

# Pupil Premium Strategy Statement



**EXCEEDING EXPECTATIONS**

Pupil Premium 2021-2022 (including recovery premium)

## 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	Warwick Road Primary School
Number of pupils in school	369 ( inclusive of 20 YN children)
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Shamsa Qureshi, Head teacher
Pupil premium lead	Steven Mayfield, Deputy Head teacher
Governor / Trustee lead	Khalil Patel, Governor lead for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,320
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,875

## Part A: Pupil premium strategy plan

### Statement of intent

At Warwick Road Primary School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas, including progress for those who are already high attaining. We prioritise building on pupils' starting points and secure prior learning when redesigning our curriculum, our school development plan and our PP strategy plan.

High quality teaching input is the heart of our approach – with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gaps. While our strategy focuses on those pupils in receipt of the pupil premium funding, it should be acknowledged that this approach does not neglect non-disadvantaged pupils, and it be accepted that these pupils groups will benefit from quality first teaching and continue to evidence sustained, and improving, attainment and progress alongside their disadvantaged peers.

Our internal assessments, observations and monitoring for 2020/21 – though impacted by school closure – allowed us to identify the core challenges some pupils are facing in oracy, phonics, reading and maths. We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have been restricted and we have increased need for social and emotional support for our pupils and families.

Our strategy is also integral to wider school plans for educational recovery, through a revision of intervention strategies, introduction of commercially available packages (such as NELI and Power Maths), targeted support through the National Tutoring Programme for pupils whose education has been worst affected, and the creation of a new Learning Mentor role.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments. The approaches we adopt will complement each other to ensure all pupils – and especially disadvantaged pupils – excel.

## Challenges

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

Challenge No.	Detail of challenge
1	Our assessments and observations indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident within Early Years and, in general, are more prevalent among our disadvantaged pupils than their peers. Through observations, it has been noted that FSM children have had fewer opportunities to develop language due to lockdown.
2	Our assessments and observations indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. Current (Autumn 2021) predictions for Y1 phonics screening suggest 78% of pupils are on track to achieve the pass mark, which is a lower estimate than both National and school results were in 2017-2019.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, <b>especially in reading</b> , and particularly in Years 2, 4 and 6 in 2021/22
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, <b>especially in maths</b> , and particularly in Years 4 and 6 in 2021/22.
5	Our wellbeing surveys, safeguarding recordings, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased during the pandemic. 24 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 3 (all of whom are disadvantaged) receiving 1:1 or small group interventions. There has been a significant rise in social care involvement with families since lockdown. 5 out of the 6 families currently (or have been) on CIN or CP plans are families in receipt of FSM funding.
6	Our safeguarding recordings indicate an upturn in the number of behaviour issues arising on the KS2 lunchtime playground (compared to recordings made pre-lockdown). An analysis of these recordings evidences a disproportionate of incidents involve disadvantaged pupils. Employ a learning mentor to ensure lunchtime activities are well organised and pupils are fully engaged.

7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.7-1.3% lower than for non-disadvantaged pupils, particularly in Reception and KS1, and the 3-year trend suggests this gap is widening.
---	--

## 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
Improved oral language skills and vocabulary among disadvantaged pupils (Challenge 1)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, with evidence triangulated between ongoing formative assessments, lesson monitoring and pupil engagement in lessons. Implementation of NELI ( Nuffield Early Language Intervention)
Improved reading attainment among disadvantaged pupils (Challenge 2 and 3)	KS2 reading outcomes in 2024/25 show that more than 89% of disadvantaged pupils met the expected standard in reading. Y1 phonics screening tests in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard in phonics.
Improved maths attainment among disadvantaged pupils (Challenge 4)	KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard in reading. Y4 multiplication tables check in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard in multiplication tables.
To achieve and sustain improved wellbeing and behaviour for all pupils in school, particularly disadvantaged pupils (Challenge 5 and 6)	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a reduction in the number of KS2 lunchtime behaviour incidents recorded, and qualitative data from lunchtime staff and teacher surveys</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils in school, particularly disadvantaged pupils (Challenge 7)	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for disadvantaged pupils being no more than 96%</li> <li>• the attendance gap between disadvantaged and their non-disadvantaged peers being reduced to 0.0-1.0%</li> </ul>

## 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)

Actual cost: £56,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of embedded activities, including:</p> <ul style="list-style-type: none"> <li>• encouraging pupils to read aloud and then have conversations about book content with teachers and peers</li> <li>• modelling inference through the use of structured questioning</li> <li>• group or paired work that allow pupils to share thought processes</li> <li>• implicit and explicit activities that extend pupils</li> </ul>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress at primary level, and +7 months in Early Years.</p> <p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2, 3

	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Enhancement of our <b>reading</b> teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> <li>• a bespoke guided reading approach</li> <li>• reading domains linked to areas of weakness</li> <li>• use of Reading Friends/ Buddies</li> <li>• increased online reading materials available, matched to the reading age/reading band of child</li> </ul>	<p>The DfE non-statutory guidance ‘The reading framework: Teaching the foundations of literacy’ will be used to further enhance reading across school. The framework, formed through the contributions of literacy experts and school leaders, many of whom are part of our English Hubs programme, builds on 5 existing progress and shows how schools can introduce these changes with long-term effect. It sets out the core principles of teaching reading for children in Reception and year 1, and for older pupils who have not yet mastered the foundations. It provides support and guidance for school leaders, classroom teachers and Initial Teacher Training partnerships about how to create a school environment where every child is not only able to read proficiently, but also develops a genuine love of reading.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	3
<p>Enhancement of our <b>maths</b> teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> <li>• use Power Maths resources to ensure that teaching and learning opportunities match the needs of all children.</li> <li>• setting at KS1/2 leading to smaller class sizes</li> <li>• pre/post-learning interventions</li> <li>• use of Maths Mates</li> </ul>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Within class attainment grouping has a positive impact, on average, of 2 months additional progress.</p>	4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p> <p>Power Maths case studies  <a href="https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/mathematics/power-maths#case-studies">https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/mathematics/power-maths#case-studies</a></p>	
<p>Improve the quality of social and emotional learning, including:</p> <ul style="list-style-type: none"> <li>• employment of a trained ELSA learning mentor to undertake 1:1 and small group work, adapting to need</li> <li>• ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Links to ELSA research and case studies  <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	<p>5</p>



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

Actual cost: £13,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt NELI approach in EYFS to improve children’s language and early literacy skills.</p>	<p>Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	<p>3</p>
<p>Introduce Work Blaze reading comprehension approach with KS2.</p>	<p>There is extensive evidence that reading comprehension strategies are high impact on average (studies showing +6 months additional progress at primary school level). A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>3</p>
<p>Adopt a school-led tutoring approach for pupils whose education has been most impacted by the pandemic.</p>	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3, 4</p>

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

Actual cost: £17,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase and widen the range of physical and wellbeing activities through school and extended schools, including:</p> <ul style="list-style-type: none"> <li>• employing a full-time Learning Mentor</li> <li>• enhancing clubs and after school provision</li> <li>• raising the profile of healthy, active living</li> <li>• developing behaviour strategies for the playground</li> <li>• engaging with parents</li> </ul>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>5, 6, 7</p>
<p>Offer in-school parent workshops for phonics and maths</p>	<p>Our annual parent questionnaires, qualitative data evidencing the ‘counts’ of school-developed online video lessons and informal evidence from parent/teacher conferences leads us to look to support home learning through a more structured approach in helping parents via a series of workshops.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>2, 3, 4</p>
<p>Further develop our school ethos and improve lunchtime</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	<p>6, 7</p>

<p>behaviour across KS2, including:</p> <ul style="list-style-type: none"> <li>• whole staff training on behaviour management approaches</li> <li>• greater pupil voice opportunities via the school council</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Promotion of enrichment opportunities</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5, 6, 7</p>
<p>Personal/shared CPD on metacognition and self-regulation, via performance management</p>	<p>There is extensive evidence that the potential impact of metacognition and self-regulation approaches is high (studies showing +8 months additional progress at primary school level), with approaches in mathematics and science particularly successful. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>5, 6, 7</p>
<p>Update strategies to improve/reward attendance, including:</p> <ul style="list-style-type: none"> <li>• work with Kirklees ABSO team</li> </ul>	<p>DfE document 'Improving Attendance'  <a href="https://www.mundyjunior.org/wp-content/uploads/2019/05/IMPROVING-ATTENDANCE-2012.pdf">https://www.mundyjunior.org/wp-content/uploads/2019/05/IMPROVING-ATTENDANCE-2012.pdf</a></p> <p>UK Case study</p>	<p>7</p>

<ul style="list-style-type: none"><li>• designated attendance officer in place in school</li><li>• attendance data shared with children weekly and prizes awarded</li><li>• attendance checks in place</li></ul>	<a href="https://www.mdpi.com/2076-3417/10/9/3116/htm">https://www.mdpi.com/2076-3417/10/9/3116/htm</a>	
--	---	--

**Total amount spent £87,878**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, specifically maths at KS2. We have identified the vulnerable PP cohorts through forensic analysis of all internal assessments undertaken through the Covid-hit 2020/21 school year, and our current plan focusses on those PP groups accordingly.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum that focussed on the core subjects, including during periods of full and partial closure, through which teaching and learning continued on a daily basis via live online lessons (via Google Classroom).

Although overall attendance in 2020/21 was slightly higher than in the preceding years at 96.17%, it was higher than the national average. However, the attendance gap between PP and non-PP pupils has widened slightly in the preceding 3 years, which is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

--