Pupil premium strategy statement

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Warton Nethersole's Primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-24
Date this statement was published	01.10.2021
Date on which it will be reviewed	July 2022
Statement authorised by	Susan Friend
Pupil premium lead	Rachel Sage
Governor / Trustee lead	Linda Buckingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,492
Recovery premium funding allocation this academic year School Led Tutoring Funding	£2900 £4000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5800
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	£38,192

Part A: Pupil premium strategy plan

Statement of intent

> *You may want to include information on:*
>
> - *What are your ultimate objectives for your disadvantaged pupils?*
> - *How does your current pupil premium strategy plan work towards achieving those objectives?*
> - *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	29% (6 children) are currently LAC in foster care or adopted and have a significantly higher number of ACEs. This impacts on their learning and personal development.
2	Our disadvantaged children read less and are less likely to engage in home learning than other pupils.
3	A higher proportion of our disadvantaged pupils have SEND (20%).
4	38% of our disadvantaged pupils are currently in Year Six and have been significantly affected by the recent lockdowns. Writing outcomes are significantly impacted for our disadvantaged pupils.
5	Attendance of disadvantaged pupils is less than others pupils- 93% (PP) 96.9% (NonPP).

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
Narrow the gap in Year Six attainment in all subjects, with a particular focus on writing.	KS2 end of year data shows a narrower gap than that of the previous year.
Disadvantaged children's social and emotional needs are met and have limited impact in their academic progress.	Support and intervention records show disadvantaged children's SEMH is improving.

Narrowing the gap in pupil attendance by July 2022.	The gap has diminished to at least 1.5%.
Pupil engagement with home learning increases. Pupils have more opportunities to read and complete 'homework' in school and at home.	Disadvantaged children have taken part in the book challenge. Disadvantaged pupils and their parents / carers are supported in using online systems to access learning at home.
Pupils with SEND are making good progress with disadvantaged pupils narrowing the gap on other children.	End of year data on Target Tracker shows that SEND pupils are making more steps progress than their non-SEND peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*10,260*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Rocket Phonics scheme for Reception and KS1 phonics teaching.	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	1 2
Develop reading comprehension strategies for parents to use at home. Launch a Reading Challenge – 150 books to read during Primary School. Raise profile of reading for all through a range of strategies.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an	1 2 3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	effective, but not overwhelming, challenge.	
Maths Hub- Maths Mastery CPD in Rec-Y2 and Y5-6.	Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	1 4
Teacher coaching to include additional subject champions time for CPD and development.	Research has shown that the potential benefits of instructional coaching extend to the coachee, their students, and the coach. Coaching leads to improved teaching performance and a better-articulated curriculum, increased professional growth for both the coachee and the coach. It also leads to an increased ability for teachers to analyse their own lessons and improve their ways of working as well as an improved school culture and a more positive learning environment. In terms of pupil outcomes coaching leads to enhanced student achievement and reduced achievement gaps.	1 3 4

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

Budgeted cost: £13,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Six writing interventions and 1:1 writing conferences with pupils led by teachers.	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	On average, individualised instruction approaches have an impact of 4 months' additional progress.	
HLTAs & TAs lead research-based phonics, reading and maths interventions before school time; PP are prioritised for space in these groups.	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1 2 3 4
CPD is given to TAs around the new IEP strategy and TAs implement actions on IEPS under guidance from class teachers and SENDCO in line with professionals' advice.	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time, or as a replacement for other lessons. On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	3
Tutoring of vulnerable children- focus Year 6 reading and writing by qualified teacher using school tutoring fund	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time, or as a replacement for other lessons. On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	2 4

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

Budgeted cost: £14,420

Activity	Evidence that supports this approach	Challenge number(s) addressed

Family Support Worker provides additional reading and homework opportunities for PP children during the school day. This increases engagement, positive feedback and pupil self-esteem.	Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school. Pupils eligible for free school meals typically receive additional benefits from homework.	2
Therapeutic approaches to support SEMH including drawing and talking and Rainbows bereavement support.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	1
Funding for swimming, trips and camps.	Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1
Family Support Worker leads Early Helps, supports with	Parental engagement refers to teachers and schools involving parents in	2 5

attendance issues and works with parents to support in a range of situations. (£2460)	supporting their children's academic learning. It includes: General approaches which encourage parents to support their children with, for example reading or homework; approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; more intensive programmes for families in crisis. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	
Enrichment activities-funding and priority to be given to PP. (£500)	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Overall, the average impact of arts participation on other areas of academic learning appears to be positive, about an additional three months progress.	1 2 3

Total budgeted cost: £ *37,780*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tapestry	The Foundation Stage Forum
Bug Club	Pearsons
Power of Reading	Centre for Literacy in Primary Education

INTENDED OUTCOMES 2020-21		
Specific outcomes		Aims and Actual Outcome
A	The percentage of PP pupils entering and leaving Reception with communication skills 'typical' for their age increases. Supported by CPD for Nursery staff (Phonics, Time to Talk Tier 3) and intervention programmes / resources as required, and monitored by half-termly progress reviews. (Parents are partners in their children's learning and support early reading and writing activities. They actively engage with the EYFS curriculum through the Tapestry on line learning platform - see E/F)	PP pupils achieve a GLD at least in line with national averages. 1 PP pupil in Reception from September and met GLD 1 PP pupil joined in summer term did not meet GLD

B	The percentage of pupil premium pupils achieving expected standards in writing and reading at the end of KS1 increases as a result of catch up in the early years. Progress is supported by intensive reading and phonics intervention programs as necessary and monitored by half-termly progress reviews. Children across the school are writing for a purpose and have clear and effective strategies to support the compositional elements of their work including spelling patterns and rules, features of different genres and grammar.	All pupils are receiving QFT using Power of Reading, Talk for Writing and No Nonsense Spelling. Yr 2 and Yr 6 end of KS reading and writing results are at least in line with national and improving for PP children. ==Yr 2: 100% EXS writing (PP- 1 pupil)== ==Yr 6: 50% EXS writing (PP – 2 pupils)==
C	Pupil premium children at EYFS, KS1 and KS2 will develop 'learning power' and be more resilient and independent learners through targeted emotional support from Family Support Worker and nurture groups. Reviews of the impact on academic progress half-termly. Case studies of individual children.	New FSW is offering a range of support in school and signposting families to correct agencies within one week of referral. Parents engage with early help support when offered and outcomes impact positively on the mental health of pupils. ==8 EH plans set up successfully throughout the year==
D	Improve the attendance of pupil premium children. Engage with parents (letters / newsletters / attendance reward assemblies). Track through SIMS attendance data.	Attendance of PP children is at least 97%. ==Lockdown had an impact on attendance. Overall attendance for non PP 92.8% for PP 90.2%==
E,F,G	Pupil premium parents engage in school learning and homework initiatives including on-line reading and activities posted on the Tapestry online platform. Pupil premium pupils attend after school clubs including 'The Hub' (Homework Club) and parental engagement is promoted through these initiatives. Parents engage with Family Support Worker and are signposted to appropriate support around any family issues. Reviews of the impact on academic progress, attitudes to learning (teachers) and review of progress against social / emotional targets (FSW) half-termly.	The vast majority of PP children complete all homework, and parents engage with online learning on Tapestry. Parents engage with early help support when offered and outcomes impact positively on the mental health of pupils. ==8 EH plans set up successfully throughout the year== ==50% of PP pupils attended school during lockdown.==