



WARREN ROAD PRIMARY

Pupil premium strategy statement 2021-22

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 Road Primary School
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	James Ellis
Pupil premium lead	Gemma Read + James Ellis
Governor / Trustee lead	Milena Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£4,350
School-led tutoring grant	£4,016
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£44,681

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 the curriculum, working towards our aim of excellence for all. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. The impact of 2 school closures and Covid restrictions have had a significant impact on the quality of education for all children. Our aim is to ensure the impact is minimised and to mitigate any impact swiftly, particularly for the most vulnerable children.

High quality first teaching is the key to success for any child and we pride ourselves on ensuring all children receive this. Where it is required additional support is provided for children in specific areas of the curriculum through:

- Additional adult support
- Enhanced resources
- Targeted intervention

These methods are designed to support any children in closing the gap on their peers in specific areas of learning.

As well as closing any gaps in attainment we also focus on 'filling gaps' in the educational experience of some of our disadvantaged children. We do this by ensuring all children have access to a rich program of educational visits and visitors and access to extracurricular activities.

Our approach will always be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged appropriately
- act early to intervene at the point need is identified
- ensure their experience is the same as that of their peers

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children require greater levels of support in school to secure early reading skills
2	Our assessments show that school closure has led to disadvantaged children in some year groups having gaps in their knowledge and skills in maths which have created barriers for them to meet the expected standard in their Year group
3	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Not all children are able to attend residential trips due to financial constraints.
5	Disadvantaged pupils do not always have access to a broad range of educational experiences.

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
A clear strategy for recovery is in place that supports disadvantaged children in closing the gap by making better than expected progress in maths	<p>The outcomes of disadvantaged children are analysed through data outcomes and discussed regularly at pupil progress meetings</p> <p>Targeted evidence based interventions in delivered and impact reviewed regularly</p> <p>Effective use of Pixl resources and intervention</p> <p>Increase in proportion of disadvantaged children meeting the expected and GD standards in maths</p> <p>Outcomes in KS1 assessments will remain in line with or above national averages</p> <p>Outcomes in KS2 assessment will remain above national averages for attainment and progress</p>
All children secure strong early reading skills and strategies through EYFS and KS1 through	The outcomes of disadvantaged children are analysed through data outcomes and discussed regularly at pupil progress meetings

<p>high quality phonics and reading teaching</p>	<p>Targeted evidence based interventions in delivered and impact reviewed regularly New Dfe accredited phonics scheme implemented by summer term and impact shows better progress for disadvantaged children High proportion of children, including those who are disadvantaged, pass the phonics screening check.</p>
<p>Effective systems are in place to support the wellbeing of disadvantaged children so that they are happy at school</p>	<p>Interventions and adult support at lunch time support targeted children to ensure they have positive social interactions with their peers Low numbers of negative incidents reported during lunchtime Early intervention is in place to support children and their families with issues that may impact on their education Attendance of disadvantaged children is in line with all children The curriculum supports children to develop the necessary skills to cope with the challenges of education and manage external factors</p>
<p>All children have access to a rich selection of educational experiences through visits, visitors and broad menu of extra-curricular activities</p>	<p>Proportion of disadvantaged children accessing extra-curricular activities is level with that of their peers All children in school have access to a wide range of educational experiences through a well-planned program of educational visits and visitors</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular data analysis and pupil progress reviews</i>	Data is only effective if used to inform future teaching and learning https://www.teachingexpertise.com/articles/effective-use-of-primary-school-data/#:~:text=The%20effective%20use%20of%20a,effectiveness%20of%20initiatives%20and%20strategies.	1, 2
<i>Continue with the use of Pixl intervention resources and assessment resources</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
<i>Provide quality CPD focussing on providing access for all children across the curriculum</i>	Developing effective strategies that can be transferred across the curriculum to provide access to the full curriculum The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	1, 2
<i>Establish a new Dfe accredited Phonics scheme to further develop the teaching of phonics and</i>	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

<i>early reading</i>		
<i>Develop strategies in line with best practice to ensure high quality feedback is given to all children</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Working party to look outward at best practice in Primary Education to inform school policy and strategies for feedback	1, 2

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

Budgeted cost: £ 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions are planned and delivered each term based on assessment information	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Effective use of resources, including additional adults, to support all children in making at least good progress. Interventions informed by data and pupil progress reviews	1, 2
1:1 Tutoring provided for targeted children in maths during the summer term to close gaps before the end of the year	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Using the funded government scheme and additional tutor grant to fund weekly 1:1 sessions through Third space learning, an accredited Dfe provider of tuition.	1

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

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Lunchtime support groups run by pastoral team	Structured play and adult support for children who find the normal structure of lunchtime challenging. Supports the children in having a successful afternoon in class	3
Pastoral support through family worker - 1:1, social skills groups, therapy dog	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning and their attitudes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Financial contribution to extra-curricular activities, educational visits and residentials	Ensuring all children have full access to a broad and balanced curriculum. Ensuring children can excel in any curriculum area https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf	4, 5

Total budgeted cost: £47,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Disadvantaged pupil progress scores for last academic year (2019 data due to no statutory assessments in 2020/21)

Measure	Score
Reading	+5.2
Writing	+1.1
Maths	+4

Disadvantaged pupil performance overview for last academic year (2019 data due to no statutory assessments in 2020/21)

Measure	Score
Meeting expected standard at KS2	
Combined	80%
R	100%
W	80%
M	100%
Achieving high standard at KS2	
Combined	13%
R	33%
W	20%
M	27%

Key outcomes from 2020-21 strategy

- Improved awareness for all staff of who our disadvantaged children are and the specific support they need
- Increase in proportion of disadvantaged children attending extra-curricular

- activities through financial support
- 97% of parents say their child is safe and happy at school
 - 95% of parents say their child is achieving well at school
 - Progress and attainment of disadvantaged children was in line with that of their peers

Externally provided programmes

Programme	Provider
Pixl support package with aim of: Improving life chances and outcomes for young people	https://www.pixl.org.uk/