



Pupil Premium Strategy Statement 2023-2024
Warmingham CE Primary School
Rural Church School Academy Trust



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	Warmingham CE Primary
Number of pupils in school	72 (October 2023 Census)
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kate Appleby
Pupil premium lead	Kate Appleby
Governor / Trustee lead	Malcolm Gate

Funding Overview

Detail	Amount
Post LAC Pupil premium funding allocation for this academic year	£7590
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£2000
National Tutoring Programme	£742
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£23,427

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

We will consider the challenges faced by all our disadvantaged pupils and the activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our aim is to ensure that our pupils are not disadvantaged because of their socio-economic context. Disadvantaged pupils within an advantaged area face other challenges, which as a school we are very aware of. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

The socio-economic circumstances of our families is mixed but generally favourable. 15.3% of our pupils are disadvantaged - eleven pupils in total, three were previously looked after pupils and eight who are eligible for free school meals. The proportion of pupils with special educational needs is above National (25%) with 4.1% EHCPs (three children) and 20.8% SEN Support (fifteen children). Three of our pupils have English as an additional language (French and Polish). We also have seventeen pupils (twelve families) in school who we considered to be vulnerable (23.6%).

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Number	Detail of challenge
1	Pupils entering EYFS with poor language and listening skills. This lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency.
2	Pupils achieve well in Reading and Maths across the school but some struggle to reach age related expectations in writing because of the impact of COVID, home learning and the partial school closures. This is particularly evident in Year 2, Year 3 and Year 4.
3	The well-being of many of our disadvantaged pupils and their families has been impacted by partial school closures to a greater extent than the other pupils. This has been exacerbated by the current financial climate.
4	The majority of our disadvantaged pupils have limited experiences beyond their immediate environment. This impacts on pupils understanding of the different elements of the curriculum and further impacts their language and communication skills.

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
To improve language and communication skills in our EYFS.	Assessments (speech and language therapist reports, teacher assessments) and observations indicate significantly improved communication and oral language skills.
Reduce the gap between non PP and PP pupils so more PP make outstanding progress across a key stage and exceed their end of key stage expectations.	Internal data and national assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil.	<p>Sustained high levels of wellbeing and mental health demonstrated by :</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations. • A reduction in the number of wellbeing and mental health concerns raised by parents and staff. Evidenced by records of concerns, our mental health register, CPOMs (safeguarding records). • Observations of children’s engagement in learning .
Improve cultural and childhood experience for all pupils across school.	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p> <p>Where necessary funding will be provided to ensure all children have access to all of the cultural capital experiences we provide.</p> <p>The school will seek additional financial support from the ‘School Church House’ fund and the ‘Up & Over’ ‘charity which provides support for families who are struggling to pay for adventure residential.</p>

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 (Including supply, CPD, recruitment and retention)

Budgeted Cost:

Pathways to Write £1620

High quality texts and resources for Pathways to Write £662

Rapid Progress £650

Total Cost: £2,932

Activity	Evidence that supports this approach	Number
<p>Poetry Basket delivered on a daily basis in our EYFS and as a result the children develop the necessary skills to hear phonemes when practising oral blending and segmenting as part of their early reading skills.</p> <p>Children in EYFS and KS1 hear at least three stories a day and as a result their vocabulary and love of books improves.</p> <p>Children in EYFS and KS1 to have daily opportunities to develop their vocabulary whilst taking part in Rapid Progress and Pathways to Write.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years' trials with Speech and language therapists. Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice.</p> <p>EEF EY toolkit evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months).</p>	1
<p>Implement Pathways to Write and Rapid Progress across the school to improve our writing outcomes.</p>	<p>EEF toolkit and evidence of the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	2
<p>High quality marking and assessment used to identify misconceptions and gaps in learning.</p> <p>Individual misconceptions are addressed before the next lesson as part of our Green for Growth. Teacher and TAs work directly with the child before the start of the next lesson.</p>	<p>EEF toolkit and evidence of the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	2

Targeted Academic Support (Inventions, tutoring, one-to-one support structured interventions)

Budgeted cost:

Costs taken directly from the main school budget and SEN

Activity	Evidence that supports this approach	Number
<p>Target interventions put in place to address gaps in learning identified at our termly pupil progress meetings.</p> <p>Impact of interventions reviewed half termly.</p> <p>Additional teaching and teaching assistant hours used to deliver the following:</p> <p>Teaching assistants are timetabled to deliver a range of interventions including 1:1 reading, additional RWINc sessions, Inference and Deduction Training (reading in KS2), Times Table books, Plus 1, Power of Two, SNIP (spelling), speech and language therapy, precision teaching and pre-learning, Pathways to Progress, Beat Dyslexia, Reluctant Readers, daily handwriting (fine motor).</p> <p>Teacher delivers maths by to two small groups – Year 4 and Year 6</p>	<p>EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	2

Wider Strategies (related to cultural capital experiences, attendance, behaviour and wellbeing)

Budgeted cost:

£11,537 pastoral Support 1 day per week (Including ELSA)

£5400 Specialist Music Teacher 1 day per week

£1933 to support families with trips and residential

£1625 Reluctant Readers programme with Crewe Alex

Total Cost: £20,495

Activity	Evidence that supports this approach	Number
<p>School staffed with a Pastoral Manager, Designated Safeguarding Team, Mental Health First Aiders (adults and children), SEND Manager and SENCo.</p> <p>HEARTSMART (emotional resilience) consistently delivered from Year 1 onwards.</p> <p>Mental Health register in place and reviewed half termly with our SENDCo and Pastoral Manager.</p> <p>ELSA</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months)</p> <p>Social and emotional learning (+ 4 months)</p>	3
<p>Specialist music teacher</p> <p>Wider Opportunities – Every child from Y4 to Y6 has the opportunity to learn to play a musical instrument with a music specialist: Y4 and Y5 – clarinet or saxophone (funded by Church House School Fund),</p>	<p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (moderate impact +3 months)</p> <p>Outdoor adventure learning (+4 months)</p>	4

<p>Y6 – form a small ensemble for 10 weeks to encourage them to continue playing (funded through the main budget).</p> <p>KS1 annual visit to watch a performance with the Liverpool Philharmonic Orchestra.</p> <p>Y4, Y5 and Y6 have the opportunity to play with the Hallé Orchestra at The Bridgewater Hall.</p> <p>Nutcracker theatre visit Y1 to Y6</p> <p>Financial support for trips and residentials - £300 per child</p> <p>Experiences, trips, residentials and visitors planned for all pupils across the year.</p> <p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment.</p>		
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Total budgeted cost: £

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

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	
TT Rockstars	My Maths
Purple Mash	Maths No Problem
Poetry Basket	Pathways to Reading
Pathways to Spelling	Number Blocks
SNIP (Spelling)	Pathways to Write
Rapid Progress	Pathways to Progress

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.