

Pupil Premium Strategy Statement 2021 – 2022

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.

School overview

Detail	Data
School name	Warden Hill Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	66 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022
Date this statement was published	September 2021
Date on which it will be reviewed	Reviewed termly due to the organic nature of arising needs, but an annual review will take place in July 2022
Statement authorised by	Georgina Flooks
Pupil premium lead	Beccy Andrews
Governor / Trustee lead	Susan Mackenzie-Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,700
Recovery premium funding allocation this academic year	£0
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	£92,700

Part A: Pupil premium strategy plan

Statement of intent

Warden Hill is a thriving primary school in the south of Cheltenham. All members of our school are committed to providing the very best education possible for our children. We believe that children learn best when they feel valued and this is evident throughout our school- whether in the classrooms, inter-house events or outside in our Forest School area. We are very much a team at Warden Hill and are dedicated to working with all our stakeholders; children, parents, governors and our wider community.

Rationale

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. The training that our staff receive is high quality and the CPD for all our staff is rigorous and impactful.

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.

Using research carried out by the **Education Endowment Foundation** (an article titled **“How effectively is your school spending its money?”** and The EEF guide to Pupil Premium) 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.

School Context

- 13% of our total number of children on roll at Warden Hill, are in receipt of Pupil Premium funding. Within that, the majority of the children are performing well. We have some children in receipt of Pupil Premium funding who are working at greater depth within the expected standard.
- Our numbers, however, are forever growing.
- Out of our pupils 53 children in receipt of Pupil Premium funding, 17% are on our SEND register.
- At Warden Hill we have a certain number of children on a Challenge and Support plan. This means that the child hasn’t quite met the threshold for the Code of Practice, however, they need certain gaps addressing in their learning. 8% have Challenge and Support Plans.
- 21% receive support from our Well-being lead.
- We have good attendance at our school and we have worked extremely hard over the past few years with our families to ensure that children attend school and do so punctually. This has continued to improve for our more vulnerable families.

Goal

Our goal is to close the gap by the end of year 6 for our disadvantaged children. In order to achieve this, early identification right from the onset in EYFS is key. From here quality first teaching and interventions are precisely mapped out to ensure the gap narrows over time. Building upon early interventions in EYFS and KS1 means that this can continue to for individuals through their journey in KS2.

We aim to provide the opportunities for all of our children so that they leave us in year 6 as well-rounded, independent, resilient and confident children.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID
2	Early Reading
3	Slow progress of our lowest 20% children in each class. Converting these children to the Expected Standard.
4	Family circumstances/lack of engagement
5	Well-being of some of our most vulnerable children and the support needed
6	Attendance issues
7	Experiences and opportunities in line with their peers

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
High quality first teaching and specific needs of children identified, planned for and tailored intervention to take place where necessary to ensure progress of all children.	High quality CPD for all members of staff. Evidence-based research used for high quality interventions.
Early reading To ensure that our lowest 20% in each class is making the expected progress in reading.	Lowest 20% children identified in all classes. NFER testing Book bands Teacher assessment during Guided Reading sessions Direct, focused phonics is taught every day in Reception and key stage 1 Children read from books with the sounds they know, while they are learning to read Teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%) All children in Year 3 and above can read age-appropriate books

	Teachers instil in children a love of literature: the best stories and poems Parent helpers to be given training to ensure effective support is delivered
To continue to be above the national expectations for the Phonics Screening.	Progressive, well-sequenced and rigorous phonics program in place. High quality CPD for Phonics that is aligned with the Letters and Sounds document. National data – Autumn for Year 2. Summer for Year 1
Improved attendance	Attendance closely monitored. Attendance officer to inform of overall attendance data as well as carefully tracking the data, and story behind attendance of individuals should the cases arise.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide good & outstanding high quality teaching for all. To narrow the gap between disadvantaged children and their peers.</p> <p>A Supportive and Inspirational Leadership</p> <ul style="list-style-type: none"> 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.' <p>A Deliberate and Effective Staff Deployment</p>	<p>The core of pupil premium should be around the quality of teaching and learning in the classroom.</p> <ul style="list-style-type: none"> 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. 	1, 2, 3

- Teachers moved with year groups, where possible to provide continuity, understanding of prior learning and help focus on our most vulnerable.
- TAs were deployed based on expertise in interventions and need.

We Use Effective Classroom Practice

- **Teachers monitor and support their PP children** using 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.
- **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.
- **Continuing Professional Development:** sharing strategies and examples of good practice for supporting children with teaching staff and support staff.
- **High quality CPD for all staff.** School Support Solutions. The National College.
- **Teacher-pupil talk** can help build knowledge and understanding of cognitive and metacognitive strategies. Dialogue needs to be carefully planned for to ensure that it is guiding and supporting learners.

We Foster Exemplary and Positive Behaviour

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

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.

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)

NFER 7 Building Blocks:

1. **Whole school attainment for all**
2. **Addressing behaviour and attendance**
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.

<ul style="list-style-type: none"> • New positive and robust behaviour policy • Positive first and focus on restorative practice. • Launch of the Warden Hill Way. The child friendly rules that the children can articulate. <p>We Have an Inspirational Curriculum</p> <ul style="list-style-type: none"> • Bespoke curriculum that centres their learning in the Warden Hill community and allows us to compare and contrast to other places, issues, and communities. • Curriculum development by specialists and teachers with expertise. In-house Training and external courses have shaped our curriculum. • SLG release time to drive the curriculum forward. 	<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>7. Clear and responsive leadership</p> <p>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</p> <ol style="list-style-type: none"> 1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognition knowledge. 4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition. 5. Promote and develop metacognition talk in the classroom. 	
<p>Early Reading To ensure that our lowest 20% in each class is making the expected progress in reading. To continue to be above the national expectations for the Phonics Screening.</p> <p>Providing high quality training for all staff to support their teaching of phonics. Mangotsfield Hub £650</p>	<p>Sutton Trust: Phonics High impact for very low cost based on very extensive research. +5 months Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>2 and 3</p>

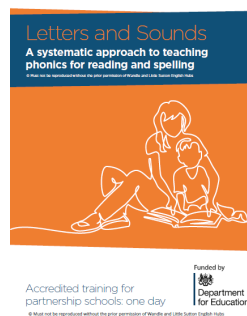
Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.

As a result, our Systematic, Synthetic Phonics Program (SSP) is high quality and robust in its purpose. With a clear structured route it allows all our pupils in meeting or exceeding the expected standard. However, what do strive for at Warden Hill is continually striving to ask the question: what more can we do?

Therefore we are investing in high-quality phonics CPD for staff, from the Mangotsfield Hub, to ensure that all our children receive quality first teaching of phonics.

The Reading Framework July 2021 – states that we have provision in place to ensure that no child is left behind. That the children 'keep up – not catch up.'

EnglishHubs



We know the vital importance that children learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more, because they can read and gain knowledge for themselves.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Focus on Overcoming Barriers Through Targeted Support Along with high quality teaching, to have in place targeted TA intervention in each year group during the year.</p> <ul style="list-style-type: none"> To increase attainment for Pupil Premium children through small group work led by TA support. A range of systematic and high quality interventions such as black sheep narrative, apples and pears and precision teaching. See provision map for the specific individuals. To provide extra-curricular tutoring to 6 children delivered by their class TA. Homework club to help with their home learning. <p>Monitoring effectiveness of interventions</p> <ul style="list-style-type: none"> Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths. To use INSIGHT and recent online assessments/paper assessments to establish a baseline. To use progress matrices on INSIGHT to identify children who are vulnerable in achieving ARE to establish interventions. Teachers and Teaching Assistants to be mindful of children who their Pupil Premium children are so that they can focus on them in class to ensure that 	<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.</p> <p>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) NFER 7 Building Blocks: 3. High Quality teaching for all – setting high standards 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>	1, 3 and 5

<p>they are accessing the curriculum like their peers.</p> <ul style="list-style-type: none"> Identify gaps in learning from tests and devise interventions based on these. As well as analysing data to identify specific learning gaps in the most vulnerable children (lowest 20% - those making the slowest progress) staff will ensure to deploy support staff effectively within lesson time to capitalise on quality first teaching and needs arising through formative assessment. <p>£87, 700</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>We create a positive, supportive and resilient community that helps develop the personal development of all.</p> <p>To create confident and more resilient children.</p> <ul style="list-style-type: none"> Our teachers know the children that they are teaching inside out. We are confident in this. Our teachers are clear about the issues facing our disadvantaged children and strive to consider the interventions, including interventions for our higher-attainers, which work. (see barriers to learning PP provision map) Our teachers are aware of the growing need to acclimatise the children back into the classroom in a safe and secure way after COVID. A lot has changed. We must remember that for some of these children, this is a very tricky time. Be mindful of varying needs. Increased PSHE time A focus on mindfulness through yoga, assemblies and in class. Pupil Premium children access support from our Pastoral Lead. 	<p>NFER 7 Building Blocks</p> <p>4) Meeting individual needs</p> <p>Metacognition and Self-Regulated Learning Guidance Report – Education Endowment Foundation</p> <p>1- Developing self-regulating learners</p> <p>Developing children who are resilient, confident learners and have strong attachments.</p> <p>As a school, we know that if our children in the right frame of mind to learn and everything clicks into place, then learning will take place. We have to get this right first to give our children every opportunity for success.</p>	<p>1 and 5</p>

Sessions are tailor made for the individuals and our pastoral lead works very closely with the class teacher.

- Specific resources have been purchased to support learning within the curriculum
- Specific resources have been purchased to support confidence – particularly in Reception. Books and fancy dress outfits that are linked to an individual's interests to encourage resilience and confidence when coming to school every morning and leaving their parent at the door.
- Art and craft boxes bought for art therapy.
- Drawing and talking interventions to support the children's wellbeing and give them a voice.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We promote a positive culture and children, who are motivated to come school.</p> <p>Improved attendance of disadvantaged children To maintain that no PP child's attendance drops below 96%.</p> <ul style="list-style-type: none"> • Funding and personalised strategies to be decided to support pupils and families as and when individual circumstances arise. 	<p>NFER 7 building blocks 2- Behaviour and attendance- If children are present, then learning can take place and progress follows</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. Specific identified disadvantaged children continue to be a group whose attendance needs improving. Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours</p>	<p>4, 5, 6</p>

<ul style="list-style-type: none"> • We also recognise those children who have had 100% attendance for the whole of the academic year. • Communicate with any families whose child's attendance drops below 95% (without apparent medical reason) discussing the school's policy and ways in which the school can support the family in improving attendance. 	<p>that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience.</p>	
<p>We will create rich experiences that develop the children's cultural capital and attitudes to learning.</p> <p>Disadvantaged children will have the same enriching educational experiences as their peers.</p> <ul style="list-style-type: none"> • Residential and other school visits, uniform costs and additional sundries are subsidised for disadvantaged children currently in receipt of PP. • To also assist costs for tuition (music, swimming, gym). • To consider other events in the school calendar for PP children (for example Forest School opportunities). • Consider the participation of PP children in extra-curricular activities. <p>Awaiting cost as we have currently added on two new children to receive music tuition.</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.</p> <p>Ensure participation in all relevant residential and day trips.</p> <p>Close the Gap in participation rates between PP children and non PP children.</p> <p>Self-esteem and confidence improves for those children involved.</p> <p>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</p> <p>Arts participation Low impact for low cost, based on moderate evidence. +2 months</p> <p>Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months</p>	<p>4, 5, 6, 7</p>
<p>We Develop the relationship between school and parents.</p> <p>To ensure an effective relationships when working with</p>	<p>We have used the Education Endowment Foundation's guidance report in structuring this target and in particular their four practical</p>	<p>4, 5, 6</p>

parents to support their children's learning.

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 with school and members of the team.

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.

- 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
- Phone calls with AHT for celebration.

and evidence-based recommendations.

1. Critically review how we already work with parents
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

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).

Total budgeted cost: £92,700

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 2020 to 2021 academic year.

Our Pupil Premium children performed excellently in this last academic year. We had very high conversion rates in year 6 when meeting the Expected Standard and were successful when narrowing the attainment gap – which is exceptional. Across the rest of KS2, the children performed admirably to non-disadvantaged. Our Pupil Premium children in years 3 – 6 outperformed their peers in Reading and Maths. Which again, is exceptional. Again, In KS1 our Pupil Premium children were performed comparably to non-disadvantaged.

In EYFS, our children performed brilliantly in Reading and Maths, compared to non-disadvantaged. Writing (which we know is intrinsically linked to phonics) and Reading (which we know underpins and unlocks everything – and early reading is vital) will remain a targeted focus in 2021-2022 in Year 1.

Last year was a COVID affected year with increased emotional and social concerns. The defined expectation from the DFE, three hours KS1 and four hours for KS2 home-schooling a day, meant an increased pressure on some of our parents. These parents were supported by our SENDCo and Pastoral team brilliantly.

The majority of our Pupil Premium children were in school, receiving high-quality teaching from our teaching assistant team, supported by the lessons teachers provided. They benefited from small numbers in groups, meaning that needs of individual children were met.

For those dis-advantaged children who were not in school during lockdown, received an effective remote learning offer which allowed for flexibility for our parents, and allowed our children to still access the curriculum. The increase in live sessions for our children allowed for a sense of connection with their peers and class teachers and also provided an opportunity to clarify any learning that had taken place. The feedback from staff was instrumental in the children continuing to make good progress. Families were supported with technology to support children with their learning.

The attendance of our disadvantaged children dramatically improved – finishing at 96% by the summer term – which is just incredible. Our staff and families worked incredibly hard.