

Pupil premium strategy statement – Warton Nethersole’s CE Primary School (2024-25)

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	23%
1	2024/25- 2027/28
Date this statement was published	16.09.24
Date on which it will be reviewed	September 2025
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	£34,657
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,657

Part A: Pupil premium strategy plan

Statement of intent

At Warton Nethersole's we strive for all pupils who are entitled to pupil premium to become well rounded individuals who will excel through our provision, experience education and skills for life, in a fun exciting way that enables them to thrive in confidence and achieve everything they are capable of.

Providing adaptive, quality first teaching to all pupils is at the heart of the educational provision we offer our children at Warton whilst ensuring that the pupils are able to live our vision 'Be Courageous, Be Strong, Do everything with Love'.

We use current research to inform the decisions for our pupil premium expenditure. It is our intention that we will help our children through:

- Improved academic attainment including through improved attendance and punctuality
- Accelerated academic progress, to diminish differences, over the next three years between disadvantaged children and their peers.
- Improve how our disadvantaged pupils are supported and allow them to get the right support at the right time.
- Develop our pupil's skills for the future, for them to be well- rounded individuals that are prepared for life outside of school.
- Extend pupil's learning opportunities by offering them a wide and varied curriculum encompassing before and after school clubs, school visits and residential.

Challenges

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

Challenge number	Detail of challenge
1	It has been recognised that attendance is a challenge for our disadvantaged pupils with Pupil Premium attendance at 93.6% compared with 95.6% for non PP pupils.
2	Data across the school shows that disadvantaged pupils are less likely to pass the phonics screen at Year 1, and less likely to meet EXS in reading in some year groups across the school.

3	Parental engagement is a challenge with parents of our disadvantaged pupils not engaging in home learning activities such as reading and practising spellings and some reluctant to come into school for celebration events, parents evenings and SEN reviews.
4	The experiences of our disadvantaged pupils are limited and this impacts on their vocabulary, understanding of the world and ability to make links across the curriculum. Our disadvantaged pupils do all not have high aspirations for themselves.
5	Learning walks and staff feedback demonstrates that vulnerable pupils, including PP children are less engaged and take less pride in their learning.

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
The attendance gap will have closed to within 1% of non-PP pupils.	Attendance data tracked on a monthly basis with EWO and HT. From 2024 Warton becomes a referring school to the LA. Holiday requests decrease for disadvantaged pupils.
The gap between PP pupils and non-PP pupils in reading is narrower.	In the Y1 2025 phonics screen the percentage of PP pupils passing will be in line with non-PP pupils passing. Pupil progress meetings demonstrate accelerated progress for disadvantaged pupils and where this isn't the case there are a clear set of actions.
More parents of disadvantaged pupils attend parents evenings and SEN reviews.	Leaders track who attends parents evening in autumn and then follows this up to boost engagement.
Pupils are provided with a wide range of experiences and opportunities to enable them to engage with the curriculum better by making links to their lived experience.	The Warton 20 pledge is tracked for all vulnerable pupils to ensure that all experiences are achieved by the end of Y6. Vulnerable pupils are tracked for after-school club and sporting event participation. Those who are not engaging are targeted.

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: £ 4,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for all staff on QFT and adaptive teaching strategies including metacognitive modelling and dialogic teaching. <i>Internal</i>	Metacognition and Self-Regulation +7 months (EEF) Individualised instruction +4 months (EEF)	1, 2, 5
CPD from Beacon Behaviour praise: proximity praise, inclusion, relationships and restorative approaches. <i>Provided by BDMAT</i>	Behaviour interventions +4 months (EEF)	1, 2, 5
Reading CPD for all staff as well as coaching for English SL on developing effective curriculum and teaching reading in the classroom. <i>£1000</i>	Metacognition and Self-Regulation +7 months (EEF) Reading comprehension strategies +6 months (EEF)	2, 5
Coaching in phonics and reading led by SLT. <i>£3960</i>	Metacognition and Self-Regulation +7 months (EEF)	2, 4, 5

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

Budgeted cost: £ 16,1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics, reading and maths interventions as a result of effective pupil progress meetings and SEN review meetings	Phonics +5 months (EEF)	2, 5

<p>across all year groups. All pupils who do not pass the phonics screen are tracked across their whole school career.</p> <p>£13,700</p>		
<p>Phonics and reading resources are of high quality in order to engage and support learners, as well ensuring fidelity to the scheme. High interest, low readability books enhance library provision with a focus on KS2 learners.</p> <p>£2400</p>	<p>Phonics +5 months (EEF) Reading comprehension strategies +6 months (EEF)</p>	2, 4, 5

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

Budgeted cost: £ 13,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions supporting social skills, SEMH and emotion coaching.</p> <p>£8000</p>	Social and Emotional Learning +4 months (EEF)	1, 5
<p>Engagement with CSAWS to track and improve attendance.</p> <p>£1600</p>	Parental engagement +4 months (EEF)	1, 3
<p>Referring school for penalty notices for unauthorised attendance.</p>	Parental engagement +4 months (EEF)	1, 3
<p>Wide range of after school clubs are offered with PP children targeted to engage. Educational visits are wide-ranging.</p> <p>£4000</p>	<p>Aspiration interventions (EEF) Social and Emotional Learning +4 months (EEF) Parental engagement +4 months (EEF)</p>	1, 3, 4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

-Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)

GLD: PP 83.3% / Non-PP 81.3%

Year 1 Phonics: PP 83.3% / Non-PP 81.3%

KS2 Reading: PP 66.7% / Non-PP 94.4%

KS2 Writing: PP 66.7% / Non-PP 94.4%

KS2 Maths: PP 0% / Non-PP 66.7%

-Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils

(GLD- National 67.2%, Trust 68.4%)

(Phonics- National 79%, Trust 82.5%)

(KS2 Reading- National 74%, Trust 75.9%)

(KS2 Writing- National 73%, Trust 73.2%)

(KS2 Maths- National 72%, Trust 71,8%)

-Information from summative and formative assessments the school has undertaken.

Despite PP data for KS2 Maths 2024 showing a large discrepancy; this data only accounts for 3 pupils and is not the picture for maths across the school. For example, internal data shows that in Year 5 100% of PP children achieved standard in R, W & M. Aside from the published national assessment data above, internal data shows that pupils at Warton are above Trust level in all areas with the exception of Year 4 Reading,

-School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Pupil Premium attendance at 93.6% compared with 95.6% for non-PP pupils. PP pupils are engaging more with after-school clubs with 52% engaging last year. In KS1 52% of PP children took part in a sporting fixture and in KS2 this was 75%.

-You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2021-24 Intended Outcome 1- Narrow the gap in Year 6 attainment with a particular focus on writing.

Writing 2022- non-PP 77.3% and PP 62.5%. Writing 2023- non-PP 100% and PP 86.4%. Writing 2024- non-PP 94.4% and PP 66.7%. Outcomes at the end of Year 6 in pure data is not representative due to the small number of pupils in the year group who are PP. Narrowing the attainment gap remains a focus for the school.

2021-24 Intended Outcome 2- Disadvantaged pupils social and emotional needs are met and have limited impact on their academic progress.

School continues to offer a wide range of pastoral and social interventions including Rainbows, TalkAbout, Lego Therapy, Drawing & Talking Therapy, private Play Therapy, emotion coaching and one-to-one mentoring.

2021-24 Intended Outcome 3- Narrow the gap in pupil attendance.

2022- non-PP 93.4% & PP 89.5% (3.9% gap)

2023- non-PP 95.2% & PP 92.6% (2.6% gap)

2024- non-PP 95.6% PP 93.3% (2.3%)

2021-24 Intended Outcome 4- Pupil engagement with home learning increases.

New reading records are easier for parents to use and include suggestions of questions, spellings and activities to do at home. The records allow for teachers to more easily track and monitor pupils who are reading at home. We have a new structure to teaching spelling in school and spellings are sent home at the start of each half-term on Tapestry and as a paper copy to increase engagement.

2021-24 Intended Outcome 5- Disadvantaged pupils with SEND are making good progress.

The number of PP pupils with SEN in Year 6 are too small to report (1 pupil). This remains a focus of pupil progress meetings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Rocket Phonics	Hodder Education

Further information (optional)

The number of PP pupils is steadily increasing over time with almost double the amount in September 2024 compared to March 2021.