

# 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 ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	Shirley Kirby, Head Teacher
Pupil premium lead	Andrea Thomas
Governor / Trustee lead	Marlene Fleming

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,330
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,330

# 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	Previous assessments, observations, and discussions with pupils, as detailed on previous PP strategy, indicated underdeveloped oral language skills and vocabulary gaps among many disadvantaged and vulnerable pupils. Although progress has been made towards closing the gap from Reception to KS2, evidence suggests that most of our disadvantaged pupils still face this challenge. Oracy across the school is also on the SIP 24-25.
2	Assessments and observations show that our disadvantaged and vulnerable pupils are less likely to achieve ARE or above for maths from EYFS to end of KS2. 44% pupil premium/disadvantaged pupils achieved ARE or above. Furthermore, 78% of our pupil premium/disadvantaged pupils have made progress in maths from 2023-2024. This is a vast difference to the progress seen in reading and writing, which was 100% for the year 2023-2024.
3	Teacher and support staff observations indicate that an increasing number of pupils are finding it difficult to self-regulate their emotions causing them to miss curriculum time. This is particularly evident among our disadvantaged and vulnerable pupils.
4	Assessments and observations across the school from Reception to Year 6 show underdeveloped proprioceptive strength and awareness particularly among our disadvantaged and vulnerable children. This greatly affects their ability their ability to sit, concentrate and their fine motor skills, including writing and recording. This can also materialise in dysregulation.

## 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
Continued 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 maths attainment and progress for disadvantaged pupils in KS1 and KS2.	Assessment and observations see disadvantaged and vulnerable children achieve ARE or higher in maths 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 44% (2023-2024).
To achieve and sustain improved self-regulation for all pupils, particularly our disadvantaged pupils.	Sustained high levels of self-regulation from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>• A significant increase in participation in class learning, particularly among disadvantaged pupils.</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Pupils continue to talk openly about feelings and have an awareness of how these impact on themselves, others and their learning.</li> <li>• Independent use of regulation resources in the environment.</li> </ul>
Improved proprioceptive strength and awareness for all pupils, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved proprioceptive strength and awareness among disadvantaged pupils. This is evident when triangulated with other sources of evidence including: book scrutiny for handwriting, text placement, and presentation; core strength demonstrated through physical presence and navigation in the environment and amongst peers; and concentration levels.

## 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: £11,000

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"> <li>-Whole school vocabulary focus – Wonder Word in EYFS and KS1, Vocab Ninja in KS2.</li> <li>-Oracy focus in subject action plans and as part of the School Improvement Plan</li> <li>-In-class interventions to support use of vocabulary</li> <li>-We will purchase resources and fund ongoing teacher training and release time.</li> </ul>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with EEF guidance.</p> <ul style="list-style-type: none"> <li>-Focus on ‘variation’ within the maths curriculum and ‘sticky knowledge’.</li> <li>-Focus on key and accurate vocabulary, as well as oracy, in maths.</li> <li>-We will ensure appropriate resources and manipulatives are</li> </ul>	<p>There is a strong evidence base that suggests maths skills must be taught through modelling and using manipulatives, where appropriate, in order for pupils to develop fluency and continue to make progress. Learning should be built upon already known key knowledge and focus on oracy skills within maths is essential to support understanding.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a></p>	<p>1,2,3</p>

<p>available/purchased to support and develop mathematical understanding.</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>Self-regulating strategies are easily accessible and readily used as part of pupils' regulation 'tool box', allowing them to partake in more learning opportunities.</p> <p>-Self-regulation approaches will be continue to be embedded into routine, educational practices and supported by professional development and training for staff.</p> <p>-An enhanced provision class will established to support those children identified as needed extra SEL support.</p> <p>-An environment audit specific to regulation needs to be conducted and actions from this to be</p> <p>-Whole-school Jigsaw/PSHE 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 strategies and interventions to support self-regulation.</p>	<p>There is extensive evidence associating childhood social and emotional learning with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1,2,3,4</p>
<p>The profile of proprioceptive strength and awareness is significantly</p>	<p>There is extensive evidence linking proprioceptive input throughout the day and optimal state for learning and focus.</p>	<p>2,3,4</p>

<p>raised across the school and is acknowledge as a key component to effective learning.</p> <ul style="list-style-type: none"> <li>-Where appropriate, daily exercises to support proprioceptive strength and awareness are incorporated into the day, particularly in English, separate from PE lessons.</li> <li>-Staff training on supporting early writing skills and the physical development essential for this.</li> <li>-Proprioception brain break cards for daily exercises.</li> <li>-Staff awareness of left-handed writers for adaptations to be made to support proprioceptive development.</li> <li>-Proprioceptive development on English action plan to support high profile focus.</li> </ul>	<p><a href="#">Proprioception and why it is important   Occupational Therapy</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £6,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Intervention sessions (in class where possible) and heavily adapted teaching 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><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>

<p>Check-in sessions and 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>Behaviour interventions help to reduce a variety of behaviours and therefore improve attainment.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Enhanced provision class in the afternoons</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>Where children require increased support and opportunities to focus on these skills in order to access the curriculum, enhanced provision is in place.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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><a href="#">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>



<p>To have a bespoke PSHE curriculum that meets the social and emotional needs of our children to continue to improve their health and wellbeing.</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><a href="https://www.educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,3.;</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £17,300**

## 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 2021 to 2024 three year strategy.

Our internal assessments during the period from **2021 to 2024** showed that good progress of disadvantaged pupils was high (74% - 89% in reading, 80% to 89% in writing, 76% to 78% in maths).

The age-related expectations for reading for our pupil premium children (KS1 and KS2) in December 2024 was 56%.

The age-related expectations for writing for our pupil premium children (KS1 and KS2) in December 2024 was 56%.

The age-related expectations for maths for our pupil premium children (KS1 and KS2) in December 2024 was 56%.

Internal assessments throughout the previous three-year strategy period show particular strong progress in reading and writing. Maths progress has improved slightly, but is not as strong as English. This will be a focus point as part of our Pupil Premium strategy for the next three-year pupil premium strategy.

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 programme established, which has a strong focus on the skills needed for writing as well as providing ample opportunity for creativity and pupil choice.
- A vast increase in staff knowledge on equality and equity within the curriculum and school environment, and the importance of ensuring these are engrained in all aspects of school life.
- A high-profile focus on the importance of self-regulation and strategies to support this.
- A high-profile focus on metacognition and pupil understanding of themselves as a learner.

The attendance at the end of December 2024 for pupil premium pupils was 94.1%. This is a 1.5% drop from the year 2021-22. Over the three year period, attendance had dipped to 91.91% and therefore has increased by 3% since. Attendance is being monitored over the coming year to ensure it increases to at least 95%. If monitoring highlights that this progress will not be made, a wider strategy attendance target will be added.

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 will continue to build on that approach with the activities detailed in the new Pupil Premium strategy.