

Pupil Premium Strategy Statement



EXCEEDING EXPECTATIONS

Pupil Premium 2022-2023 (including recovery premium)

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	372 (inclusive of 22 YN children)
Proportion (%) of pupil premium eligible pupils	18.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Shamsa Qureshi, Head teacher
Pupil premium lead	Steven Mayfield, Deputy Head teacher
Governor / Trustee lead	Razina Laher lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,225
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£96,505

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 should 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.

National test data and our own internal assessments, observations and monitoring for 2021/22 allowed us to identify the core challenges some pupils are facing in oracy, phonics, reading and maths. There continues to be impact from Covid-19, and the current cost of living crisis, in terms of pupils' wellbeing and confidence, as well as gaps in pupils' knowledge and understanding. The increased need for social and emotional support for our pupils and families, as recognised and put in place during 2020/21, is no less needed now as it was then.

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 school-based tutoring 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. Improved oral language skills and vocabulary among disadvantaged pupils.	While 2022 results evidence gaps have closed, our assessments and observations for this year's cohort 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.
2. Improved phonics awareness among disadvantaged pupils.	Y1 Phonics screening results evidence that disadvantaged pupils generally have greater difficulties with phonics than their non-disadvantaged peers. In 2022, 64% disadvantaged pupils passed the check (lower than NA), whereas 79% non-disadvantaged passed.
3. Improved reading attainment among disadvantaged pupils at the end of KS2.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have continued to have been impacted by the pandemic and 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, especially in reading , and particularly in Years 1, 3 and 5 in 2022/23.
4. Improved maths attainment among disadvantaged pupils at the end of KS2.	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, especially in maths , and particularly in Years 1, 4 and 5 in 2022/23.
5. To provide improved social, emotional and mental health support for all pupils, particularly our disadvantaged pupils.	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. 12 pupils (11 of whom are disadvantaged) currently require weekly additional support with social and emotional needs. There has been a significant rise in social care involvement with families since lockdown. 4 out of the 4 families currently (or have been) on CIN or CP plans are families in receipt of FSM funding.
6. To reduce the number of behaviour issues involving disadvantaged pupils.	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.
7. To sustain improved attendance for all	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.7-

pupils, particularly our disadvantaged pupils.	1.3% lower than for non-disadvantaged pupils, particularly in Reception and KS1, and the 3-year trend suggests this gap is widening.
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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 2025/26 show that more than 82% of disadvantaged pupils met the expected standard in reading. Y1 phonics screening tests in 2025/26 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 2025/26 show that more than 100% of disadvantaged pupils met the expected standard in reading. Y4 multiplication tables check in 2025/26 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 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in the number of KS2 lunchtime behaviour incidents recorded, and qualitative data from lunchtime staff and teacher surveys • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils in school, particularly disadvantaged pupils (Challenge 7)	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for disadvantaged pupils being no more than 96% • the attendance gap between disadvantaged and their non-disadvantaged peers being reduced to 0.0-1.0%

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: £66,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of embedded activities, including:</p> <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes • implicit and explicit activities that extend pupils • 1:1 reading interventions 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Continued implementation of a DfE validated Systematic Synthetic Phonics programme to	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.	2, 3

<p>secure stronger phonics teaching for all pupils. Additional and supporting resources/subscription and CPD to ensure high quality phonics teaching</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Embedding our reading teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> • a consistent guided reading approach • reading domains linked to areas of weakness • use of Reading Friends/ Buddies • increased online reading materials available, matched to the reading age/reading band of child 	<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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	3
<p>Embedding our maths teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <ul style="list-style-type: none"> • use Power Maths resources to ensure that teaching and learning opportunities match the needs of all children. • setting at KS1/2 leading to smaller class sizes • pre/post-learning interventions • use of Maths Mates 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Within class attainment grouping has a positive impact, on average, of 2 months additional progress.</p>	4

<ul style="list-style-type: none"> • use of mastery resources from nRich and Power Maths • introduction of Maths Champions • additional internal maths CPD 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>Power Maths case studies https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/mathematics/power-maths#case-studies</p>	
<p>Expanding the quality of social and emotional learning, including:</p> <ul style="list-style-type: none"> • employment of a trained ELSA learning mentor to undertake 1:1 and small group work, adapting to need • ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff • employment of a play therapists to undertake 1:1 work • Emotion coaching CPD to be undertaken by ETAs and lunchtime staff 	<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 https://www.elsanetwork.org/elsa-network/other-research/</p>	5

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

Budgeted cost: £11,488

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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>3</p>
<p>Continue the 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3</p>
<p>Maintain a school-led tutoring approach for pupils whose education has been most impacted by the pandemic and cost of living crisis.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3, 4</p>

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

Budgeted cost: £23,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain the wide range of physical and wellbeing activities through school and extended schools, including:</p> <ul style="list-style-type: none"> • employing a full-time Learning Mentor • enhancing clubs and after school provision via the Learning mentor • raising the profile of healthy, active living • developing behaviour strategies for the playground • engaging with parents • adopting a relational policy 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3, 4</p>

<p>Further develop our school ethos and improve lunchtime behaviour across KS2, including:</p> <ul style="list-style-type: none"> • whole staff training on emotion coaching strategies • greater pupil voice opportunities via the school council 	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>6, 7</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5, 6, 7</p>
<p>Embed strategies to improve/reward attendance, including:</p> <ul style="list-style-type: none"> • work with Kirklees ABSO team • review attendance policy • designated attendance officer in place in school • attendance data shared with children weekly and prizes awarded • attendance checks in place 	<p>DfE document 'Improving Attendance'</p> <p>https://www.mundyjunior.org/wp-content/uploads/2019/05/IMPROVING-ATTENDANCE-2012.pdf</p> <p>UK Case study</p> <p>https://www.mdpi.com/2076-3417/10/9/3116/htm</p>	<p>7</p>

Total budgeted cost: £ 101,780

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils demonstrated good progress to achieving expectation against some challenges (such as EYFS oracy and lunchtime behaviour). Nevertheless, despite some strong individual progress made, the performance of some groups of disadvantaged pupils within phonics, reading and maths was not as high as we had hoped. We need to continue to strive for higher achievement for all disadvantaged pupils in these areas – and they remain on our strategy for 2022/23. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, the current cost of living crisis, and also that the impact of some resources was less than anticipated due to staff illness.

Our observations and assessments demonstrated that lunchtime pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly high. Our ELSA ETA is now a full time role and we seek to employ an additional learning mentor to support SEMH need. The impact on disadvantaged pupils continues to be particularly acute.

Overall, results mean that we are on course to achieve the outcomes that we set out to achieve by 2024/25 within some year groups, but not in others. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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)

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