

Pupil Premium Statement 2019 - 2020

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 **2019 - 2020** contains details of the outcomes and impact for the children in receipt of Pupil Premium for **2018 - 19**, and details of our planned spend for **2019-20**.

At Warden Hill, we aim to improve the academic outcomes of disadvantaged children of all abilities as well as ensuring that their attainment is in-line with that of their peers.

We invest the majority of our allocated Pupil Premium allowance on the quality of teaching – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment. While we firmly believe that targeted support undoubtedly has its place, we uphold a tiered approach to our spending, focusing first on **high-quality teaching**, followed by **targeted support** before moving to **whole-school strategies**. Using a tiered approach, according to the **Education Endowment Foundation**, this has shown the greatest amount of impact on children, and at Warden Hill we adopt this approach to our forward planning of our Pupil Premium spend, which has the potential to impact positively on all pupils.

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.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium, 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.

To guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children at Warden Hill using educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit.

As a school, we are always striving to identify ways to spend our allocation more effectively, by being forward-thinking and keeping up to date with current research and to use this evidence-based approach to inform us.

CONTEXT	
Total number on role	447
Total number of children eligible for Pupil Premium	55
Number of eligible boys	28
Number of eligible girls	27
Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	38
Number of looked after children (CIC)	0
Number of service children	3
Number of adopted children (previously CIC)	2
Amount of Pupil Premium Grant received per pupil	£1320
Amount of Pupil Premium Grant received per pupil for CIC	£1900
Amount of Pupil Premium Grant received per pupil for Service children	£300
Amount of Pupil Premium Grant received per pupil for Adopted Children	£2300
Total amount of Pupil Premium Grant received	£84, 700.00

IMPACT OF PUPIL PREMIUM SPEND – 2018-2019			
SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):	<u>Children eligible for PP</u>	<u>Children not eligible for PP</u>	<u>National Average for disadvantaged pupils (Last year's figures)</u>
EYFS % achieving a GLD	50%	92%	57%
Phonics Year 1 Phonics – passing Phonics Screening	100%	98%	72%
Key Stage 1			
% achieving the expected in reading	63%	92%	62%
% achieving the expected in writing	63%	88%	55%
% achieving the expected in maths	75%	90%	63%
Key Stage 2			
% achieving the expected in reading	64%	94%	64%
% achieving the expected in writing	73%	96%	67%
% achieving the expected in maths	73%	96%	64%
% achieving the expected in reading, writing and maths	64%	94%	51%
% achieving greater depth in reading, writing and maths	0	24%	10%

SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

Using research carried out by the **Education Endowment Foundation** (an article titled “How effectively is your school spending its money?”) we have and will be considering the following when planning our long-term plan in order to maximize the impact of our Pupil Premium funding.

1. We will be using evidence of ‘what works’ for us as at Warden Hill to inform our decision-making, focusing on the areas that make the biggest difference to our children’s outcomes.
2. We do and will plan on using a **tiered approach** to our spending, focusing on improving the **quality of teaching**, followed by **targeted support**, before moving onto **whole school strategies**.
3. Continue to improve the quality of teaching by using some of our Pupil Premium allocation to recruit and retain teachers within our school.
4. We provide all of our children who are in receipt of Pupil Premium targeted support, including our high attainers, as we now that children who are disadvantaged who achieve highly at Primary school are less likely than their peers to convert this potential into excellent grades at secondary school.

From this, our long-term plan for our Pupil Premium spend falls into the following key areas:

Quality of Teaching

- Learning and the Curriculum

Targeted Support

- Identifying individual barriers to learning
- Valuing personal development behaviour and welfare (Social and Emotional Learning)
- Enrichment within and beyond the curriculum
- Working effectively with parents

Whole School Strategies

- Attendance
- Inspiring and motivating children to consider their futures

SUBJECT PRIORITY 1: Quality of Teaching				
Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead
<p><u>Quality of Teaching</u> TARGET 1</p> <p>To provide good & outstanding high quality teaching for all.</p>	<p>SLT to motivate and inspire teachers to keep their expectations high of the learner. SLT will hold staff accountable for raising attainment rather than accepting low aspirations. 'No limits learning.' Teachers to be able to use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. Teachers to establish manageable AFL strategies, which provide clear feedback for children. Continuing Professional Development: sharing strategies and examples of good practice for supporting children with teaching staff and support staff. An appropriate level of challenge is crucial to allow all pupils to develop and progress their knowledge of tasks, strategies and of themselves as a learner. Teacher-pupil talk can help build knowledge and understanding of cognitive and metacognitive strategies. Dialogue needs to be carefully planned for to ensure</p>	<p>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.</p> <p>According to the NFER's research, published</p>	<p>Book looks of core subjects to check level of challenge (appropriate level).</p> <p>Lesson Conversations to focus on this specific group of children to check the level of challenge (appropriate level).</p> <p>Focus on disadvantaged group during Pupil Progress Meetings.</p> <p>SLT to ensure that all teachers have access to data that will help them to identify learning needs. (Pupil Progress Meetings)</p> <p>SLT to share their thinking and invest in staff training.</p> <p>Weekly Agenda Item in Staff Meetings:</p> <ul style="list-style-type: none"> Sharing up-to-date information. Sharing different strategies <p>Adopted and previously adopted children have an allocated teacher</p>	<p>All staff</p> <p>SLT</p>

SUBJECT PRIORITY 1: Quality of Teaching				
<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
	that it is guiding and supporting learners.	<p>November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies. From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at Warden Hill.</p> <p>Sutton Trust: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p>NFER 7 Building Blocks: 3. High Quality teaching for all – setting high standards</p>	who is responsible for producing a PEP and coordinating PEP meetings with outside agencies and parents in school.	

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		<p>by setting expectations, monitoring performance and sharing best practice.</p> <p>4. Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p>5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</p> <p>1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognition knowledge.</p> <p>4. Set an appropriate level of challenge to develop pupils'</p>		

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		self-regulation and metacognition. 5. Promote and develop metacognition talk in the classroom.		

SUBJECT PRIORITY 2: Targeted Support				
<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
<p>Targeted Support Target 2</p> <p>Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p>	<p>To increase attainment for Pupil Premium children through small group work led by TA support.</p> <p>Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</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 achieving ARE to establish interventions.</p> <p>Teachers and Teaching Assistants to be</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies. From this, the NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Something that we will be adopting and adapting to suit the needs of the learners at Warden Hill.</p> <p>Sutton Trust: Small group tuition Moderate impact for moderate cost,</p>	<p>Class teachers and TAs have oversight of the interventions and the progress each individual makes.</p> <p>Class teachers and teaching assistants to have high expectations of all and apply the 'all children will get it' by the end of a lesson/series of lessons.</p> <p>SENDCo to take in intervention tables and Intervention planning and evaluation</p>	<p>All staff SLT SENDCo</p>

SUBJECT PRIORITY 2: Targeted Support

<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
	<p>mindful of children who their Pupil Premium children are so that they can focus on them in class to ensure that they are accessing the curriculum like their peers.</p> <p>Identify gaps in learning from tests and devise interventions based on these.</p>	<p>based on limited evidence. +4 months Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p> <p>NFER 7 Building Blocks: 3. High Quality teaching for all – setting high standards by setting expectations, monitoring performance and sharing best practice. 4. Meeting individual learning needs – staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. 5. Deploying staff effectively – devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.</p>	<p>documents and meet with TAs re the impact of them.</p> <p>End of each block of 10 weeks intervention reviewed by TA and class teacher and adjustments made.</p>	
<p>Targeted Support Target 3</p> <p>To ensure an effective relationships</p>	<p>Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage</p>	<p>We have used the Education Endowment Foundation’s guidance report in structuring this target and in particular their four practical and evidence-based recommendations.</p> <p>1. Critically review how we already</p>	<p>Support class teachers in their dealings with any parents.</p> <p>Ask teachers to be the ones to send the weekly messages to parents of those children who we wish to continue to motivate</p>	

SUBJECT PRIORITY 2: Targeted Support

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when working with parents to support their children's learning.	<p>with school and members of the team.</p> <p>Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to do the following recommendations to ensure effective working relationships.</p> <ul style="list-style-type: none"> - As a staff be resourceful and creative about the resources that are sent home to support parents with home-learning. - Along with resources that may be sent home for children, a guide for parents on how to support their child with any specific resources - We would like to start sending home Xpressions - our effective app (communication tool) with parents - to share celebrate successes during the week to promote positive interactions - Consider more intensive support when and if needed 	<p>work with parents</p> <ol style="list-style-type: none"> 2. Provide practical strategies to support learning at home (some of which are documented to the left - we have chosen the most suited suggestions to suit our children at our school) 3. Tailor communications to encourage positive dialogue about learning 4. Offer more sustained and intensive support where needed <p>The evidence available also suggests that if school communications are well-designed with parents this can be effective in improving attainment and a range of other outcomes, such as attendance (another key target).</p>	and develop a positive relationship with.	

SUBJECT PRIORITY 2: Targeted Support				
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<p>Targeted Support Target 4</p> <p>Disadvantaged children will have the same enriching educational experiences as their peers.</p>	<p>Residential and other school visits, uniform costs and additional sundries are subsidised for disadvantaged children currently in receipt of PP.</p> <p>To also assist costs for tuition (music).</p> <p>To consider other events in the school calendar for PP children (for example Forest School opportunities).</p> <p>Consider the participation of PP children in extra-curricular activities.</p>	<p>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. 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 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.</p> <p>Sutton Trust Arts participation Low impact for low cost, based on moderate evidence. +2 months Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months</p>	<p>Audit participation in extra-curricular activities. Check the up-take of children eligible for Pupil Premium in these clubs. Work closely with the PE Subject Leadership Group.</p> <p>Teachers to continue to be vigilant when noticing and realising the talents and interests of children who are eligible for Pupil Premium funding and encourage them to participate in our teacher-led or external agency led extra-curricular clubs. (Equal opportunities)</p> <p>School business manager will oversee the financial support offered to subsidise school residentials for disadvantaged families.</p>	SLT

SUBJECT PRIORITY 3: Whole School Strategies

<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
<p>Whole School Strategies Target 5</p> <p>Improved attendance of disadvantaged children</p> <p>To maintain that no PP child's attendance drops below 94%</p>	<p>Children are motivated coming to school.</p> <p>If children are present, then learning can take place and progress follows.</p> <p>Funding and personalised strategies to be decided to support pupils and families as and when individual circumstances arise.</p> <p>Weekly raffle - children will be entered into the weekly raffle if they have had 100% attendance for a week. The raffle prize is an age appropriate book (also promoting quality literature). We also recognise those children who have had 100% attendance for the whole of the academic year.</p>	<p>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.</p> <p>Specific identified disadvantaged children continue to be a group whose attendance needs improving.</p> <p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience.</p>	<p>Attendance figures reported to Governors.</p> <p>Close liaison with class teachers and admin staff.</p> <p>Communication between admin, SLT, relevant class teachers and parents is key. Conversations with parents to offer support where appropriate.</p> <p>Breakdown of attendance reports in order to monitor persistent absenteeism.</p>	<p>SLT Admin staff VS – Pastoral Support</p>

SUBJECT PRIORITY 3: Whole School Strategies

<u>Desired outcome</u>	<u>Chosen action/approach (s)</u>	<u>Rationale for choice</u>	<u>Ensuring quality implementation</u>	<u>Staff Lead</u>
<p>Whole School Strategies Target 6</p> <p>We aim to broaden horizons and raise aspirations, giving our children a wide range of experiences of the world including the world of work.</p>	<p>We aim to carefully plan a careers fair for our Upper Key Stage 2 children.</p> <p>We would like to ask volunteers in one afternoon in the Summer Term to informally speak to the children about the profession that they find themselves in.</p> <p>It would be amazing to see the children talking and listening to the volunteers. Children will then hopefully make the link between what they do in school every day has a part to play in their exciting futures where they could become the next scientists, teachers, politicians, vets.</p> <p>From this, we are aiming to take our Year 6 children to KidZania (https://kidzania.co.uk/) for a class residential.</p> <div> <p>What is KidZania?</p> <p>Designed for children aged 4-14, KidZania blends learning and reality with entertainment. During your 4-hour experience, children can independently choose from a number of real-life activities and test their skills in a variety of professions.</p> </div> <p>The children learn the value of hard work and money during their experience at KidZania.</p>	<p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience.</p> <p>It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. And there is a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life.</p> <p>A survey carried out by the National Association of Head Teachers, in 2017, stated that that giving children the chance to meet people from the world of work and hearing about their life journeys can help them understand the relevance of subjects they are studying – and in so doing improve motivation and attainment.</p>	<p>Keep an open dialogue with the children about their future aspirations, particularly our Year 6 children in the Summer Term when they are readying to transition on to Secondary School.</p> <p>Teachers to encourage a culture of <i>you can achieve anything</i> linked backed to our 'no limits learning'.</p>	SLT

