

Pupil Premium Strategy Statement 2023 - 2024

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	424
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
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 September 2024
Statement authorised by	Georgina Flooks
Pupil premium lead	Beccy Andrews
Governor / Trustee lead	Antonia Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,305
Recovery premium funding allocation this academic year	£9,425
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	£0

Part A: Pupil premium strategy plan

Statement of intent

All members of our school are committed to providing the very best education possible for all of our children. We believe that children learn best when they feel valued. 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.

A child's socio-economic status has no impact on their academic outcomes or ability to access wider opportunities. Therefore, 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 have high expectations and ambitions for all our children, including those children who are eligible for Pupil Premium funding. We will always place high importance on the culture that we create. We want to become experts in developing positive relationships, mitigating the impact of issues outside of our control and fostering an environment of high expectations through a whole-school approach to tackling educational disadvantage.

We invest the majority of our allocated Pupil Premium allowance on the quality of teaching – we believe as a school, that this matters most. We prioritise high quality teaching, so that we can broaden the depth and breadth of our learner's knowledge and experiences. We work hard as a collaborative team to **challenge** and to **champion** their learning. The most important part of strategy will always be in the classroom. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment. Learning takes place here. Trust is built here. Relationships are developed here.

Using research carried out by the **Education Endowment Foundation (in particular, 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 maximise the impact of our Pupil Premium funding. 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.

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 continue to 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. We will continue to improve the quality of teaching by using some of our Pupil Premium allocation to recruit and retain teachers within our school and upskilling our teaching team by ensuring all staff receive high quality training.
4. We provide all of our children who are in receipt of Pupil Premium targeted support, including our high attainers, as we know 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

- 14% of our total number of children on roll at Warden Hill are in receipt of Pupil Premium funding – an ever-growing number. 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.
- Of children in receipt of Pupil Premium, 15% are on our SEND register.
- There are 32% of our children in receipt of Pupil Premium who 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 regularly and do so punctually. This has continued to improve for our more vulnerable families.

Goal

Our goal is to close the educational gap for disadvantaged children by the end of year 6. 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 this gap narrows over time.

Building upon early interventions in EYFS and KS1 means that this can continue for individuals on their journey in KS2. We aim to provide the opportunities for all of our children so that they leave us at the end of year 6 as well-rounded, independent, resilient and confident children.

“It’s a thousand little moments that lead to great attainment for disadvantaged pupils, rather than those big, shiny interventions.” (Marc Rowland)

This is something that we live by in everything we do, for every child here at Warden Hill.

Challenges

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

Challenge number	Detail of challenge
1	Slower progress rates for children identified at working below age related or at risk of working below age related expectations
2	Family circumstances/lack of engagement
3	Well-being of some of our most vulnerable children and the support needed
4	Attendance
5	Experiences and opportunities in line with their peers

Intended outcomes

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. All children eligible for Pupil Premium funding to continue to progress and strive to achieve the expected standard in Writing.	High quality CPD for all members of staff. Evidence-based research used for high quality interventions. A targeted approach: <ul style="list-style-type: none"> - High quality teaching with additional practise throughout the day - Same day, in class intervention - Targeted additional practise session
To ensure that we sustain improved wellbeing for all of our children in our school, particularly those in receipt of Pupil Premium	Sustained high levels of motivation and enthusiasm, self-worth and resilience: <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations - embedded 'Characteristics of Effective Learning with high levels of participation, engagement and self-regulation in lessons
Children who are in receipt of Pupil Premium funding have enriched experiences with that of their peers	<ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations
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.

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>A Focus on Quality, First Teaching (for example, CPD, recruitment and retention)</p>		
<p>To provide high-quality teaching for all. To narrow the gap between disadvantaged children and their peers. To implement an effective approach to teaching writing which will raise pupils' attainment in line with reading and maths.</p>		
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Our children who are the most vulnerable need consistency and continuity in their learning, where any new learning is carefully planned to ensure that each new concept has been broken into manageable parts. Manageable to teach; manageable to learn. To ensure that teaching and learning for all children at Warden Hill has a built-in review in every lesson to strengthen previous learning to develop fluent recall; that any new learning is presented in small, manageable steps; models and worked examples are planned in and are explicitly taught to help children learn more efficiently; that scaffolds are provided to assist children in learning more challenging tasks; independent practice is monitored to help our learners to recall skills and knowledge fluently to enable children to make progress. To continue to support teacher's Personal Professional Development (PPD) in this area, to bring about continuous and sustained development.</p>	<p>Evidence, from the <i>Education Endowment Foundation's Pupil Premium Menu; EEF Evidence Brief</i> indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including that of disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>The <i>Chartered College of Teaching, in an article entitled 'Applying Rosenshine to classroom practice'</i> brilliantly highlights the 10 principles of instruction and the implications for the classroom. We know these are deep rooted in research in cognitive science; research on master teachers and research on cognitive supports.</p> <p><i>'I am a Clever Writer'</i> is not a scheme, but more an approach to writing that empowers young writers to know exactly what they need to include in their writing to guarantee success. We also ensure teachers have a clear understanding of the progression steps needed in each year group to show year on year progression.</p> <p>Skills documents forensically break down the curriculum and ensure that clear progression of skills is made within and across every year group. They also ensure that teachers continually embed previous learning. <i>"It's not enough for the student to learn information once, they have to keep rehearing it through summarising, evaluating, or applying this knowledge. If teachers rush this process, then students' memory on lesson</i></p>	<p>1</p>

material will be diminished". Rosenshine Principles of Instruction.

In reference to the recent government *Research and Review Document (May, 2022)* we can will be producing a 'Best Practice Document' that ensures all staff have knowledge of the writing process and how to teach it – providing consistency and aspirational standards for all, across the school.
<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Focus on Overcoming Barriers Through Targeted academic support (for example, tutoring, one-to-one support structured interventions)</p>		
<p>Along with high quality teaching, to have in place targeted intervention in each year group during the year.</p>		
<p>To provide 1:1 or small group tutoring outside of the school day for identified children with very specific needs and gaps.</p>	<p>The <i>Education Endowment Foundation's Toolkit</i> suggests the following when considering 1:1 or small group tuition.</p> <ul style="list-style-type: none"> - Targeted support for pupils that are identified as having low prior attainment or a particular gap in a specific area - Tuition is explicitly linked with normal lessons - Teaching Assistants delivering the tutoring are experienced, well-trained, and supported - Regular 30-minute sessions - Progress is monitored - Have a set period of time (up to 10 weeks) <p>All of the above are carefully considered when:</p> <ul style="list-style-type: none"> - deciding who has tutoring - deciding who delivers the tutoring - designing the assessment and monitoring procedures in place - preparing for any tuition - ensuring that learning gaps have been identified 	<p>1, 5</p>

	<ul style="list-style-type: none"> - selecting curriculum content to re-teach <p>All are deep rooted through communication between key members of staff.</p> <p>We know how vitally important it is to develop our children's spoken language and especially their vocabulary by enriching, enhancing and promoting it. We place a huge emphasis on our children who are eligible for Pupil Premium, who are also on our code of practice where the focus is on developing vocabulary and spoken language.</p> <p><i>Developing Spoken Language – including and especially vocabulary – is essential for the academic progress of all children. Children with a language gap are 4 times more likely to be struggling readers as adults. Addressing the word gap in EYFS and KS1 can help disadvantaged children develop their vocabulary more quickly.</i></p> <p><i>English Research Review from Ofsted</i></p>	
<p>To offer a Homework club for all pupils at Warden Hill.</p>	<p>We understand and recognise, as stated in the <i>Education Endowment Foundation's Teaching and Learning Toolkit for Homework</i>, that the quality of the task given is much more important than the quantity of work that is required by each child. Therefore, in the first instance, all staff will consider the homework that is being set, with close reference to our Home-Learning Policy. Our <i>(Education Endowment Foundation)</i> definition (of homework) also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school.</p> <p><i>We recognise that any child may relish the opportunity to complete home learning tasks in school due to their busy lives.</i></p> <p>Support, encouragement and time will be given to any child who attends.</p>	<p>5, 4, 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Focus on Wider Strategies (for example, related to attendance, behaviour, wellbeing)</p>		
<p>Our disadvantaged children will have the same enriching educational experiences as their peers.</p>		
<p>We will create rich experiences that develop the children’s cultural capital and attitudes to learning.</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, swimming, gym).</p> <p>To consider other events in the school calendar for PP children – one being offering extra Forest School sessions</p> <p>Prioritise the participation of children eligible for Pupil Premium in extra-curricular activities</p> <p>Audit the children’s thoughts and opinions about our extra-curricular clubs and ask them to offer suggestions of clubs that they would like to see on our ‘clubs list’.</p> <p>Question those children who haven’t applied for a club and find out why.</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>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. <i>Sutton Trust</i></p> <p><i>Arts participation Low impact for low cost, based on moderate evidence. +2 months</i></p> <p><i>Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. +4 months</i></p>	<p>5</p>
<p>We aim to further develop our pastoral offer to those children who need it, responding and adapting quickly to the children’s needs.</p> <ul style="list-style-type: none"> 32% of our children in receipt of Pupil Premium, receive support from our Well-Being Lead. Through direct work with children and families, barriers are challenged and pupils are able to access learning. 	<p><i>Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment. Building block number 4 addresses ‘Meeting Individual Needs’.</i></p> <p>Developing children who are resilient, confident learners and have strong attachments. As a school, we know that if our children are 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>2, 3, 4</p>
<p>Improve the attendance of disadvantaged children To ensure that children’s attendance does not drop below 94%</p>		
<p>Track attendance closely. Analyse attendance data closely Act timely and sensitively with individual cases</p>	<p><i>Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment. Building</i></p>	<p>2, 4</p>



Listen, understand, empathise and support parents

Work collaboratively with parents to find ways around any attendance barriers; really get underneath the reasons behind poor attendance

Involve: SLT, Attendance Officer, Pastoral Lead, SENCO, Class Teacher as a collaborative team

Follow our updated Attendance Policy including:

- Invite any parent in to school for an informal meeting to discuss holiday absence request
- Make contact with parents
- Explain to parents what the impact of low absence is, relating it to lost learning
- Reference the '*Working Together To Improve School Attendance September 2022*' for guidance and support when working with parents and refer to the '*table of responsibilities*' which clearly outlines everyone's responsibility in children's attendance
- At the start of every academic year, we will have meetings with key families to set the expectations for the coming year linked to attendance. The aim will be a supportive, caring approach but one that clearly outlines the absolute necessity of the children being in school every day unless they are really ill

block number 2 addresses behaviour and attendance.

They conclude that best practice is to respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

If children are present, then learning can take place and progress follows.



Continue to use our ‘Attendance Descriptors and Bandings’ when informing parents of their child’s attendance.

ATTENDANCE DESCRIPTORS AND BANDINGS

Attendance	Support/Entitlement
100%	No learning missed
EXCELLENT	
96% - 99%	Some learning missed due to genuine illness or acceptable circumstances.
91% - 95%	1 week and 4 days of learning are missed. You are likely to have missed... <ul style="list-style-type: none"> ➢ 9 maths lessons ➢ 9 English lessons ➢ 4 PE/Games lessons ➢ Topic, Art, RE and other learning ➢ 10 hours of playtime where you don't make friends and develop vital social skills and experiences.
SOME CONCERN	
86% - 90%	3 weeks and 4 days of learning are missed. You are likely to have missed... <ul style="list-style-type: none"> ➢ 19 maths lessons ➢ 19 English lessons ➢ 8 PE/Games lessons ➢ Topic, Art, RE and other learning ➢ More than 20 hours of playtime where you don't make friends and develop vital social skills and experiences.
CAUSE FOR CONCERN	
85% and below	5 weeks and three days of learning missed. You are likely to have missed... <ul style="list-style-type: none"> ➢ 33 maths lessons ➢ 33 English lessons ➢ 11 PE/Games lessons ➢ Topic, Art, RE and other learning ➢ More than 30 hours of playtime where you don't make friends and develop vital social skills and experiences.
SERIOUS CONCERN	

We Develop the relationship between school and parents. To ensure an effective relationships when working with 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
- Provide many opportunities for this to be communicated with parents
- 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 will ensure that we, as teachers, will contact parents to share and celebrate successes during the week to promote positive interactions. This may be a conversation on

We have used the *Education Endowment Foundation’s guidance report* in structuring this target and in particular their *four practical 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).

2

the playground (at pick up/drop off) or through a phone conversation.

- Consider more intensive support when and if needed

Total budgeted cost: £106,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our Pupil Premium children performed excellently in this last academic year.

We intended to ensure that our lowest 20% in each class made the expected progress – targeting early reading as an extremely high priority.

Due to our progressive, well-sequenced and rigorous systematic synthetic phonics, the high-quality training that we received from the Mangotsfield Hub throughout the year, the dedication and expertise of our teaching staff in the delivery of Phonics, all of our children in Year 1 passed the Phonics Screening Check (100%).

This success, we believe was down to:

- Teachers expertise of teaching phonics
- Targeted and timely interventions when necessary for individuals, linked to our tiered approach to assessment (daily teaching with additional practice throughout the school day; same day in class intervention; targeted additional practise sessions; after 2-3 weeks after teaching children are assessed individually)
- Valuing and placing a high importance on training all members of staff in Phonics and in a shared reading approach

We intended to ensure teaching and learning for all children at Warden Hill has a built-in review in every lesson to strengthen previous learning to develop fluent recall; that any new learning is presented in small, manageable steps; models and worked examples are planned in and are explicitly taught to help children learn more efficiently; that scaffolds are provided to assist children in learning more challenging tasks; independent practice is monitored to help our learners to recall skills and knowledge fluently to enable children to make progress. We aimed to do this through our Maths curriculum and a new maths approach for all learners. At the end of KS2, 71% of our children eligible for Pupil Premium achieved the Expected Standard in whilst one of these children achieving a high score. The average scaled score in maths was 102 with a +9.1 score of progress – they did brilliantly. We were extremely proud of our children's successes during the academic year.

Attendance is like safeguarding – it's everyone's responsibility. We realise that prioritising attendance doesn't have a finish date; it is never something that is completed. Our Pupil Premium attendance for last academic year, finished off at 93.35%. This was down to the incredibly hard work and dedication that all of our members of staff put into working alongside children, and their families throughout the year. We have extremely high expectations and will continue, in the next academic year, to work extremely hard to build upon our strong relationships with our parents, analyse attendance data closely and act timely and sensitively with individual cases. Also, to listen, understand, empathise and ultimately support our parents in getting their children to school.