High quality CPD for staff on curriculum delivery</p>	<p>'Great teaching is the most important lever schools have to improve the outcome for their pupils' EEF</p> <p>Using the The National College provides us the ability to direct staff members towards CPD in line with their own development priorities as well as targeting whole school priorities.</p>	1
<p>Recruitment of additional staff in Reception to support increased in</p>	<p>A 2018 report on structural quality in early years provision by the Education Policy Institute states:</p> <p>"The evidence on child to staff ratios is fairly conclusive: having fewer children per staff leads to better children's outcomes as it provides the</p>	1

<p>number of children and those disadvantaged children entering school with low starting points</p>	<p>opportunity for more individualised attention and leads to better teacher and child behaviour.”</p> <p>Similarly, a 2011 OECD report states: “The child-to-staff ratio is an important indicator of the resources invested in education and childcare, and also the quality of these services. A low child-to staff ratio impacts staff working conditions, alongside other factors such as reasonable hours or workload and salary levels. These affect job satisfaction and staff retention, and through this, contribute to the quality of early childhood education and care services.”</p>	
<p>Specialist subject teachers</p>	<p>High quality teaching with specialist teachers in English, Maths, PE, Music, MFL, Art Science and Geography</p> <p>Forest Schools - Studies have shown that Forest Schools can contribute to greater confidence in children, as well as support their wellbeing and self-esteem. - Garden, A. and Downes, G. (2021). A systematic review of forest schools literature in England. <i>Education 3-13</i>, pp.1–17.</p> <p>EEF Toolkit</p>	<p>1</p>
<p>Speech and language link programmes; dyslexia screener</p>	<p>Pupils diagnosed with SPLD can access support more readily and interventions out in place</p> <p>One of the keys to providing effective support for children with dyslexia is early identification. With this in mind, GL Assessment includes award winning dyslexia screening tools, Lucid’s Rapid, CoPS 4-7 and LASS 8-11, which can be used to assess a child as young as four years old.</p> <p>The award-winning Language Link is an online assessment and intervention package enabling schools to identify and provide timely support for children with language difficulties</p>	<p>1</p>
<p>Rising Stars Maths programmes and Trust Maths lead</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year</p> <p>EEF Teaching & Learning Toolkit Mastery learning NCETM guidance Improving maths in Key Stages 2 & 3 Fair Education Alliance</p>	<p>1</p>
<p>Membership of Pixl and access to high quality</p>	<p>Specific support for disadvantaged children and closing the gap. RSL meetings to monitor</p>	<p>1</p>

CPD and support	children's progress, including disadvantaged children	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader and Myon programme	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress.	1
Purchase of Time Table Rock Stars	Pupils enjoy and engage with these programmes, participation is measured and successes celebrated. Progress is monitored and data analysed to accurately track progress. Pupils are able to access this at home increasing parental involvement.	1, 3
Behaviour mentor and TA placement in Otter Class – small intervention class created to support vulnerable children at risk of exclusion Deployment of additional support from Positive Behaviour Support Worker CPD on Trauma informed practice	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 Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create a community hub, The Nest, to offer pastoral support, including self esteem groups, Young Carers, parents groups, bereavement groups, ELSA, TAMS and other initiatives. Meet and greet and check ins</p>	<p>EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2021 https://www.elsanetwork.org/elsa-network/other-research/</p>	<p>1, 2, 3</p>
<p>Breakfast club – free for PP pupils</p>	<p>Promotes good attendance, healthy attitudes DFE: Breakfast clubs in high-deprivation schools</p>	<p>2</p>
<p>Allocation for trips and enrichment activities</p>	<p>EEF Toolkit Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and learning that occurred during field trips (Hudak, 2003; Kisiel, 2006a; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007). Research by Cwikla, Lasalle, & Wilner (2009)</p>	<p>1,2</p>
<p>Forest School</p>	<p>EEF Toolkit Research shows Forest School and Outdoor learning improve mental and physical health and wellbeing https://www.cambridgeforestschoools.co.uk/schools/forest-school-and-outdoor-learning-research/</p>	<p>1, 2</p>
<p>School uniform fund</p>	<p>EEF Toolkit NSPCC Neglect briefing</p>	<p>2, 3</p>

and food bank		
Attendance advisory Service	Children's attendance is linked to attainment https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1
School counsellor and play therapist	EEF Teaching & Learning Toolkit Metacognition and self-regulation NSPCC guidance KCSIE 2021	2
Enrichment activities – horse riding, music lessons (banjo and clarinet) and clubs	EEF Teaching and Learning Toolkit Music education facilitates student academic achievement. Not only do students who study music develop musical abilities, they receive benefits that extend to other academic areas, leading to overall scholastic success. https://files.eric.ed.gov/fulltext/ED541070.pdf	1, 2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2, 3
Parent workshops and training. Home school support advice for parents/sign-posting	Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/	

Total budgeted cost: £294,500

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.

The SATs taken in 2022 showed our Pupil Premium data was below national average (40.6% WW and 59% national average) and within this, there is a significant gap in attainment between PP and non PP pupils. (PP attainment 40.6% R/W/M combined, non PP 67.7% R/W/M combined). This represented a difference of 27 percentage points between PP and non PP but reflects national trends which represented a difference of 23 percentage points (43% PP vs 66% non PP)

Our assessment of the reasons for the 2021-22 outcomes suggests the ongoing impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to a large percentage of our school cohort. The impact of this was mitigated at this time by our efforts to provide a high quality remote curriculum and extensive support to pupils, including delivering laptops, access to wifi and extensive home support.

In the academic year 2021/22 strategies such as our Breakfast club intervention programme Tutoring/tuition programmes helped close the gap for some individual, disadvantaged, pupils. We also used pupil premium funding to provide wellbeing support, which has been shown to have an impact on academic achievement for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan

Overall attendance in 2021/22 was lower than in the previous year at 94.3%. Attendance among disadvantaged pupils was lower than their peers (93% PP, 95% non PP). These gaps are smaller than in previous years, but attendance is a focus of our current plan.

Further information (optional)

EEF strategies can be found at:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

We are aware that there is a need to improve the attainment of disadvantaged children, along with attendance and this is a key feature on the school improvement plan. The Headteacher is now the PP lead at school and the progress and attainment of PP pupils are discussed weekly at RSL meetings. Staff have received additional training on PP strategies and the strategy has been shared.