

Warren Park Primary School

Pupil Premium Strategy

2021/22 – 2024/25



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 Park Primary
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	45%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022, 2023, 2024
Statement authorised by	Elizabeth Cooper, Headteacher
Pupil premium leads	James Wood / Chris Ayling
Governor / Trustee lead	Helen Fisk, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,015
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£279,115

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Warren Park is that all children make good progress and are able to attain highly, irrespective of their background or the challenges that they face. We have considered the context of the school carefully as well as drawing upon research conducted by the Education Endowment Foundation (EEF) in making decisions regarding the allocation of pupil premium and recovery premium funding.

We intend to remove the common barriers faced by disadvantaged children so that they can thrive at school and achieve academic success. The activity that we have outlined in this statement is intended to support our vulnerable children, including those with a social worker or who are young carers, to overcome the challenges that they may face.

Our staffing model is designed to ensure that high quality inclusive teaching is central to our approach in meeting the needs of all of our children including those who are disadvantaged. EEF research demonstrates that this is proven to have a significant impact on closing the disadvantage attainment gap and has enabled disadvantaged children at Warren Park to attain well at the end of their primary school education.

The pandemic has had a significant impact on our community and children have faced additional challenges as a result. Our Pupil Premium Strategy is closely aligned to our wider school improvement plan for educational recovery. We will be maximising the use of the National Tutoring Programme to support disadvantaged learners who have been the worst affected by the pandemic.

The strategy at Warren Park will support disadvantaged learners to maintain high school attendance, gain confidence, maintain positive well-being and value education. The impact of activities linked to these areas is intended to contribute to disadvantaged learners being able to make good progress and attain well across the curriculum.

Effective diagnostic assessment and an evidenced based approach will ensure that activities within the strategy remain relevant and targeted at the challenges faced by Warren Park pupils. Our whole school approach to this strategy and a commitment to the principles which underpin it will support its effective implementation.

Principles

We ensure that:

- all staff take responsibility for disadvantaged pupils' outcomes and are ambitious for what they can achieve
- all pupils are entitled to high quality inclusive teaching that meets their needs

- staff intervene at the earliest point when a need is identified
- robust assessment and evidence inform decisions regarding support and intervention
- the impact of support and intervention is tracked and monitored effectively

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, data for speech, language and communication (SL&C) in EYFS is low for many children, including those who are disadvantaged. This is identified through assessments, observations and discussions with learners including an oral language assessment and EYFS baseline data.
2	Assessments, observations and discussions with learners show that disadvantaged children generally have greater difficulty mastering early reading skills, including phonics, than their peers. This has a negative impact on their development as readers and their access to the wider curriculum.
3	Internal and external data indicates that maths and writing attainment for disadvantaged learners is below that of non-disadvantaged learners especially within EYFS and Key Stage 1.
4	Use of the Six Strands assessment tool as well as discussions with parents and children indicate that the education and well-being of disadvantaged children have been negatively impacted by the partial school closures. This is supported by national studies. This has led to increased gaps in learning, lower resilience and an increase in the need for social and emotional support.
5	Data analysis demonstrates attendance of disadvantaged children is below that of non-disadvantaged children. They are also more likely to have time off for illness and the length of the absence can be longer than that of their peers. Therefore, they are at increased risk of reaching the threshold for persistent absence.
6	Assessment and discussion with parents, staff and children indicates that disadvantaged children have had an even greater reduction in access to enrichment activities than their peers during the pandemic. This includes opportunities to develop social and emotional skills.

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>1. Improved speech, language, communication and vocabulary among disadvantaged learners.</p>	<p>Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged learners.</p> <p>Vocabulary development will be evident across the curriculum.</p> <p>Triangulated evidence will demonstrate access and engagement in lessons with improved outcomes evident through work scrutiny.</p> <p>Interventions by the Speech and Language Therapist and NELI intervention will evidence accelerated progress.</p>
<p>2. Improved reading attainment among disadvantaged pupils.</p>	<p>2024/5 key stage 2 reading outcomes will show that attainment for disadvantaged children will be in line with the national average for all children at Age Related Expectations (ARE)</p> <p>2024/5 key stage 2 reading outcomes will demonstrate that disadvantaged learners are significantly closing the gap with non-disadvantaged learners at greater depth.</p> <p>2024/25 Phonics check will evidence that Year 1 pupils will meet the national average and the gap between disadvantaged and non-disadvantaged will have significantly narrowed</p> <p>2024 /25 key stage 1 results for reading will demonstrate the closing of the gap with those achieving the standard nationally.</p>
<p>3. Improved maths and writing attainment for disadvantaged</p>	<p>2024/5 key stage 2 maths and writing outcomes will show that attainment for disadvantaged children will be in line with the national average for all children at Age Related Expectations (ARE)</p>

<p>children at the end of key stage 2.</p>	<p>2024/5 key stage 2 maths and writing attainment will demonstrate that disadvantaged learners are closing the gap with non-disadvantaged learners at greater depth.</p> <p>2024/25 multiplication check results will evidence a significant improvement for disadvantaged pupils from the average score achieved by disadvantaged pupils at Warren Park in 2021/22</p>
<p>4. Following the pandemic, achieve and sustain improved well-being for all children and particularly those who are disadvantaged.</p> <p>Those disadvantaged children with the most significant gaps in learning will demonstrate accelerated progress as a result of the national tutoring programme.</p>	<p>Sustained high levels of well-being from 2024/5 will be demonstrated through qualitative data from pupil voice, pupil and parent surveys and staff observations.</p> <p>Disadvantaged children will be able to access the appropriate age related curriculum.</p> <p>Those disadvantaged children who had tutoring will reach expected individual targets at the end of key stage 2.</p>
<p>5. To achieve and sustain improved attendance for disadvantaged children.</p> <p>To reduce disadvantaged persistent absence.</p>	<p>Attendance for disadvantaged children to reach 95% from 2024/25.</p> <p>Persistent absence and the gap with non-disadvantaged children will be reduced for disadvantaged children by 2024 /25.</p>
<p>6. All disadvantaged children will have the opportunity to access subsidised resources, trips, bookshop, clubs as well as accessing enriched curriculum provision through our COSMIC programme.</p>	<p>Evidence will demonstrate a significant increase in participation in enrichment activities by disadvantaged pupils.</p> <p>Disadvantaged children will be able to access enrichment activities and resources through subsidised provision.</p> <p>All children will have access to an enriched curriculum, which includes our COSMIC Curriculum.</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: **£165,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality inclusive teaching secured through the three teaching leads model.</p> <p>As a two form entry school, Warren Park employs at least 3 teaching leads for each cohort of 60 children. In the main this is three qualified teachers, although this is also supplemented by skilled HLTAs.</p> <p>This model significantly reduces the group size and provides a significant level of flexibility for the year team in deploying staff to meet the needs of all children, especially the disadvantaged and SEND,</p> <p>This model also ensures that teaching assistants are under the close direction of a qualified teacher maximising opportunities to further reduce group sizes and target support.</p> <p>This model means that the school does not have to draw on supply teachers to cover absence and the children experience this level of support throughout their seven year primary school journey.</p>	<p>End of Key Stage 2 results have demonstrated the success of this approach as children have attained significantly above the national average for combined reading, writing and maths at the expected standard.</p> <p>Gaps between disadvantaged children and non-disadvantaged children narrowed prior to the pandemic.</p> <p>EEF evidence has demonstrated the impact of intervention by qualified teachers and taking account of this evidence is central to our strategy.</p> <p>The reduction in group size and flexibility to respond to assessment rapidly secures accelerated progress at the point of need.</p> <p>It provides opportunities for teachers to develop new skills and approaches.</p> <p>Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment.</p> <p>In the 2019 national KS2 SATs, the progress of disadvantaged children at Warren Park was better than the progress for all children. The attainment gap was closing in reading, writing and mathematics and in mathematics, disadvantaged children did better than non-disadvantaged children. At KS2, attainment for disadvantaged pupils was above the national average for all</p>	<p>1, 2, 3, 4</p>

	<p>children. This evidence was from before the pandemic and partial school closure has disrupted learning for children. The three teacher model is expected to play a significant role in our recovery strategy.</p>	
<p>Embed high quality inclusive teaching of the Systematic Synthetic Phonics programme: Monster Phonics.</p>	<p>Systematic synthetic phonics approaches have a strong evidence base, including the EEF, that indicates a positive impact on the accuracy of word reading and particularly for disadvantaged children.</p>	2
<p>A Speech and Language (S&L) therapist is commissioned by the school. The school has paid for her to become an Eklan trainer.</p> <p>The S&L therapist will train staff to support the delivery of speech and language provision across the school.</p>	<p>There is a strong evidence base, including the EEF, that suggests that dialogic activities such as high quality classroom discussion and a language/vocabulary rich environment lead to improved oral language.</p>	1
<p>Delivery of a high quality personal development curriculum linked to the Six Strands through COSMIC ensures that children understand how to build healthy and respectful relationships.</p> <p>Assessments undertaken by this team against the Six Strands curriculum identify children for targeted well-being support.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This can have a positive impact on academic performance, attitudes, behaviour and relationships with peers.</p> <p>(EEF Social and Emotional Learning)</p>	4

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

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech, Language Therapist (SALT) commissioned in order to provide:</p> <ul style="list-style-type: none"> - universal support provided through CPD for staff - Targeted caseload jointly managed by SALT. and speech & language LSAs - Specialist caseload of complex children who need regular therapy with SALT. <p>Nuffield Early Language Intervention (NELI) implemented by trained EYFS staff following assessment.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills as indicated within EEF research.</p> <p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations.</p> <p>If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.</p> <p>Research indicates intervention has the greatest impact when delivered by trained, skilled staff. Limited intervention will not be enough to overcome oracy barriers, especially for disadvantaged pupils and a sustained approach has been embedded across the key stages to secure positive long-term outcomes.</p>	<p style="text-align: center;">1</p>
<p>Additional phonics sessions and reading interventions targeted at disadvantaged pupils in order to build fluency in reading at the earliest point.</p> <p>This can be delivered by teachers due to the flexibility of our 3 teacher model and by trained</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a sustained period.</p> <p>Phonics Toolkit Strand EEF</p>	<p style="text-align: center;">2</p>

<p>LSAs under the close direction of the year based teaching team, English team and SENDCo.</p>		
<p>Participation with the National Tutoring Programme to provide a blend of school led and academic mentor tuition for those disadvantaged pupils whose education has been impacted the most by the pandemic. This may include high attaining pupils who have been negatively impacted by the pandemic.</p>	<p>There is a significant evidence base indicating small group and individual tuition targeted at specific needs can be an effective method to support all pupils and especially low attaining pupils or those who have fallen behind.</p> <p>One to one tuition: EEF</p> <p>Small group tuition Toolkit Strand: EEF</p>	<p>2, 3, 4</p>
<p>Targeted support based on Six Strands assessment provided by the well-being team. Planned programmes will enable children to build positive attitudes towards learning, sustain healthy respectful relationships and make a positive contribution to our school community.</p>	<p>There is extensive evidence associating development of childhood social and emotional skills with improved outcomes at school and in later life. This can include improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>The Six Strands curriculum</p> <p>Social and Emotional Learning: EEF</p>	<p>4</p>

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

Budgeted cost: **40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school employs an Attendance Officer to monitor, support and improve attendance throughout the school and especially for disadvantaged children.</p> <p>This includes:</p> <ul style="list-style-type: none"> - support of vulnerable families to promote and support good attendance. - liaison with outside agencies to extend support beyond the school - targeted individual support plans to improve attendance of those at risk of persistent absence - involvement in local networks to share and develop best practice - implement the Warren Park Attendance Pledge. 	<p>The role of the Attendance Officer and Attendance Leader is to embed the principles set out in the DFE's Improving School Attendance guidance.</p> <p>This guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>There is a strong evidence base that indicates that good attendance at school results in positive academic achievement and positive well-being based on sustained relationships with peers.</p>	<p>5</p>
<p>The school subsidises and promotes a wide range of enrichment activities designed to contribute to a child's cultural capital. Many of these activities will be targeted towards disadvantaged children to ensure that they gain the maximum benefit from the school's offer.</p> <p>These activities include:</p> <ul style="list-style-type: none"> - Providing a subsidised book shop to families to support and promote a love of reading - Support for trips 	<p>There is an extensive evidence base that indicates that reducing the barriers of social deprivation can lead to improved academic outcomes, an aspiration to achieve within the world of work and can lead to positive well-being.</p> <p>Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key</p>	<p>6</p>

<ul style="list-style-type: none"> - Funding of visitors and productions in school such as theatre groups, artists, authors - COSMIC curriculum which provides a unique environment in which to develop and apply skills and knowledge - A clubs programme which is run by school staff and external providers. Provision from external providers such as sport and learning an instrument is heavily subsidised for all children and can be offered at no cost to disadvantaged children 	<p>ingredients a pupil will draw upon to be successful in society, their career and the world of work.</p>	
<p>The school supports a breakfast club which is £1 to all children and offered free to disadvantaged who would benefit. The intention is that this will encourage children to attend school, be punctual and ready to learn. It ensures that children begin the day having eaten a good breakfast and provides a positive opportunity for social interaction. Children are encouraged to build healthy and respectful relationships across the year groups.</p>	<p>There is significant evidence that indicates that children require their basic needs to be met in order to thrive.</p> <p>The breakfast club encourages good attendance and there is a strong evidence base that indicates that this results in positive academic achievement and positive well-being based on sustained relationships with peers.</p>	<p>5, 6</p>

Total budgeted cost: £265,000

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.

Prior to the pandemic, the positive impact of our Pupil Premium strategy for disadvantaged children has resulted in improved attainment at the end of Key Stage 2 and the gap between disadvantaged and non-disadvantaged children closing considerably.

As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from the consistent delivery of teaching and targeted intervention as planned. This was mitigated by our resolution to maintain a high quality curriculum, provide IT support and equipment, and maintain strong channels of communication.

Speech and Language Therapist support continued online during periods of closure with children in year R making an average of 2.75 points of progress and children in year 1 making an average 3.23 points of progress using the Therapy Outcome Measures scale (TOMs). Targeting this provision through our therapist, Elklan and NELI remains a priority outlined within this plan.

Monster phonics is now embedded across the school. Resources were available to support online learning allowing children to continue to access systematic synthetic phonics. Children access phonically decodable books within the classroom, to take home and have access to a further range of books, where appropriate, to support their love of reading. Training for staff continued to take place during the pandemic in order that staff are confident in teaching and using the systematic synthetic programme. In 2022, 77% of Year 1 children passed the phonics check +1.5% on the national average.

There has been no published national data since the summer of 2019. The table below represents end of KS 2 SATs results for 2022 which have not been published but have informed Local Authority and government school performance information. Recovery funding, school led tutoring and the use of an academic mentor has enabled the school to continue to target improvement in core learning for disadvantaged children across the school.

Key Stage 2 SATs results for pupils achieving the expected standard			
	ARE 2019 (disadvantaged)	ARE 2022 (disadvantaged)	National average ARE 2022 (disadvantaged)
RWM	71% (67%)	68% (55%)	59% (43%)
Reading	85% (81%)	83% (76%)	75% (62%)
Writing	73% (67%)	70% (55%)	69% (55%)
Maths	86% (86%)	80% (72%)	71% (56%)

Average Progress data KS2 2022			
	School disadvantaged	National disadvantaged	National Non - disadvantaged
Reading	1.30	- 0.83	0.41
Writing	- 0.30	- 0.76	0.39
Maths	0.70	- 1.15	0.54

Although the pandemic had a negative impact on pupil attendance, the school worked very hard to ensure that vulnerable pupils were in school resulting in more than 40% attending school during the spring partial school closure. Other pupils were supported to access online learning through targeted support and intervention by staff. Our Home School Link Worker worked closely with our most vulnerable families to support attendance and provision of wraparound care was targeted to support our vulnerable children as well as working families. Where children were required to isolate, a blended learning approach continued to support families through the use of Tapestry for years R and 1 and Google classroom for all other year groups. Where access to technology was a barrier, families were offered laptops and resource packs to support learning. Improving attendance, particularly for disadvantaged pupils, remains a priority within this strategy. Employing Voluntary Parent Contracts to improve individual attendance has been successful and based on the 2021/22 evidence, this will be rolled out more widely across the school during 2022/23.

Our assessments and observations indicate that pupil attitudes, well-being and mental health were significantly impacted, primarily due to pandemic related issues. This was especially true for disadvantaged pupils. We used pupil premium funding to provide extensive targeted well-being support and interventions to individual pupils, many of whom were disadvantaged. Individual assessment reviews demonstrate strong progress against Six Strand targets. Our tiered approach to supporting the well-being of our disadvantaged children will continue as outlined in this strategy.

Externally provided programmes

Programme	Provider
Instrumental tuition	Hampshire Music Service
Speech and language therapy	Red Lorry
Online safety	Online safety UK
The Six Strands curriculum	Primary Behaviour Support Service
INclude	INclude

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous actions to identify those that have been the most successful so that we can continue to build on these areas. Our pupil premium leaders work very closely with Local Authority Advisers and contribute to network groups that they facilitate. This ensures that these leaders have relevant knowledge and benefit from collaborative working with other schools.

We triangulated evidence from a range of sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

Leaders reviewed reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also considered studies about the impact of the pandemic on disadvantaged pupils.

The three teacher model has been implemented successfully for a number of years and the success at the end of Key Stage 2 shows how effective having smaller group sizes is, especially when implemented consistently over a child's seven year primary school education. From low starting points in EYFS, particularly for disadvantaged pupils, children are achieving above the national average for attainment in reading, writing and mathematics by the end of Key Stage 2. This approach remains central to our strategy.

We used the EEF's implementation guidance to help us develop our strategy in order to identify which activities and approaches are most likely to work in our school.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.