

Warmington School Pupil Premium Strategy Statement

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	Warmington School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Ed Carlyle
Pupil premium lead	Ed Carlyle
Governor / Trustee lead	Jane Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28225
Recovery premium funding allocation this academic year	£2106
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	£30331

Part A: Pupil Premium Strategy Plan

Statement of intent

The Unity vision states a clear intent of the curriculum it provides through the vision statement that includes its intentions as to what pupils leaving Titchmarsh, Warmington and Nassington will have and be. The Unity is ambitious for all its pupils and encompasses an enrichment approach focusing on enabling pupils to develop the necessary aspects of cultural capital so they can become positive contributors to society, be well-prepared for the next phase of their education and lead fulfilled lives to the greatest extent in the future.

Our intent is for all disadvantaged pupils to be able to access this vision, flourish as full members of our school community and to identify and remove any barriers to achievement for these pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is an issue for a small number of pupils
2	Confidence and resilience can affect pupil progress
3	Support at home can sometimes be less focused or consistent so pupils will need extra support to ensure that they can access all areas of the curriculum successfully. This will help reduce the impact of challenges 1 and 2.

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
<i>To ensure disadvantaged attendance is at least in line with whole school attendance</i>	Attendance is in line with whole school attendance which will be above national average.

	Any instances of persistent absence are identified and supported.
To ensure that pupil attainment and progress is at least in line with whole school outcomes	All pupils will be closely tracked and disadvantaged progress will be monitored as part of whole school scrutiny process. All pupils will make at least expected progress and pupils will be identified and supported to make more than expected progress (6+ steps for each subject each year)
To ensure that disadvantaged pupil participation is at least in line with whole school levels	Disadvantaged pupils will participate in sports events, trips and residential to the same level as all pupil groups. No pupil should miss out on any visit or opportunity.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Send staff on training that will benefit the quality of teaching, learning and support	2, 3

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

Budgeted cost: £ 24225+£2106

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA costs	Quality first teaching will be supported by high quality teaching assistant support in lessons. Additionally, each afternoon TAs are	2, 3

	able to provide tutoring and interventions to ensure that all gaps are instantly closed.	
<i>Dedicated PP TA</i>	A Teaching Assistant (TA) will be employed to focus on PP pupils, given the increase in number in the school, to provide catch-up support, interventions and to assist pupils with attendance and well-being concerns.	2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP Offer</i>	All disadvantaged pupils are entitled to financial support with uniform, trips and musical tuition so that they are able to participate in all school activities and are not prohibited from joining us. Past evidence shows high levels of attendance and confidence for these pupils.	1, 3
<i>Wraparound Care</i>	Where required, pupils are entitled to a number of wraparound care sessions to help build friendships with peers and to provide social activities.	1, 3

Total budgeted cost: £ 30331

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 2022 to 2023 academic year.

Ensure that PP attendance is at least 95% or above (in line with whole school)

Disadvantaged attendance for 2022-2023 was 93.7% and slightly below the whole school figure of 94.8%. This compares to 94% nationally for all pupils and 89.2% for disadvantaged pupils (2021-22). Regular contact with families, letters, contact and rewards all made a significant difference and families are encouraged to attend fully.

Ensure that Reading and Writing attainment is at least at national levels for PP pupils at KS1 and KS2.

70% of disadvantaged pupils made expected progress in Reading and 60% in Writing (based on six steps on Target Tracker data). 80% of pupils achieved 5 steps or more in Reading and 75% for Writing. This is a significant improvement on 2021-2022 where the figures for 6 steps were 55% for Reading and 40% for Writing.

Attainment for PP pupils was:

Reading – 63% at or above age-related expectation and 26% above;

Writing – 37% at or above age-related expectation and 16% above.

Ensure that Maths attainment is at least at national levels for PP pupils at KS1 and KS2.

85% of disadvantaged pupils made expected progress (6 steps) in Maths in 2022-2023 and 100% made five steps or more (based on six steps on Target Tracker data), compared to 55% (6 steps) and 80% (5 steps) in 2021-2022.

Attainment for PP pupils was:

Maths – 79% at or above age-related expectation and 26% above.

For Reading and Maths, attainment is in line with national averages but Writing is below. As a result, a greater focus on Writing is part of the 2023-24 Unity

Improvement Plan with a focus on handwriting and Spelling, Punctuation and Grammar to improve pupil outcomes.

Ensure that the Unity 'PP Offer' is in place

Pupils were able to access PP funding for uniform, wraparound care and music tuition. PP pupils were able to attend the two residentials we offered and PP pupils also participated in day trips and sports events.

Recovery Premium Funding Impact

Subject	Percentage of tutored pupils achieving Age-Related Expectation	Percentage of tutored pupils achieving at least 6 steps' progress (5 steps in bold)
Reading	67% (74%)	72%/ 89%
Maths	75% (78%)	56%/ 89%

(Whole school figures in brackets)

Age-related expectation figures show that the majority of tutored pupils made at least age-related expectations for Reading and Maths with a small gap between tutored pupils and the rest of the school.

Progress showed that nearly three-quarters of pupils made at least expected progress (6 steps) and nearly 90% made at least 5 steps progress in Reading. Over half made expected progress in Maths and nearly 90% made at least 5 steps.

Impact can be summarised that the tutoring has definitely supported and supplemented the quality first teaching for the majority of pupils and has helped build pupil skills and confidence.

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
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Football Coaching	CJS Sports Activities and Coaching
Dance Club	Hayley's Dance Club

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	4 pupils were eligible for Service Premium Funding. This was spent on TA support to ensure pupils were supported in class as part of Quality First teaching and through intervention groups.
What was the impact of that spending on service pupil premium eligible pupils?	<p>R - 75% of pupils made at least expected progress. 75% were at or above age-related expectation and 75% were above.</p> <p>W - 100% of pupils made at least expected progress. 75% were at or above age-related expectation and 75% were above.</p> <p>M – 100% of pupils made at least expected progress. 75% were at or above age-related expectation and 75% were above.</p> <p>(each pupil is worth 25%)</p>

Further Information – What We Do and How We Do It

Measure	Details
Pupil Tracking	<p>Pupils are assessed in school daily and, through swift identification of needs, pupils can then be identified for interventions, where needed. Pupils will, therefore, have support in-class but additional support from interventions from our Teaching Assistants (TAs). Interventions can be academically-based or social and emotional supports.</p> <p>Interventions, reading support from volunteers and other supports are recorded by the TA and Class Teacher.</p> <p>Five times a year, teaching staff complete pupil tracking data on Target Tracker.</p>
Pupil Progress Meetings	Pupil Progress Meetings with the Executive Headteacher review the Target Tracker data and identify any pupils

	<p>requiring further support. Pupil Premium pupils are identified and discussed with separate tracking sheets provided so that PP pupils are monitored closely. These sheets are shared with the English and Maths Leads to ensure that, where there are any issues or gaps, the leads can work with the class teachers to provide support.</p>
Attendance Tracking	<p>The Executive Headteacher regularly compiles attendance data and will check the attendance of PP pupils against the whole school figure. Where there are concerns, parents are contacted and offered support. PP financial help may be offered for Wraparound Care if this supports attendance.</p>
Scrutiny Mechanisms	<p>Alongside the tracking, progress meetings and attendance tracking, learning walks, pupil voice and book scrutinies take place with Subject Leads, the Executive Headteacher and Link Governors. Pupils selected for scrutiny are tracked so that a range of pupils are seen for each scrutiny including PP work.</p>
Reporting To Governors	<p>Through the Executive Headteacher's Report To Governors and the Standards Committee, PP progress is reported and discussed with actions and challenges for governors to follow-up in school. These are communicated through notes of visit.</p>