



Pupil Premium Strategy Statement: Warmingham CE Primary School Rural Church School Academy Trust



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	Warmingham CE
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kate Appleby
Pupil premium lead	Kate Appleby
Governor / Trustee lead	Sheila Loughlin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£20,795

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 vulnerable 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 parents are generally favourable. 15.7% of our children are disadvantaged - eleven children in total, four were previously looked after children and seven who are eligible for a free school meal. The proportion of pupils with special educational needs is high at 24.3%, which includes four pupils with Education Health and Care Plans (EHCPs) and another two needs assessments are in the process of being completing. On arrival the needs of these children have not always been identified therefore provision hasn't always been adequate for their individual needs.

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.

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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.

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills below their developmental age and stage. A 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 unable to self-regulate and manage emotions in an age appropriate way. Often presenting with emotional behavioural difficulties.
3	Pupils achieve well by the end of KS1 but fail to convert to a greater depth standard due to gaps in prior knowledge.
4	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs and support for the family.
5	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.

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 improved oral language and communication skills	Assessments (speech and language therapist reports, teacher assessments) and observations indicate significantly improved communication and oral language skills.
Pupils are able to self regulate and manage emotions in appropriate way.	In house progress data shows movement in developmental strands for pupils.
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2. To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving 'high standard' at KS2	In school tracking data (O track) and end of Key Stage (GLD, KS1 and KS2) 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	Sustained high levels of wellbeing / mental health from 2022/2023/24 demonstrated by : <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 / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans. • Observations of children's engagement in learning
Improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language 1-Helicopter stories, poetry basket, word a day used with all EYFS pupils 2 -Staff training 3 - Phonics lead in school (Trained by RWINc) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</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.</p> <p>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 inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</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> <p>The EEF toolkit states that phonics approaches have a moderate impact (+4 months).</p>	<p>1</p>
<p>1.Half termly data monitoring and progress discussions Triangulation with SLT and LGC chair. 2.TA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2 3.Quality marking & feedback monitored by class teachers</p>	<p>EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	<p>1, 3</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Pathways to progress intervention used to improve language / vocabulary writing at KS1/2</p> <p>2. Target group work in KS1 and KS2</p> <p>3 SENCo (non-class based) to target assessment and support for those eligible for PP who are identified as having SEN</p> <p>4 – TAs timetabled to enable consistent intervention sessions</p> <p>5- Additional TA / teacher hours to support progress</p>	<p>EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-School staffed with Pastoral Manager, DSL team, Mental health First aiders for adults and children</p> <p>2- Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above).</p> <p>3- Curriculum focus on in terms of growth mind set, resilience, PSHE</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>	2 and 4
<p>1 -Experiences and visitors planned for all pupils across the year</p> <p>2- Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow chil-</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>	5.

dren to participate experiences that are not provided within the home environment. 3- Forest school sessions		
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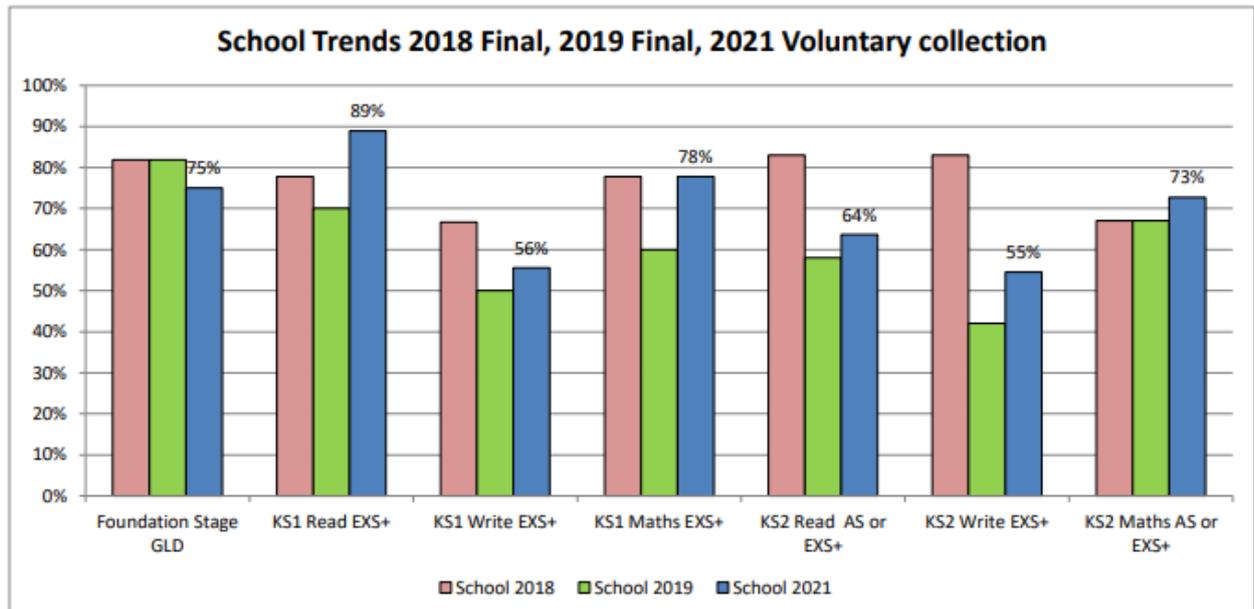
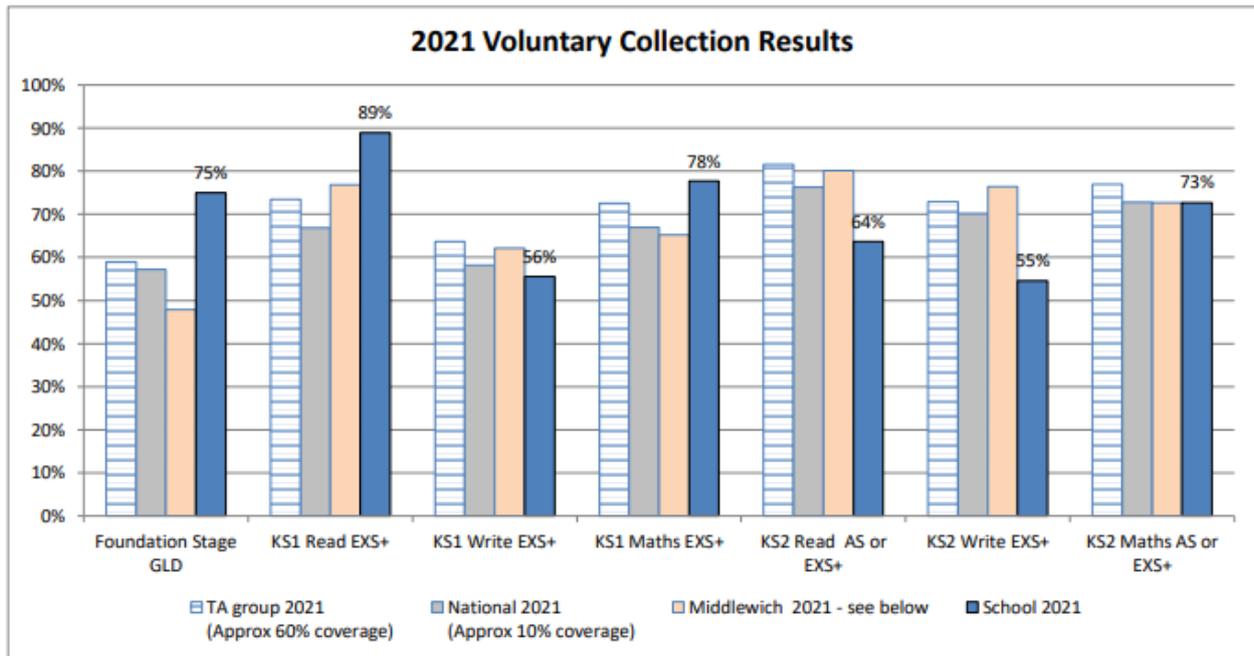
Total budgeted cost: £

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.

In comparison with the data below disadvantaged children in academic year 2021 achieved the following:



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
TT Rockstars	My Maths
Purple Mash	IDL
Pathways to Progress	Pathways to Reading
Pathways to Spelling	

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.