



Warren Primary Academy  
A L.E.A.D. Academy

# Warren Primary Academy

## Pupil Premium Strategy Statement 2021/22

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Warren Primary Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	P A Tibble
Pupil premium lead	P A Tibble
Governor / Trustee lead	Stewart Armstrong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81776
Recovery premium funding allocation this academic year	£9860
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	£91636

academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is that all children, despite their economic background, have access to an ambitious curriculum designed to equip them with the knowledge and cultural capital they need to success in life.

Through our pupil premium strategy, barriers to learning are removed through carefully planned, precise interventions and support. As a result, our intent is that all pupils, particularly the most disadvantaged, consistently achieve highly and have the knowledge and skills needed for future learning and employment.

Despite timely interventions, pupils study a full curriculum that is not narrowed but allows them to broaden their understanding through a broad range of subject. As a school, our intent is to consistently promote the extensive personal development of all pupils.

Our disadvantaged pupils have access to a wide, rich set of experiences which support them to raise their aspirations and develop their interests and talents. Our strategy is to identify the challenges presented by the recent pandemic and within our local community and address any disadvantage which as occurred.

Education recovery is key to this and diagnostic assessments will be used to ensure gaps in learning are identified and addressed for all pupils whose education has been worse effected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Wellbeing - Emotional issues and low self esteem
2	Pupil premium children not achieving as highly as non-pupil premium
3	Parental support for out of school learning and financial barriers
4	High levels of emotional needs due to a disrupted home life for some identified pupils
5	Low or inconsistent attendance at school

## 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 self-esteem and ability to manage emotions in challenging situations.	<p>Children are able to identify strategies to deal with situations.</p> <p>Pupils are able to access learning as emotional barriers have been removed.</p> <p>Pupil voice confirms they are aware of ways in which they can access support and strategies they can use for their well-being.</p>																																																																																				
Attendance of pupil premium pupils is in line with the National average.	<p>Attendance of pupil premium pupils to be at least 96%.</p> <p>Persistent absence of pupil premium pupils to be below 10%.</p>																																																																																				
Narrow the gap in attainment between pupil premium and non-pupil premium pupils.	<table border="1" data-bbox="810 1043 1114 1234"> <thead> <tr> <th colspan="3">Year 1</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>GPVS</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Combined</td> <td>50%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1279 1129 1491"> <thead> <tr> <th colspan="3">Year 2 (10)</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>GPVS</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Combined</td> <td>60%</td> <td>20%</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1541 1129 1753"> <thead> <tr> <th colspan="3">Year 3 (15)</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>GPVS</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>13%</td> </tr> <tr> <td>Combined</td> <td>60%</td> <td>13%</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1803 1129 2016"> <thead> <tr> <th colspan="3">Year 4 (5)</th> </tr> <tr> <th></th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>GPVS</td> <td>80%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>Combined</td> <td>60%</td> <td>0%</td> </tr> </tbody> </table>	Year 1				EXS	GDS	Reading	50%	13%	Writing	50%	13%	GPVS	50%	13%	Maths	50%	13%	Combined	50%	13%	Year 2 (10)				EXS	GDS	Reading	60%	30%	Writing	60%	20%	GPVS	60%	20%	Maths	60%	20%	Combined	60%	20%	Year 3 (15)				EXS	GDS	Reading	67%	13%	Writing	60%	13%	GPVS	67%	13%	Maths	67%	13%	Combined	60%	13%	Year 4 (5)				EXS	GDS	Reading	80%	0%	Writing	60%	0%	GPVS	80%	0%	Maths	60%	0%	Combined	60%	0%
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<b>Year 5 (13)</b>		
	<b>EXS</b>	<b>GDS</b>
Reading	54%	8%
Writing	50%	8%
GPVS	54%	8%
Maths	54%	8%
Combined	50%	8%

  

<b>Year 6 (10)</b>		
	<b>EXS</b>	<b>GDS</b>
Reading	60%	10%
Writing	70%	30%
GPVS	70%	30%
Maths	70%	0%
Combined	60%	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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLE to provide support to develop and embed the EYFS curriculum targeting early support for pupil premium pupils.	<p>Alongside the Deputy Head Teacher/EYFS Lead, the SLE will provide expertise and leadership for the EYFS unit.</p> <p>Evidence from EEF shows there is extensive research demonstrating the existence of an attainment gap in the early years, the impact of this gap on later educational outcomes, and the value of high-quality early years provision for disadvantaged pupils.</p>	2

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

Budgeted cost: £51000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS targeted support to raise attainment of pupil premium pupils	Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.	2
KS1 targeted interventions  Raise attainment of pupil premium pupils in Reading, Writing, Maths and GPVS.	<p>Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.</p> <p>Evidence from the EEF toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	2
KS2 nurture group targeting pupils working more than 2	Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows	2

years below age related expectations	that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.	
Year 3 and 4 targeted interventions  Accelerate progress of pupil premium pupils in Reading, Writing, Maths and GPVS.  Increase the percentage of pupil premium pupils achieving EXS in Reading, Writing, Maths and GPVS .	Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.  Evidence from the EEF toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	2
Year 5 and 6 targeted interventions  Accelerate progress of pupil premium pupils in Reading, Writing and Maths.  Increase the percentage of pupil premium pupils achieving GDS in Reading, Writing, Maths and GPVS.	Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.  Evidence from the EEF toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.	2

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve learning behaviours and attitudes across the school by embedding the Warren Academy Learners' Code	The learners' code will enable a consistent approach and expectation of learning behaviours and conduct throughout the school. All pupils will develop a clear understanding of how the schools values can be demonstrated on a daily basis. The award of bronze/silver/gold bands will provide role models for other pupils.	1, 2 and 5
Family Support worker to: <ul style="list-style-type: none"> <li>Lower rates of persistent absence for all pupils</li> <li>Target pupils previously identified</li> </ul>	A large proportion of our persistent absentees are pupil premium children. A single point of contact who can both challenge and support with attendance will raise attendance and ensure an on-going change in attitude	5

<p>as persistent absentees</p> <ul style="list-style-type: none"> <li>• Increase parental engagement in all aspects of school</li> <li>• Establish good practices as families enter school</li> <li>• Increase pupil attainment and progress</li> </ul>		
<p>Sports Mentor to provide:</p> <ul style="list-style-type: none"> <li>• Structured play opportunities at play and lunchtimes.</li> <li>• Opportunities for children are to express and discuss issues which may be a barrier to learning</li> <li>• Develop and embed positive learning behaviours</li> <li>• Increased pupil attainment and progress</li> </ul>	<p>External factors are presenting barriers to learning for some children. This has manifested in a variety of ways including behavioural and emotional. Previous intervention by the sports mentor has led to an improvement in learning behaviours and attainment of pupils.</p>	<p>1 and 4</p>
<p>Yoga nurture specialist delivering whole school, class and group sessions in order to:</p> <ul style="list-style-type: none"> <li>• Increase confidence levels</li> <li>• Improve learning behaviours</li> <li>• Increase rates of self-discipline and self-reflection</li> </ul>	<p>This is used across school to:</p> <ul style="list-style-type: none"> <li>• Manage challenging behaviour</li> <li>• Reduce stress for pupils</li> <li>• Increase confidence levels</li> <li>• Improve learning behaviours</li> <li>• Increase rates of self-discipline and self-reflection</li> </ul> <p>The EEF toolkit identifies social and emotional interventions have an identifiable and valuable impact on learning, social relationships in school, and attainment itself.</p>	<p>1, 3 and 4</p>
<p>Lego therapy</p>	<p>LEGO® Therapy has proved effective for children and adults with high functioning autism, Asperger Syndrome and it can also be effective for individuals with anxiety disorders, depression, or adjustment difficulties manifesting as depression or anxiety. Research has shown it can improve motivation to initiate social contact with peers, improve their ability to sustain interaction with peers for a period of time and develop flexibility of thought and problem solving skills</p>	<p>1 and 4</p>

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

End of 2021 data confirmed that the gap between pupil premium and non-pupil premium pupils had narrow in all year groups and in all subjects with the exception of Year 6.

In Year 1 Reading the attainment of pupil premium pupils is in line with the National average and with non-pupil premium. It is slightly below in other subjects, however, the gap has narrowed. All pupil premium pupils made at least expected progress from their baseline.

In Year 2 the attainment of pupil premium pupils is in below that of non-pupil premium, however, the gap has narrowed and in Maths the attainment is in line with the National average. All pupil premium pupils made at least expected progress from their baseline.

In Year 3 the attainment of pupil premium pupils is above or in line with the National average and with non-pupil premium in all subjects at age related expectations. All pupil premium pupils made at least expected progress from their baseline.

In Year 4 the attainment of pupil premium pupils is in below that of non-pupil premium, however, the gap has narrowed and all pupil premium pupils made at least expected progress from their baseline.

In Year 5 the attainment of pupil premium pupils is above or in line with the National average in all subjects at age related expectations. All pupil premium pupils made at least expected progress from their baseline.

In Year 6 all pupil premium pupils made at least expected progress from their baseline.

For 2020/21 attendance of pupils premium pupils was 94.5%.

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

## 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.*