

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 Farm Primary
Number of pupils in school	312 (N – Y6)
Proportion (%) of pupil premium eligible pupils	51.6% (161/312)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Simon Taylor
Pupil premium lead	Simon Taylor
Governor / Trustee lead	Judith Dovey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,130.00
Recovery premium funding allocation this academic year	£20,010.00
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	£211,140.00

Part A: Pupil premium strategy plan

Statement of intent

At Warren Farm Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive an excellent education. Our values of Honesty, Integrity, Respect, Self-Discipline and Courage ensure Children become active citizens in all aspects of modern society - inspiring them to achieve great things. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to 'Read to learn' and access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. This statement outlines our pupil premium strategy and how we intend to spend the funding in this academic year as well as the effect last year's spending of pupil premium had within our school

Context

Deprivation Indices

The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 falls within the least deprived nationally.

3 Barriers to housing	2 Crime	1 Education & Skills
1 Employment	1 Health	1 Income
1 IDACI	1 Index of Multiple Dep.	1 Living Environment

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we 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 a breadth of rich and engaging educational experiences.

- Provide opportunities for all pupils to participate in enrichment activities including sport and a variety of after school clubs.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

- We will ensure that effective teaching, learning and assessments meet the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify specific intervention and support for individual pupils
- We will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language and Communication - Children typically enter Warren Farm Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
2	Historically low levels of attainment on entry resulting in disadvantage gaps in reading, writing, maths and phonics. Historically, Pupil Premium children have had lower attainment and make slower progress rates than their peers.
3	Lack of opportunity to build children's cultural capital- Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.
4	Social, Emotional, and Mental Health including Parental Engagement- High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils. Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse.
5	Attendance and Punctuality- Ensuring attendance of disadvantaged children is in-line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school.

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>Speech and Language and Communication.</p> <ul style="list-style-type: none"> High quality teaching of a well-planned, progressive language rich curriculum ensuring rapid acquisition and use of vocabulary across all areas of the curriculum. 	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD in Literacy is at least in line with all other areas.
<p>Reading, Writing and Maths –</p> <ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. Quality of teaching across school is good or better 	<ul style="list-style-type: none"> By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. A significant proportion of pupils achieve RWM combined at the end of KS2. Quality of teaching across school is good or better
<p>Phonics</p> <ul style="list-style-type: none"> The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. Quality of teaching across school is good or better 	<ul style="list-style-type: none"> The gap in phonics attainment between disadvantaged pupils and other pupils will be reduced at least in-line with national data.
<p>Attendance</p> <ul style="list-style-type: none"> All disadvantaged pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least in line with national other Persistent absence is halved for disadvantaged pupils. Punctuality for disadvantaged pupils will be in-line with other pupils across school.
<p>Access to wider educational experiences and opportunities</p> <ul style="list-style-type: none"> Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others. 	<ul style="list-style-type: none"> Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum A significant proportion of children achieve the expected standard across foundation subjects. The gap between PP and other children is diminishing.
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. 	<ul style="list-style-type: none"> Pupils involved in pastoral interventions make at least expected progress Targets for disadvantaged pupils within Nurture Groups are met.

<ul style="list-style-type: none"> • SEMH Outcomes will improve across school. 	<ul style="list-style-type: none"> • Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help.
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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: £15,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of teaching across school is good or better; -</p> <p>Train EYFS staff in use of NELLI (CPD).</p> <p>Appoint Speech and Language Specialist-Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school</p>	<p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <p>Communication and Language Approaches = +6 months</p> <p>Early Literacy Approaches = +4 months</p> <p>Pupil's spoken language deficit impacts on their ability in Reading and Writing, which are below national expectations.</p>	1
<p>Quality of teaching across school is good or better; -</p> <p><i>Phonics Training for all staff. (CPD)</i></p> <p><i>Improved use of Phonic Tracker (AFL) supporting focused interventions- using better informed assessment data.</i></p>	<p><i>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit':</i></p> <p><i>Phonics +5 months</i></p> <p>Feedback= +6 months</p>	2
<p>Quality of teaching across school is good or better; -</p> <p><i>CPD provided by English Lead – Reading & Writing and SPAG.</i></p> <p><i>(Cover-KT INSET/Teacher Days/Training courses)</i></p>	<p>Following staff skills audit – CPD to address gaps in staff knowledge, pedagogy and feedback strategies.</p>	2

CPD provided on the use of Metacognition Strategies in Comprehension.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Metacognition & Self-Regulation +4 months Reading Comprehension Strategies +5 months	
Quality of teaching across school is good or better;- CPD for - Maths Lead, Teachers And Teaching Assistants- supported by Maths Hub.- using 'Mastery' in Maths and Developing knowledge of all staff.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months	2
Quality of teaching across school is good or better through CPD:- CPD and cover provided for Subject Leads to improve Curriculum provision.	OFSTED Development point - Continual improvement of the quality of the curriculum through CPD, Monitoring and Feedback. (Including - lesson observations, book scrutiny and pupil voice.)	3

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

Budgeted cost: £170,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused NELLIE Language Groups. Speech and Language <u>Interventions.</u>	Evidence from Education Endowment Foundation, 'Early Years Toolkit': Teaching assistant Interventions = +4 months	1
Focused Phonics Groups and <u>interventions.</u> Delivered by Teachers and TAs.	Evidence from Education Endowment Foundation –'Teaching and Learning Toolkit': Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	2
NTP Tutors supporting the teaching of Reading <u>Interventions</u> – KS1/KS2.	Evidence from Education Endowment Foundation –'Teaching and Learning Toolkit': Individualised instruction = + 4 months	2

	<p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Feedback = 6 months</p>	
<p>Deployment of TA <u>Interventions</u> in English and Maths informed by AFL.</p> <p>Including SEND <u>interventions</u>.</p>	<p>Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Individualised instruction = + 4 month</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Teaching assistant Interventions = +4 months</p> <p>Feedback = 6 months</p>	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children from lower income families may not be able to attend school trips and clubs outside school which will disadvantage their access to a broad and balanced curriculum and Cultural capital: -</p> <p>We will offer support to enable children to participate in our After-School clubs and Trips.</p> <p>Remote learning to continue to support wider access to curriculum- Bug club, TT Rock-stars, Active Learn</p>	<p>Our school is situated in an area that is high in deprivation (according to the Income Deprivation Affecting Children Index). Discussions with pupils and families; assessment for learning in lessons and knowledge of family situations through pastoral support highlights the cultural capital divide between pp and some non-pp as well as pupils across the city and nationally.</p> <p>Teaching and Learning Toolkit: Social and Emotional Learning = +4 months.</p> <p>Continual improvement and integration of the of Google educational suite, Classroom and IT provision for pupils</p> <p>Remote Learning Platform providing learning outside school.</p> <p><i>Teaching and Learning Toolkit: Homework +5 months</i></p>	2,3
<p>Additional support for children with SEMH needs</p> <p>Nurture Groups-small group support/1-1 (Delivered by SENCO-Thrive trained and SG).</p> <p>ACE’s – Work with outside provider – Cherish</p>	<p><i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i></p> <p><i>Individualised instruction = + 4 months</i></p> <p><i>One-to-one tuition = +5 months</i></p> <p><i>Small group tuition = +4 months</i></p> <p><i>Teaching assistant Interventions = +4 months</i></p> <p><i>Social and Emotional Learning = +4 months</i></p>	2,4 2,4

<p>Attendance: - Improve attendance of pupils to achieve aspirational school target of 96% and reduce the % of PA Support provided by Family Support Worker School Rewards</p>	<p>Children with poor attendance do not perform as well as children with good attendance: - <i>Evidence from Education Endowment Foundation - Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i> <i>Parental Engagement = + 4 Months.</i> Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p>	<p>5</p>
<p><i>Family Support Worker</i> <i>Breakfast club</i></p>	<p><i>Evidence from Education Endowment Foundation - Teaching and Learning Toolkit:</i> <i>Parental Engagement = + 4 Months.</i> <i>Social and Emotional Learning = +4 months</i></p>	<p>1,2,3,4,5</p>

Total budgeted cost: £211,140

Part B: Review of the previous academic year

Review: last year's aims and outcomes (2021/22)		
	Aims	Outcomes
A	<p>Quality of teaching across school is good or better:-</p> <p>Train EYFS staff in use of NELLI (CPD).</p> <p>Appoint Speech and Language Specialist-</p>	<p>2 teachers and 2 TA's completed on-line training.</p> <p>External Speech Therapist appointed and TA trained in several SEN Speech and Language programmes.</p>
B	<p>Quality of teaching across school is good or better:-</p> <p><i>Phonics Training for all staff. (CPD)</i></p> <p><i>Improved use of Phonic Tracker (AFL) supporting focused interventions- using better informed assessment data.</i></p>	<p>Training to KS1 staff delivered internally.</p> <p>Training for KS2 staff provided by external company (Dandelion Learning Ltd)</p> <p>Phonics Tracker used for lessons and assessment across appropriate classes.</p>
C	<p><i>Quality of teaching across school is good or better:-</i></p> <p><i>CPD provided by English Lead – Reading & Writing and SPAG.</i> <i>(Cover-KT INSET/Teacher Days/Training courses)</i></p> <p><i>CPD provided on the use of Metacognition Strategies in Comprehension.</i> <i>(Cover –EC INSET/training courses).</i></p>	<p>Insets delivered</p> <p>CPD delivered internally – Used for evidence for NPQSL. Will be extended across school.</p>
D	<p>Quality of teaching across school is good or better:-</p> <p>CPD for - Maths Lead, Teachers And Teaching Assistants- supported by Maths Hub.- using 'Mastery' in Maths and Developing knowledge of all staff. (Cover DN and TAs INSET/Teacher days)</p>	<p>Maths Hub have supported the school during this academic year. INSETs have been delivered by Maths Hub and Maths Lead.</p>
E	<p>Quality of teaching across school is good or better through CPD:-</p>	

	<p>CPD and cover provided for Subject Leads to improve Curriculum provision.</p> <p>(Courses/MFL Teacher/cover to enable Self-Review Cycle.)</p>	<p>Partially delivered due to staff absence.</p> <p>Subscription to National College purchased to enable courses on variety of subjects.</p>
F	<p>Focused NELLIE Language Groups.</p> <p>Speech and Language <u>Interventions</u>.</p>	<p>Groups delivered daily throughout the academic year</p>
G	<p>Focused Phonics Groups and <u>interventions</u>. Delivered by Teachers and TAs.</p> <p>Appoint Teacher to support year 1 and 2 – Teacher Led Teaching. (Catch-up)</p> <p>NTP Tutors supporting the teaching of Reading <u>Interventions</u> – KS1/KS2.</p>	<p>Phonics groups and interventions delivered across all appropriate classes.</p> <p>0.6 fte teacher appointed to support Y1 and 2 with School-Led Tutoring. She undertook the relevant training.</p> <p>3 NTP tutors worked across the school from Y1 – Y6 every afternoon delivering 15 hours of tuition per child. This ran until May 2022.</p>
H	<p>Deployment of TA's <u>Interventions</u> in English and Maths informed by AFL. Including SEND <u>interventions</u>.</p>	<p>TA's deployed effectively by SENCO</p>
I	<p>Children from lower income families may not be able to attend school trips and clubs outside school which will disadvantage their access to a broad and balanced curriculum and Cultural capital:-</p> <p>We will offer support to enable children to participate in our <u>After School clubs and Trips</u>.</p> <p>Remote learning needs to continue to support wider access to curriculum-i.e. Homework for example - Bug club, TT Rock-stars, Active Learn – Holiday packs</p>	<p>We assisted parents with attendance on trips and clubs, including after-school club, on a needs basis.</p> <p>Laptops provided to families when needed to support access to the curriculum.</p>
J	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum:-</p> <p><i>Nurture Groups-small group support/1-1 (Delivered by SENCO-Thrive trained and SG).</i></p> <p><i>ACE's – Work with outside provider – Cherish</i></p>	<p>Nurture groups delivered in afternoon by SG.</p> <p>SENCO doing nurture group every day.</p> <p>Cherished mentors providing 1:1 support to children with additional needs (2 sessions per week)</p>
K	<p>Attendance:-</p> <p>Significantly above average amounts of absence following COVID interruptions.</p> <p><i>Support provided by Family Support Worker (SG).</i></p>	

	<i>School Rewards</i>	Family Worker has worked with families to try to address attendance issues. This item will continue next year.
L	<i>Support provided by Family Support Worker - Breakfast club/ Parent courses/Stay and Play Financial support.</i>	All items delivered based on need.
	<p>Total Final Expenditure: £178,125</p> <p>Pupil Premium Allocated £161,040</p> <p>Recovery Premium Allocated £15,592.50</p> <p>Total £176,632.50</p> <p>Balance - £1493.00</p>	

Externally provided programmes

Programme	Provider
Mental Health Support (ACE's)	Cherished
White Rose (Mastery)	Maths Hub
Bug club & Active Learn	Pearson
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

- *Training for Mental Health Lead – SENCO*
- *Development of PSHE Lead and Curriculum* - The PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance.
- CPD is being offered through internal CPD session held by SLT and MLT which is informed and in-line with current educational research and pedagogy. This is further supplemented by National College and subjectleaders.co.uk and outside provider courses.