

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Warnnham Church of England Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	31 st December 2024
Statement authorised by	Shirley Kirby, Head Teacher
Pupil premium lead	Lianne Brazier-Main
Governor / Trustee lead	Marlene Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,264
Recovery premium funding allocation this academic year	£2000
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	£25,264

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Warnham CE Primary school is that all pupils, irrespective of their background or the challenges they face, see themselves as learners and therefore make good progress and achieve high attainment across all subject areas. Supporting our disadvantaged pupils to do this and become the best that they can be by 'letting their light shine' is the focus of our Pupil Premium strategy.

At Warnham CE Primary school, we also take into account the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The actions that we have detailed in this statement are also intended to support their needs, regardless of whether or not they are classed as disadvantaged.

Quality-first teaching in the classroom is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit those pupils not classed as disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, with a strong focus on adopting a consistent, whole-school approach to tackling disadvantage.

Our approach will 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 curriculum equity and equality are the foundation of our teaching to ensure disadvantaged pupils, as well as non-disadvantaged pupils, can reach their potential.
- ensure disadvantaged pupils are challenged in the work that they're set and staff are ambitious for them
- ensure there is a strong focus on relationships and building trust
- ensure clear boundaries and routines are in place to support restoration
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged and vulnerable pupils. These are evident from Reception through to KS2 and in general, are a challenge that face most of our disadvantaged pupils.
2	Assessments and observations show that disadvantaged and vulnerable pupils are less likely to achieve ARE or above for writing from EYFS to end of KS2. 38% pupil premium/disadvantaged pupils achieved ARE or above (26% disadvantaged and vulnerable).
3	Teacher and support staff observations indicate that some pupils are finding it difficult to self-regulate their emotions causing them to miss curriculum time, particularly among our disadvantaged and vulnerable pupils.
4	Teacher and support staff observations show that pupils are struggling to take ownership of their learning and use metacognition and self-learning Ownership of learning and seeing themselves as a learner.
5	Observations indicate an inconsistent approach to tackling disadvantage and ensuring that all pupils make optimum progress in their learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved writing attainment for disadvantaged pupils in KS1 and KS2.	Assessment and observations see disadvantaged and vulnerable children achieve ARE or higher in writing by the time they leave KS2. The attainment of ARE for disadvantaged pupils will be more in-line with that of non-disadvantaged pupils, increasing from 38% (26% disadvantaged and vulnerable)(2021/2022) to 57%(2023/2024).
To achieve and sustain improved self-regulation for all pupils, particularly our disadvantaged pupils.	Sustained high levels of self-regulation from 2022/2023 demonstrated by: <ul style="list-style-type: none"> A significant increase in participation in class learning, particularly among disadvantaged pupils.

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Pupils talk more openly about feelings and an awareness of how these impacts themselves, others and learning.
<p>To achieve and sustain a deeper understanding of seeing themselves as a learner and having ownership over their achievements, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of self-regulated learning from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • A significant increase in understanding of metacognition and how they learn to learn. • qualitative data from student voice, student and parent surveys and teacher observations show a greater ownership of learning, particularly among disadvantaged learners. • Learning books and discussions show pupils to have adopted a more proactive approach to self-regulated, reflective learning, as opposed to a reactive one.
<p>To achieve a whole school approach to tackling disadvantage and a culture where all children have curriculum equity and equality.</p>	<ul style="list-style-type: none"> • All staff have a clear understanding of inclusion and the impact of disadvantage on learning. • All staff have the highest expectations of all pupils, regardless of circumstances, tackling conscious and unconscious bias. • All staff members feel responsible for the progress of our disadvantaged pupils. • All disadvantaged pupils are seen as individuals and not as a homogenous group. • Pupil need is signposted throughout the curriculum to address curriculum equity. • Relationships between the pupils and staff are strong, respectful and trusting.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <ul style="list-style-type: none"> -Whole school Vocabulary Ninja training – putting vocabulary at the heart of the curriculum -In-class interventions to support use of vocabulary -We will purchase resources and fund ongoing teacher training and release time. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>
<p>Enhancement of our writing teaching and curriculum planning in line with EEF guidance.</p> <p>Purchase the Jane Constandine 'The write stuff' whole school planning</p> <p>We will fund teacher release time to embed key elements of guidance in school, as well as give CPD in staff meetings, INSET days and support staff meetings.</p>	<p>There is a strong evidence base that suggests writing skills must be taught through modelling and with structured support in order for pupils to develop fluency and continue to make progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1,2,4,5</p>

<p>To improve self-regulated learning and the understanding and use of metacognition for pupils.</p> <p>Staff meeting time will be allocated to a metacognition refresh for teachers and training for support staff</p> <p>In-class interventions to support self-regulated learning.</p> <p>Reflection time will be given when appropriate for pupils to reflect on their metacognition for that lesson.</p> <p>To ensure that some homework can be online to allow pupils to access this independently.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1,2,3,4,5</p>
<p>To improve self-regulation for pupils.</p> <p>Self-regulation approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Whole-school Jigsaw approach to continue to be embedded.</p> <p>A whole-school approach on restoration, including routines and boundaries, as well as good relationships will be in place.</p> <p>In-class interventions to support self-regulation.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>To have a consistent approach towards tackling disadvantage across the whole school.</p>	<p>There is extensive evidence that consistent whole-school approaches are paramount to ensuring pupil progress,</p>	

<p>Staff meeting and support staff meeting time to discuss inclusion and disadvantage.</p> <p>Inclusion monitoring throughout the school, including planning.</p>	<p>particularly for those pupils who are disadvantaged.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention sessions to support pupils' learning where a need has been identified.</p> <p>Pre-teach sessions to support pupil need, ensuring pupils have essential prior knowledge and understanding in order to succeed.</p>	<p>Interventions can have a positive impact on the progress of the learner where it supplements the high quality teaching in the classroom.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

including those who are high attainers.		
Check-in sessions and interventions to support self-regulation, self-learning and metacognition.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Behaviour interventions help to reduce a variety of behaviours and therefore improve attainment.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,4,5

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

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support and promote the wellbeing and social and emotional skills to improve the learning and life outcomes of pupils with more complex social, emotional and mental health difficulties through the use of ELSA (emotional literacy support assistant)	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,3,4,5
To continue to embed the Jigsaw whole school approach to enhance Social and Emotional skills and to improve wellbeing of pupils.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	3,4,5

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.	All
<p>To have a consistent approach towards tackling disadvantage across the whole school.</p> <p>Staff meeting and support staff meeting time to discuss inclusion and disadvantage.</p> <p>Inclusion monitoring throughout the school, including planning.</p>	<p>There is extensive evidence that consistent whole-school approaches are paramount to ensuring pupil progress, particularly for those pupils who are disadvantaged.</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £24,700

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.

Our internal assessments during **2020/21** showed that good progress of disadvantaged pupils was high (74% reading, 80% writing, 76% maths), although the levels of age-related expectations were lower than the previous year and lower than that of their non-disadvantaged peers.

Internal assessments during **2021/22** demonstrates good progress of disadvantaged pupils has continued to be high (88% reading, 94% writing, 100% maths). Levels of age-related expectations have also increased significantly from 33% of disadvantaged pupils having age-related expectations in combined reading, writing and maths (2020-21), to 60% (2021-22). This has exceeded that of their non-disadvantaged peers.

Internal assessments during the academic year **2022/23** demonstrates that good progress for disadvantaged pupils has continued to be high (93% reading, 79% writing, 100% maths). Reading progress was particularly strong last year. Writing progress continues to be high but has dipped since the previous academic year. This will be a focus point as part of our Pupil Premium strategy for this academic year.

Our assessment of the reasons for these good outcomes points to a number of actions taken within our school. Primarily these are:

- A strong focus on oral language skills and vocabulary throughout the school. In Early Years and Key Stage 1 we have implemented 'wonder word', which focuses on tier 2 words that link directly to our learning within the class. In Key Stage 2 Vocabulary Ninja has a high profile and is used to support a daily tier 2 word.
- Regular CPD for all staff on disadvantage and equity, and the importance of a whole-school approach. Strong relationships are at the heart of our teaching.
- The importance of self-regulation within each class and throughout the school, with an understanding that our feelings directly link to how we learn.

A new writing program has been established, which has a strong focus on the skills needed for writing as well as providing ample opportunity for creativity and pupil choice. We are continuing to embed this this year to improve writing for disadvantaged pupils with a view to having 57% achieving ARE by the end of the academic year 2023/24.

Overall attendance in 2022/23 was good at 97.81%, an increase on the previous year.

Our assessments and observations suggest that pupil behaviour, wellbeing and mental health continue to be significantly impacted due to COVID-19-related issues. The impact was particularly great for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, such as ELSA. We continue to build on that approach with the activities detailed in this plan.

