

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	Warren Wood Primary Academy
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	37.3%
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lucinda Woodroof Headteacher
Pupil premium lead	Lucinda Woodroof/Abby Donoghoe
Governor / Trustee lead	Leiann Bolton-Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 238,620
Recovery premium funding allocation this academic year	£32,069
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	£ 270,689

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 disadvantaged 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 x Behaviour mentor to support vulnerable children including at risk of exclusion</p> <p>2 x pastoral staff to support vulnerable children including school refusers</p> <p>CPD on Trauma informed practice</p> <p>CPD on behaviour strategies</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<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>	<p>1</p>
<p>Retention of additional staff in Reception to support increase in number of children and those disadvantaged children entering school with low starting points</p>	<p>A 2018 report on structural quality in early years provision by the Education Policy Institute states: “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 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</p>	<p>1</p>

	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.”	
Specialist subject teachers	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. EEF Toolkit	1
Membership of Pixl and access to high quality CPD and support	Specific support for disadvantaged children and closing the gap. RSL meetings to monitor children’s progress, including disadvantaged children	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech and LanguageLink Twinkl</p> <p>Use of programmes to identify need and target intervention</p> <p>Speech and language link</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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,</p>	1, 3

programmes; dyslexia screener	CoPS 4-7 and LASS 8-11, which can be used to assess a child as young as four years old. 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	
Subscription 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
White Rose Maths programmes	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year EEF Teaching & Learning Toolkit Mastery learning NCETM guidance Improving maths in Key Stages 2 & 3 Fair Education Alliance	1
Subscription of 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
Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils	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	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing 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 (ukulele 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/	2,3

Total budgeted cost: £270,689

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.

The EYFS GLD for 2023 showed our pupil premium data was below national average (62% WW and 68% national average). In year 1, our PP children scored significantly less than the national average (46% WW and 80% national average). The end of KS1 assessments showed our PP children outperforming our non PP children in maths but not in reading and writing. The end of KS2 SATs showed our PP data was below national average (25% WW and 44% national average) and within this, there is a significant gap in attainment between PP and non PP pupils. (PP attainment 25% R/W/M combined, non PP 56 % R/W/M combined). This represented a difference of 31 percentage points between PP and non PP but reflects national trends which represented a difference of 22 percentage points (44% PP vs 66% non PP)

Our assessment of the reasons for the 2022-23 outcomes suggests that the long-term effect of Covid-19 continued to have some impact on outcomes. We recognised that there were some issues around behaviour so employed an additional behaviour mentor for two days per week to support with this. Our original SSP programme was found to be less effective. This meant that we needed to invest in a different programme to make rapid improvements but this was too late in the year to have a significant impact. The maths curriculum we were following was having little impact. This was changed to a different curriculum but again was too late in the year to have a significant impact.

In the academic year 2022/23 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.

Breakfast club continues to be provided for free for PP children. Providing them with this facility and a healthy breakfast means that children are on time for school and prepared for learning.

Wellbeing support provided by our pastoral team has been vital to support our disadvantaged families. Our FLO and pastoral assistants work closely with children and families to provide a wide range of support. Our school counsellor and play therapist both have a waiting list of children that need their services.

Overall attendance in 2022/23 was around the same as the previous year at 94.5%. Attendance among disadvantaged pupils was lower than their peers (92.8% PP, 96.1% non PP). These gaps are slightly bigger than in previous years, but attendance remains 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 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.