



Guiding us
step by step
into the future

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Pupil Premium Statement 2017-2018

The Government makes funds available to all schools to target children whose circumstances make them vulnerable to under-achievement. This is called the Pupil Premium. At Warden Hill Primary school we track all children's progress closely and ensure that they are reaching their full potential whatever their circumstances.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families.

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils.

Warden Hill Primary School receives pupil premium for:

- children that are cared for or adopted from care
- children whose parents are in the armed forces
- every pupil who has received free school meals over the past 6 years.

We will tell you if your child is eligible for the funding or you can check online using a 'Free School Meals / Pupil Premium Service' at www.fsm.lgfl.net.

Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child for free meals will entitle them to additional support.

The Pupil Premium Statement for 2017-2018 contains details of how we used our funds for 2016-17, the outcomes for the children in receipt of those funds and details of our planned spend for 2017-18.



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All members of our school are committed to providing the very best education possible for our children. We work very closely with all of our stakeholders to ensure the children can be the best that they can be by setting high expectations and continually ensuring that children remain safe, secure and are happy. At Warden Hill Primary School we support all our pupils. We do this by providing high quality teaching, supplemented by interventions for all children including specific targeted interventions for Pupil Premium, as well as targeting the more-abled disadvantaged children.

Warden Hill Primary School seeks to ensure the effectiveness of its use of the Pupil Premium. We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium (Ian Dobie) gives pupil premium a high profile in our school. We work together to challenge and to champion their learning. We monitor the impact of all spending and interventions. We will ensure that all staff are accountable for the attainment and progress children in receipt of the pupil premium grant.

Number of pupils and pupil premium grant received 2017/2018	
Total number on role	443
Total number of children eligible for Pupil Premium	60 children
Amount of Pupil Premium Grant received per pupil	£1320
Amount of Pupil Premium Grant received per pupil for LAC	£1900
Amount of Pupil Premium Grant received per pupil for Service children	£300
Total amount of Pupil Premium Grant received	£77, 840
Review and Impact of how the Premium Grant was spent in 2016-2017	
Our funding priorities for 2016-17 Total Pupil Premium Grant £77, 900	
Learning and the Curriculum	<ul style="list-style-type: none"> • Provided a range of TA and Teacher Led interventions within the classroom and in small groups • Delivered 1:1 intervention for selected PP who are most at risk in not diminishing the divide for a period of 10 weeks.
<p>IMPACT: Progress of disadvantaged children in Key Stage 2 was good. Our 1:1 reading interventions (with select children) had a positive impact whereby the children achieved the Expected Standard. At the end of KS2 5/9 pupil premium children in Grammar Punctuation and Spellings made good progress. 5/9 children are who are eligible for pupil premium achieved a minus score and didn't make the progress needed compared to peers with similar scores at KS1. This will become a key focus for next year for our Maths Subject Leadership Group. 44% of our pupil premium children achieved the expected standard in Reading, Writing and Maths compared to 80% who are not pupil premium. (60). 11% of our pupil premium children achieved higher standards in Reading, Writing and Maths compared to 22% who are not pupil premium. (60). Data analysis of the impact of any interventions and expenditures form the basis of discussions at the three Pupil Progress Meetings held each year between Class Teachers and Senior Leaders.</p>	
Social and Emotional Development linked with Parental Engagement	<ul style="list-style-type: none"> • Timetabled sessions with children with our Pastoral Support • Our Pastoral Support worked closely with parents offering support and advice where appropriate • Structured conversations with between parents, Pastoral Support and class teachers

- Support in purchasing school uniform
- Specific funding for individual needs for different families

IMPACT:

We aim to ensure that the children at our school are safe, secure and happy. All children in our care, have the support of our Pastoral Support Worker where they are able to discuss any worries or concerns in a safe and secure environment. We have seen a huge benefit to these Social and Emotional interventions of which have had an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. This transference of skills back into the classroom is vital for good progress. It was evident last year that children who were in receipt of SEL were equipped with the confidence to articulate thoughts, feelings and ideas within a safe environment to be able to them to access their learning more successfully.

Enrichment beyond the Curriculum

- Bursaries towards Year 4 and Year 6 Residential Trip
- Enriching learning outside the curriculum – class residentials
- Bursaries towards music tuition - brass, drumming and violin

IMPACT:

Children in receipt of pupil premium funding are able to access a range of activities which are planned to support and nurture the whole child. Through enriching experiences beyond the curriculum helps towards a more confident approach to their learning. This enables them to be more confident when struggling with new concepts in lessons. All the children are provided with the opportunity to take part in our Y4 and Y6 residential. We hope to build on this for the coming year (2017-2018) and allow our children eligible for pupil premium the chance to use our on-site Forest School to develop self-esteem and self-worth. We feel that children learn best when they feel valued. We do our very best to enable to children to transfer their learning back into a classroom environment.

Attendance

- Ensured that no Pupil Premium child's attendance drops below 90% - the making the difference in attending school target!
- Targeted attendance
- Attendance reports to target attendance
- Structured conversations with between parents, Pastoral Support, class teachers and in some cases the Head Teacher

IMPACT:

59 Pupils Pupil Premium eligible for pupil premium last academic year (2016-20177)
 10% of pupils BELOW 90% attendance
 90% of pupils ABOVE 90% attendance
 Overall average % for attendance for our Pupil Premium children: 95.1%
 This compared to an average % for attendance for the rest of the school: 96.7%

The attendance of our disadvantaged children was good last year.
 Children are motivated to come to school. As a result progress is maintained.

For the 10% of children whose attendance did drop below 90% will be closely monitored for the following year (2017-2018) and support is already in place for children and their families. Attendance is closely monitored and support offered to families when an issue arises. This support ensures that families are engaged and feel part of their child's learning journey.

Focus summary of how the Pupil Premium Grant will be spent in 2017-2018

Our funding priorities for 2017-18 fall into 4 key areas:

Total Pupil Premium Grant £77, 840

- Learning and the Curriculum – Quality first teaching
- Good attendance and parental engagement
- Valuing personal development, behaviour and welfare (Social and Emotional Learning)
- Enrichment within and beyond the curriculum

Warden Hill Primary School

Action Plan 2017-2018

Area: Pupil Premium

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
60 (including new Reception)	32	28	35 Free School Meals	0	2	3

Learning and the Curriculum – Quality First Teaching

Rationale: The core of pupil premium should be around the quality of teaching and learning in the classroom. Pupil Premium isn't just an add-on to what goes on in our school. It is an integral part of teaching and learning and class teachers are accountable for the progress and attainment that their children make. Through quality first teaching and targeted interventions focusing on specific year groups will recognise that all of these children have different strengths and weaknesses and we will work closely with them to close the gap.

It is clear that immediate feedback in the classroom comes top for impact. This strategy is also among the lowest for cost.

<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
<p>Target 1: Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p> <p>Sutton Trust: Small group tuition Moderate</p>	<p>To increase attainment for PP children through small group work led by additional TA support. Focus on Years 6, 4 and 2</p> <p>Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year</p>	<p>To use INSIGHT and recent online assessments/paper assessments to establish a baseline.</p> <p>To use progress matrices on INSIGHT to identify children who are vulnerable in</p>	<p>Class teachers and TAs have oversight of the interventions and the progress each individual makes.</p> <p>RN to take in intervention tables and meet with TAs re the impact of them.</p>	<p>Time during pupil progress meetings to focus on PP children – TA to be invited to these</p>	<p>Target 1 Target 2, Target 4 and Target 8 £70, 085</p>	

<p>impact for moderate cost, based on limited evidence. +4 months</p>	<p>groups in reading, writing and maths.</p>	<p>achieving ARE to establish interventions.</p> <p>Identify gaps in learning from tests and devise interventions based on these.</p> <p>Interventions delivered by TAs for set period of time</p> <p>Interventions reviewed by class teachers and TAs and this is shared at Performance management meetings as per the targets set.</p>	<p>End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</p>	<p>meetings to contribute.</p> <p>Identify targets.</p>		
<p>Target 2: To have an additional teacher supporting specific year groups through the academic year. Targeting three different groups:</p> <ul style="list-style-type: none"> • Children who are working towards the ARE in reading • Children are at risk at achieving the ARE in reading • Children who could achieve Greater Depth in reading <p>(Focusing on the disadvantaged as well as the most-able disadvantaged)</p> <p>Autumn Term Year 2 once a fortnight Year 6 once a fortnight</p> <p>Sutton Trust: Small group tuition Moderate impact for moderate cost,</p>	<p>To provide pupils with high quality teaching.</p> <p>To provide children with direct feedback about their performance against Learning Objectives so that they know where they are in their learning and their next steps. The feedback given will refocus the learner’s actions to achieve the Learning Objective to bring about improvements and progress.</p> <p>To decrease the attainment gap between PP and non PP children in Year 6 and in Year 2 to begin with.</p> <p>Work closely with year group team at a time, supporting high quality teaching and relevant interventions linked to whole class teaching.</p>	<p>To use progress matrices on INSIGHT to identify children who are vulnerable in achieving ARE to establish interventions.</p> <p>For our additional teacher to work closely with the class teacher to compliment what learning is going on within the classroom to continue in smaller targeted lessons.</p>	<p>Class teachers and TAs to have oversight of the interventions and the progress each individual makes.</p> <p>Structured conversations fortnightly about the progress of the children and the leaning taking place. Adjustments made where necessary.</p>	<p>Any resources that are required to supplement these targeted sessions for each specific year group.</p>		

based on limited evidence. +4 months

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Good attendance and parental engagement
Rationale: 'The making the difference in attending school target!'
 Children are motivated coming to school. If children are present, then learning can take place and progress follows.
 Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.

<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When? Who?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
<p>Target 3: To work closely with the 10% of our pupil premium children to ensure that their attendance is maintained throughout the year. (10% of children highlighted from last year's action plan of not meeting the 90% attendance target.)</p> <p>To maintain that no PP child's attendance drops below 94%</p> <p>'The making the difference in attending school target!'</p>	To ensure that all PP are in school for all lessons. No key learning is missed in the core subjects. Children are motivated coming to school. If children are present, then learning can take place and progress follows.	BA to have an initial conversation with class teachers of the children who fall into the 10% category. Breakdown of attendance reports in order to monitor persistent absenteeism. Conversations with parents to offer support where appropriate.	-----	-----	

Valuing Personal Development, Behaviour and Welfare (Social and Emotional Learning) and Parental Engagement
Rationale: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). We aim to develop children's confidence, self-worth and resilience to be able to use these transferable skills back into the learning process.
 Engaging parents and working very closely with them in this process empowers them and allows them to understand the key to unlocking their child's success.
 Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.

<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When? Who?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>INSET Resources</u>	<u>£</u>	<u>Impact</u>
<p>Target 4: To timetable PP children onto SEL sessions as and when required.</p>	Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.	All children to have access to VS – our Pastoral Support. Targeted children (perceived	Cross ref PP with VS groups currently. Children who receive intervention	Any resources that are required to	Target 1 Target 2, Target 4 and Target 8	

<p>Sutton Trust Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. +4</p>	<p>Seek to improve attainment by improving the social and emotional dimensions of learning Liaise with SENDCO and Pastoral Support (VS) to support pupil's emotional well-being and attitudes to learning. Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.</p>	<p>to be the most vulnerable) to have a designated person to have a timetabled slot each week. Targeted children (perceived to be the most vulnerable) to have a designated person to refer to in times of need.</p>	<p>support make progress as indicated through a self-esteem questionnaire.</p>	<p>supplement these targeted sessions for each specific year group.</p>	<p>£70, 085</p>	
<p>Target 5: To invite parents to year group parent coffee mornings.</p>	<p>Engage parents in school life and provide support/guidance where appropriate e.g. reading support/resources etc. Intended Impact for parents of Pupil Premium children: Parent engagement increased for PP children (attending meetings etc). <ul style="list-style-type: none"> • Parents attend more events regularly. • Parents feel more confident in understanding their child's learning as well as how to support them </p>	<p>All parents invited to our year group coffee mornings with the Head Teacher.</p>		<p>-----</p>		

Enrichment within and Beyond the Classroom

Rationale: It's not just about the quality of the teaching – it's about inclusion and quality of access. It has been consistently reported that there are wider benefits on attitudes to learning and well-being to the child when accessing the wider curriculum.

<u>Target (What?)</u>	<u>Intended Impact (Why?)</u>	<u>Process (How? And When? Who?)</u>	<u>Monitoring of Process (Who? And How?)</u>	<u>£</u>	<u>Impact</u>
<p>Target 6: To subsidise 50% of the cost of school residential (Year 4 and Year 6). Sutton Trust Arts participation Low impact for low cost, based on</p>	<p>Ensure participation in all relevant residential and day trips. Close the Gap in participation rates between PP children and non PP children Self-esteem and confidence improves for those children</p>	<p>All parents informed that this is something that the school's offer. BA and MN.</p>		<p>50% of £336 for Year 6 - x 8 children 50% of £66 for Year 4 – x 8 children Total Cost - £1608</p>	

<p>moderate evidence. +2 months</p>	<p>involved. The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Resilience shown when tackling new learning within the classroom.</p>				
<p>Target 7: To offer music tuition for targeted pupils. Drumming Singing Woodwind</p> <p>Sutton Trust Arts participation Low impact for low cost, based on moderate evidence. +2 months</p>		<p>Austin, our drumming teacher, has recommended to the school the PP children who exceeded expectation last year and showed great promise and talent in playing the drums.</p>	<p>Conversations with BA and class teachers to discuss individual children and the impact these sessions are having on their learning within the classroom.</p>	<p>Drumming – £80 per term Terms 1-3 - £240 X two children Total Cost - £480</p> <p>Singing - £10 per 20mins Term 1 - 11 Weeks- £110 Term 2 – 12 Weeks - £120 Term 3 - 13 Weeks - £130 Total cost - £360</p> <p>PP monies to peripatetic teachers</p>	
<p>Target 8: To offer our PP children the chance to take part in Forest School sessions as an Infant and Junior group. Sutton Trust Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months</p>	<p>Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. Outdoor adventure experiences could have positive impacts on self-confidence, self-efficacy and motivation. If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p>	<p>Timetabled sessions for PP and Forest School sessions. BA to liaise with BC (our Forest School Leader) to determine how these sessions will be run.</p>	<p>Conversations with BA and class teachers to discuss individual children and the impact these sessions are having on their learning within the classroom.</p>	<p>Target 1 Target 2, Target 4 and Target 8 £70, 085</p>	