

# Warren Primary Academy 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

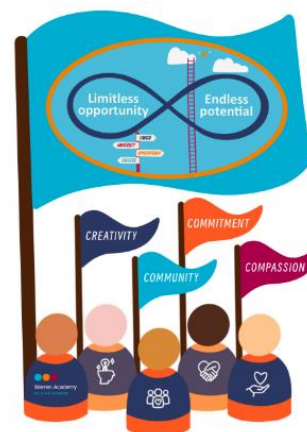
Detail	Data
School name	Warren Primary Academy
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ross Middleton – Executive Headteacher
Pupil premium lead	Kellie Salam – Head of School
Governor / Trustee lead	Stewart Armstrong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,670
Recovery premium funding allocation this academic year	£11,020
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	£118,690

## Part A: Pupil premium strategy plan - Statement of intent

At Warren Primary Academy, we have a continual drive to enhance the opportunities and outcomes for the children in our care; we want them to flourish in all that they set out to achieve. **Disadvantage is not a barrier to achieving excellence** for our pupils. Our vision at Warren Primary Academy, 'Limitless Opportunity, Endless Potential', is a fundamental part of our whole school culture, and we want every child to know and experience the feeling of success. By recognizing and understanding every child's aspirations for the future, we prioritize their needs and remain unwavering in our ambitions for them. Within a **limitless** education, we are incredibly optimistic and determined to see every child maximize their **life experiences and opportunities** in order to discover their **potential**. The team at Warren go above and beyond to work with our children and community to ensure that the academy is a fundamental part of the local area. We are committed to ensuring that our families and young people receive an outstanding education and implement what we can to ensure this can be accessed by all.



### **Contextual information about the Academy:**

Warren Primary Academy is located within the City of Nottingham, which has a crime rate which is 40% higher than the East Midlands and 51% higher than the overall UK figure. It is in the top 5 most dangerous major cities in the UK. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score). It is more deprived than Manchester (7<sup>th</sup>) and Birmingham (9<sup>th</sup>). Top Valley in particular, as an area, falls in the 10% most deprived areas in Nottingham City

Pupils attending Warren have an average IDACI deprivation score of 0.218 (based on residence). This means that 21.8% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally. 57% of Warren pupils live in a LSOA which are ranked in the most deprived 30% of LSOA nationally.

Violent crime, anti-social behaviour and criminal damage arson are the highest crime categories within the local area, but families in attendance of the academy also experience high levels of domestic violence, poverty which has been further impacted by the national cost of living crisis, alcohol and drug misuse, gang crime in the local area; low aspiration and high unemployment.

At Warren Academy, the wider local area is predominately White British, however this has started to change in recent years, with families of different ethnicities moving into the area. At present, there are 13 different ethnic groups, and 9 languages spoken.

### **Pupil Premium Vision and Objectives**

At Warren Academy, we believe that all pupils have an entitlement to achieve their full potential. Our vision is to ensure that the curriculum offer, alongside quality first teaching, meets the needs of all pupils, and that appropriate provision is in place to ensure all pupils are able to flourish.

Our ultimate objectives for disadvantaged pupils are in line with our school development plan, and can be summarised into the following objectives:

- Narrow the gap between disadvantaged and non-disadvantaged pupils to ensure all pupils are able to reach their full potential for further success at secondary school and beyond.
- Experience and learn through a knowledge-rich, exciting educational experience, with access to a wide range of opportunities to develop knowledge and understanding of the world around them
- Remove barriers created by family circumstances, including the right to be able to attend school on a daily basis
- Enable pupils to develop strategies to be mentally healthy, cope with their social and emotional wellbeing, and become resilient in their thinking.

- Know that opportunities for their future are open to all pupils, regardless of their background, and understand about careers and aspirations for the future.

Our objectives will be met through an inclusive, tiered approach that ensures all disadvantaged pupils are able to overcome challenge and make good progress. At the heart of this, is quality first teaching, which focuses on pupils whom need the most support, and our creative curriculum design.

It is important to note an increase in poverty as a result of COVID19 and the cost of living crisis has been evident within our school community. As a result, we recognise that not all pupils who are socially disadvantaged qualify for free school meals, therefore we allocate funding to support any pupil or groups of pupils that the school has identified as being disadvantaged. This includes pupil who have a social worker, or are receiving support from external services to ensure their safety outside of school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Language development and communication skills</u></b></p> <p>Starting points are significantly low on entry to school, and often, pupils display poor language and communication skills. This can also include limited English language acquisition, making it difficult for children to access the curriculum on entry to school. Often, our Academy nursery is the first point of contact for a child outside of health care professionals and pupils have limited experience of ‘socialising’ or being around other pupils when starting in F1.</p> <p>When considering the baseline of pupils who started in F1 and F2 at the start of September 2022, 43% of F1 children were assessed to be at the expected point for their age, and only 33% of children in F2.</p> <p>31% of pupils at Warren speak English as an additional language. Many pupils also do not have access to books at home and are not surrounded by books to immerse them in language exposure. A number of parents in the local community can also not read or write themselves.</p> <p>In 2022-23, there was an increase of 19% of pupil premium pupils who were able to pass the phonics screening test in Y1. Engaging parents and carers in the importance of reading in both EYFS and KS1 has been fundamental in ensuring the gap for these pupils is narrowed.</p>
2	<p><b><u>Attainment &amp; Starting Points</u></b></p> <p>Whilst there has been a significant closing of the gap between disadvantaged and non-disadvantaged pupils at the end of KS2 in 2022-23 (closed by 33%), attainment of pupils in receipt of pupil premium funding continues to be an area of development, In particular:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils reaching the EXP and GDS standard in writing in KS1</li> <li>• Disadvantaged pupils reaching the greater depth combined standard, and achieving greater depth in writing in KS2.</li> </ul> <p>On entry to F2 in 2023, Literacy strands of the EYFS curriculum were low (comprehension, word reading, speaking and writing all below 45%) as well as Number (44%).</p> <p>There has been an increase in the number of SEND pupils attending Warren Academy in the last 2 years, and an increase in research that suggests that high levels of deprivation can be linked to children experiencing special educational needs (<a href="#">Research from The Centre for Education and Youth on Poverty and SEND</a>)</p> <p>There are also 15 who are SEND and entitled to pupil premium funding within the current cohort. 3 of these pupils access a specialist enhanced provision for SEND at Warren, and receive a bespoke SEND curriculum, which has been tailored to their specific needs and allows for small, achievable steps of progress to be made on a daily basis. The remaining pupils are supported to make progress through adaptive teaching strategies.</p>
3	<p><b><u>Attendance and punctuality</u></b></p>

	<p>Attendance for disadvantaged pupils at Warren Academy in 2022-23 was 89%. Whilst this is an increase on disadvantaged attendance from the previous year, it is still a daily challenge faced at the school.</p> <p>Attendance for pupil premium pupils in the last academic year:</p> <table border="1" data-bbox="363 293 1505 595"> <thead> <tr> <th></th> <th>Attendance</th> <th>PA%</th> </tr> </thead> <tbody> <tr> <td><b>Reception</b></td> <td>87.2%</td> <td>25%</td> </tr> <tr> <td><b>Class 1</b></td> <td>85.75%</td> <td>50%</td> </tr> <tr> <td><b>Class 2</b></td> <td>93.75%</td> <td>10%</td> </tr> <tr> <td><b>Class 3</b></td> <td>90.62%</td> <td>40%</td> </tr> <tr> <td><b>Class 4</b></td> <td>88.04%</td> <td>18.8%</td> </tr> <tr> <td><b>Class 5</b></td> <td>90.17%</td> <td>30%</td> </tr> <tr> <td><b>Class 6</b></td> <td>90.42%</td> <td>38.5%</td> </tr> <tr> <td><b>Overall</b></td> <td><b>89.11%</b></td> <td><b>31.52%</b></td> </tr> </tbody> </table> <p>35/101 disadvantaged children were also classed as persistent absentees over academic year 2022-23, which again is an improvement on the previous academic year but needs further improvement.</p> <p>Daily pastoral is necessary to ensure that pupil premium pupils are in attendance of school on a daily basis and continues to be an ongoing challenge the academy faces.</p> <p>Punctuality of disadvantaged pupils also continues to be challenge, with a significant proportion of families who are in receipt of pupil premium funding arriving to school late on a daily basis.</p>		Attendance	PA%	<b>Reception</b>	87.2%	25%	<b>Class 1</b>	85.75%	50%	<b>Class 2</b>	93.75%	10%	<b>Class 3</b>	90.62%	40%	<b>Class 4</b>	88.04%	18.8%	<b>Class 5</b>	90.17%	30%	<b>Class 6</b>	90.42%	38.5%	<b>Overall</b>	<b>89.11%</b>	<b>31.52%</b>
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4	<p><b><u>Need of the wider school community</u></b></p> <p>The need for mental health and wellbeing support needed for the school community, including parents and pupils is vast. Often, attendance of pupils (noted as a challenge in point 3) is being impacted due to poor mental health and wellbeing of parents, carers and pupils. Often, pupils in younger year groups are not brought to school as a result of parents and carers needing support for mental health and wellbeing needs.</p> <p>The academy is also providing support to families in regards to costs of travel to school, providing access to food and food banks, clothing, and wider safeguarding needs such as keeping families safe.</p> <p>19 referrals were made for external support for families in receipt of pupil premium funding in the last academic year, in addition to 5 pupils receiving 1:1 counselling support in school in the summer term alone.</p>																											
5	<p><b><u>Curriculum enrichment and community engagement</u></b></p> <p>Experiences and enrichment opportunities are limited for Warren pupils outside of school. Due to the locality of the school, the local offer is limited and many activities for children to access are in Bulwell and the city centre, which families need to be able to travel to in order to attend. Many families also have limited finances to support their children to experience enrichment opportunities. This has been exasperated by the pandemic in previous years and now as a result of the cost of living crisis.</p> <p>The academy has also worked hard to re-establish itself in the community over the last academic year, and is continuing to provide enrichment and experiences that they may not otherwise receive.</p>																											

### 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
Improvement in the teaching of English (reading and writing), Phonics and Oracy to ensure use of consistent approach, and progress being made in language development, including use of vocabulary	All teaching (including the teaching of reading, writing and phonics) is good and there are effective use of evidence based oracy strategies to support talk in lessons.

	<p>Assessment data will demonstrate progress being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is developed and implemented across F2-Y6 to support development on language on entry and across the school.</p> <p>Triangulation of monitoring indicates that there is a significant improvement in language development.</p>
<p>Improvement in attainment for disadvantaged pupils reaching:</p> <ul style="list-style-type: none"> <li>• The expected standard and greater depth standard at the end of KS1 is broadly in line with their peers</li> <li>• The greater depth standard in writing at the end of KS2</li> <li>• The greater depth combined standard at the end of KS2</li> </ul> <p>SEND pupils have needs met to ensure they can make progress appropriate to their level of needs and such progress is demonstrated through attainment outcomes.</p>	<p>Outcomes for disadvantaged pupils at the end of KS1 and KS2 will have increased from the starting point by end of 2023/2024, 2024/25 and 2025/26.</p> <p>Lesson observations show how teaching is adapted to ensure all pupils can access learning.</p> <p>Pupils are able to access enhanced provision where required to ensure progress is made appropriate to their level of need.</p> <p>Children make progress against targets set by their teacher and this is reflected in data outcomes (where appropriate).</p>
<p>Improvement in attendance of disadvantaged pupils, to significantly reduce the number of disadvantaged pupils who are classed as persistently absent.</p>	<p>Attendance of disadvantage pupils is seen to be improving on a termly, or if not the case, quick action is taken immediately to provide support/targeted intervention to the family.</p> <p>Attendance for disadvantaged pupils at the end of the academic year has increased year on year.</p> <p>The % of pupils who are persistently absent declines year on year.</p> <p>Weekly, half termly and termly attendance data will demonstrate improvements in attendance.</p>
<p>To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspiration curriculum.</p>	<p>Opportunities are accessed, tracked and monitored by all disadvantaged pupils across the academic year, resulting in a significant increase in enrichment opportunities by disadvantaged pupils.</p> <p>Qualitative data from disadvantaged pupils, parents and teachers demonstrates the impact of enrichment opportunities on their learning journey during their time at Warren.</p>
<p>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>Improved levels of mental health and wellbeing can be seen through:</p> <ul style="list-style-type: none"> <li>• Quantitative data from wellbeing assessments (Place2Be/ELSA), and internal intervention shows an overall improvement in mental health and wellbeing</li> <li>• Triangulation of data and pupil/parent voice, plus any additional data through external agency support shows impact of actions taken</li> <li>• Number of suspensions has decreased</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Positive behaviour for learning is consistently role modelled throughout school</li></ul> |
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## 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: £ 161,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching through providing CPD in Reading, Writing, Oracy and Phonics.</p> <p>Resources and CPD for QTF teaching of Phonics and Reading.</p> <p>Leader of Excellence in English – training for the Warren English leader to develop leadership capacity.</p> <p>Monitoring and evaluation of English CPD</p>	<p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> stresses the significance of quality first teaching being especially important for pupils from disadvantaged backgrounds – including setting expectations, monitoring performance, tailoring teaching and support to suit pupils’ needs, and sharing best practice.</p> <p>Research completed by the Sutton Trust states “<i>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</i>” <a href="#">Improving the impact of teachers on pupil achievement in the UK – interim findings</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2</p>

<p>Continued implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Research from the EEF has shown teaching of 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. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Increase in leadership capacity to strength Quality First Teaching of all subject areas across the school's curriculum.</p> <p>Embedding a knowledge-based curriculum that responds to the needs of all pupils.</p> <p>Development and implementation of Warren Teaching and Learning Toolkit to improve overall teaching and learning practice and embed Quality First Teaching across the curriculum</p> <p>L.E.A.D Academy Trust CPD offer to develop subject leaders and subject knowledge of teachers</p>	<p>NFER Research shows that senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school <a href="#">Link to evidence here</a></p>	<p>1,2</p>
<p>Adaptive teaching and Assessment for Learning CPD</p> <p>TA enrichment CPD offer – ½ termly session for all TAs in school to support development of delivery of interventions for specific needs (including reading, maths, and the use of AfL for supporting progress)</p> <p>SEND provision including the Burrow – 3 teaching assistants supporting 3 pupils in a special enhanced provision and bespoke curriculum</p>	<p>EEF research into adaptive teaching (<a href="#">EEF Differentiation to Adaptive Teaching</a>) suggests that being responsive to information about learning and then adjusting teaching to better match pupil need supports better progress whilst maintaining high expectations for all.</p> <p>EEF toolkit about supporting pupils who are disadvantaged and with SEND: <a href="#">Supporting Pupils With SEND</a></p> <p>EEF report – “Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the targeted use of technology”.</p> <p>EEF research suggests that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learning outcomes.</p>	<p>1, 2, 3</p>
<p>Quality first teaching through providing CPD for the teaching and learning of Maths</p> <p>Monitoring and evaluation of Maths CPD</p>	<p>‘Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..’ (Supporting the attainment of disadvantaged pupils – DfE)</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</p> <p>EEF research specifically on the improvement of Maths in EYFS, KS1 and KS2 shows:</p> <ul style="list-style-type: none"> <li>• Early years settings and schools should invest in developing practitioners’ own understanding of mathematics, their</li> </ul>	<p>2</p>



	<p>understanding of how children typically learn, and how this relates to effective pedagogy.</p> <ul style="list-style-type: none"> <li>In relation to KS2/KS3 - assessment is not just used to track pupils' learning but also provides teachers with up-to date and accurate information about the specifics of what pupils do and do not know. This information allows teachers to adapt their teaching so it builds on pupils' existing knowledge, addresses their weaknesses, and focuses on the next steps that they need in order to make progress. Formal tests can be useful here, although assessment can also be based on evidence from low-stakes class assessments, informal observation of pupils, or discussions with them about mathematics.</li> </ul>	
Implementation of new marking and feedback policy	<p>Changes to the Warren marking and feedback policy have been implemented to reduce teacher workload and improve the quality of feedback being provided to ensure progress is made by pupils. DfE research into workload suggests it is important for schools to consider why marking is happening, reviewing policy and considering techniques such as verbal feedback and live marking</p> <p><a href="#">DfE Advice on Marking &amp; Feedback for Workload</a></p> <p><a href="#">EEF - Assess, Adjust, Adapt</a> suggests that high quality teaching, including adjusting, adapting and assessing in the classroom is crucial for progress of all pupils.</p>	1, 2
<p>Recruitment and retention of staff through:</p> <ul style="list-style-type: none"> <li>Effective management of workload</li> <li>Mentoring of ECTs</li> <li>4 members of staff accessing NPQs (3 NPQSL, 1 NPQH)</li> </ul>	<p>Number of key points made in DfE's Tips for School Leaders report into <a href="#">Workload Research</a> have been implemented into school systems to help staff more effectively manage workload.</p> <p>EEF research on effective CPD for teachers: <a href="#">Effective Professional Development EEF report</a></p>	1, 2
<p>Access to technology to enhance teaching and learning including regular access to a class set of iPads to support teaching and learning</p> <p>Implementation of Showbie as an online learning portfolio, and used as an additional tool to support progress of all pupils.</p>	<p>The Educational Development Trust have researched on the digital device and how ensuring access to technology is especially important for disadvantaged pupils, particularly for remote learning.</p> <p>Bridging the digital divide – Education Development Trust <a href="#">Link to research here</a></p> <p>Scottish Government conducted a review into the impact on Digital Technology on raising attainment was particularly evident in primary settings: <a href="#">Link to research here</a></p> <p><i>The review found conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners. There is indicative evidence that the same can be said for some aspects of literacy, especially writing and comprehension. Digital technologies appear to be appropriate means to improve basic literacy and numeracy skills, especially in primary settings.</i></p>	1, 2

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

Budgeted cost: £ 88,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Allocation of learning support assistants for in class and small group intervention support:</p> <ul style="list-style-type: none"> <li>- 1 TA for Y1/Y2</li> <li>- 1 TA for Y3 (3 days a week)</li> <li>- 1 TA for Y4 (4 mornings a week)</li> </ul> <p>Additional TA support for recovery premium pupils (22.5 hours a week) - including targeted intervention for Y6 SAT booster</p> <p>Interventions to also include targeted support for the 20% of pupils in each class in Reading, Writing and Maths.</p> <p>1:1 reading interventions for pupils in EYFS/KS1/Y3.</p>	<p>EEF research suggests that impact of teaching assistants being used for targeted interventions can have impact of + 4months Additional capacity to support learning ensures that we are meeting the needs of the most vulnerable learners, and to ensure that targeted intervention can be provided to prevent missed or lost learning. Evidence from the EEF suggests that teaching assistants can provide a largely positive impact on learning outcomes, however, how the teaching assistant is deployed is key.</p> <p>The EEF also suggests that investing in professional development for teaching assistants to deliver intervention is a cost-effective approach to improving learner outcomes (eg Switch On Reading). The research has also found that teachers and teaching assistants working together effectively can also lead to increased attainment.</p>	<p>1, 2, 3</p>
<p>Wellbeing interventions including TherapyPlay, LegoTherapy and ELSA interventions for Emotional Literacy</p>	<p>EEF research suggests that Social and Emotional Learning interventions have a positive impact on pupils' progress, averaging 4+ months of additional academic progress over the course of an academic year.</p> <p>EEF research about SEL interventions also suggests that being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £55,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and taught through whole school approaches, whole class approaches through Jigsaw PSHE lessons and targeted individual support</p> <p>Mental health and wellbeing of the community is supported through services in school through:</p> <p>Place2Be councilor allocated to school 2 days a week for 1:1 and group therapy/counselling, parental support and drop in groups.</p> <p>Allocated Nottingham City Mental Health team worker from November 2023 – 1 day a week for targeted 1:1 or group interventions for identified pupils.</p> <p>ELSA provision from January 2024 to enhance in-school capacity for understanding Emotional Literacy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with Emotional improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning Interventions</a></p> <p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> states schools that have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families</p> <p>The pandemic has disrupted education like never before and the road to recovery will require robust strategies. The pressure is intensified as pupil premium spending must cover <u>social, emotional and mental health (SEMH)</u> needs, as well as <u>supporting disadvantaged children</u> by contributing to catch-up opportunities. <a href="#">Place2Be Research</a></p> <p>Children with mental health problems have poorer academic attainment, greater school absences, and an increased risk of school exclusion compared to their mentally healthy peers <a href="#">European Child &amp; Adolescent Psychiatry 2021</a></p>	<p>1, 2, 5</p> <hr/> <p>3, 4, 5</p>
<p>Behaviour management and anti-bullying approaches with the aim of embedding our school ethos and sustaining behaviour across school.</p>	<p>NFER research <a href="#">What are the most effective ways to support disadvantaged pupils' achievement</a> identifies that one of the building blocks needed for success is addressing behaviour and respond quickly to provide strong social and emotional support, including working with families. This can improve disadvantaged pupils' attainment.</p> <p><a href="#">Supporting the attainment gap of disadvantaged pupils</a> suggests more successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4, 5</p>
<p>Enrichment opportunities across the whole curriculum including after school clubs</p> <p>Enrichment days – mental health awareness week, curriculum themed days, STEM projects, links with the</p>	<p>In 'An Unequal Playing Field: Extra-Curriculum Activities, Soft Skills and Social Mobility', data showed that extra curricular activities give young people the confidence to interact socially with others, extend social networks and provide new skills, abilities important for long-term career aspirations. The report also found a strong link between extra-curricular activities and educational outcomes, as well as other positive outcomes.</p>	<p>4, 5</p>

community, aspiration and careers development		
<p>Family support worker responsible for attendance monitoring, including daily home visits and support for parents/collecting children from home.</p> <p>Daily and weekly/half termly monitoring of attendance, including monitoring of persistent absentees and use of school allocated EWO</p> <p>Attendance incentives including weekly, half-termly and termly awards for both parents and carers.</p> <p>Creation of core attendance group to monitor key pupils' attendance</p> <p>Access to breakfast club to support attendance and wellbeing for disadvantaged pupils</p> <p>Attendance communication including half termly newsletter and individual pupil half termly letter</p>	<p><a href="#">Working Together To Improve School Attendance (2022)</a> states that attendance:</p> <ul style="list-style-type: none"> <li>• “is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.”</li> <li>• “For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).”</li> </ul> <p>EEF attendance report (2022) state that parental engagement, targeted approaches, teaching of social and emotional skills, behaviour interventions, incentives and extra-curricular activities can all positively impact on attendance. <a href="#">EEF Rapid Evidence Review of Attendance Interventions</a></p>	1, 2, 3, 4, 5
<p>Parental engagement activities through the course of the academic year including:</p> <ul style="list-style-type: none"> <li>• Parent/carer work-shops</li> <li>• Coffee mornings</li> <li>• Non-threatening parental engagement activities such as craft mornings</li> <li>• Attendance breakfasts</li> <li>• Implementation of PTA events</li> <li>• Pastoral workshops on SEND and mental health support</li> </ul> <p>Pastoral support including for parental mental health and wellbeing, applying for grants for financial support and food, access to agency support.</p>	<p><a href="#">The Review of Best Practice in Parental Engagement</a> states an outward facing strategy is needed in schools, involving not only the views of parents, but the evidence and expertise of other schools and services in the community. Equally, the transfer of knowledge and understanding should be part of a two way process: not only from school to home but from home to school.</p> <p>In relation to family based and community support, programmes should be targeted at particular groups of parents, showing sensitivity to cultural norms and expectations, and including specific, detailed and directive advice and guidance.</p>	4, 5
Teaching and learning of domestic violence and healthy relationships through The Great Project	<p><a href="#">Statutory Health and Relationship Education guidance</a> from Gov.uk states that one of the aims of teaching these subjects to pupils is for them to “make good decisions about their own health and wellbeing...enable them to recognise what is normal and what an issue is in themselves, and when issues arise, know how to seek support as early as possible from appropriate sources.”</p>	4, 5

	<p><a href="#">The Great Project curriculum map</a> demonstrates how the teaching of domestic abuse links directly to the PSHE national curriculum and SEAL objectives.</p> <p><a href="#">Starting in Schools</a> – a report by Refuge, domestic violence charity states the need to ensure that children and young people need to feel confident and safe in order to learn effectively, but for those exposed to domestic violence, it is unlikely this will be the case.</p>	
<p>Music curriculum enrichment</p> <ul style="list-style-type: none"> <li>• Half termly music tuition from external provider to learn how to play an instrument and perform in a whole school concert</li> <li>• Enrichment through choir and performing around Nottingham</li> </ul>	<p><a href="#">DfE Music Education Report 2021</a>: - the report states that music opportunities need to be inclusive and accessible to all children, in particular those with SEND and pupils from disadvantaged backgrounds.</p> <p>EEF suggests that +3 months progress can be made by pupils who actively take parts in the Arts <a href="#">EEF Arts Participation Research</a></p>	3, 4, 5
<p>Safeguarding curriculum implementation including specific workshops/teaching on:</p> <ul style="list-style-type: none"> <li>• Knife crime</li> <li>• Gang crime</li> <li>• FGM</li> <li>• Online safety</li> <li>• Safety in the local area</li> </ul>	<p>EEF suggests that schools need to consider broader factors of disadvantaged pupils including safeguarding: <a href="#">EEF Pupil Premium Manageable Approach</a></p> <p>Contextual information listed above regarding the safeguarding factors of living within Nottingham City warrant the need for appropriate teaching and learning of these areas to be implemented within the curriculum.</p>	3, 4, 5

**Total budgeted cost: £ 305,452**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Detail	2022/23	2023/2024
Number of pupils in school	182	177
Proportion (%) of pupil premium eligible pupils	42.8%	48.5% 86 pupils

Detail	Amount 2022/23	2023/24 Spend Amounts
Pupil premium funding allocation this academic year	£103,570	£107,670
Recovery premium funding allocation this academic year	£9521	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£113,091	£118,690

Progress against intended outcomes			
Intended outcome	Strategies used	Impact to date	Next steps/recommendations
<ul style="list-style-type: none"> <li>Improvement in the teaching of Reading, Phonics and Oracy to ensure progress in language development, including use of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>CPD on Oracy strategies</li> <li>CPD on new phonics scheme – Little Wandle, and consistent implementation of the scheme</li> <li>CPD on teaching of whole class reading and sequence of planning a reading unit on a weekly basis.</li> <li>CPD from EYFS expert across the academic year</li> <li>Allocation of teaching assistant to Year 1 and Year 2, responsible for running small group interventions.</li> <li>Development of assessment systems used for reading and phonics, with regular monitoring points throughout the academic year.</li> <li>Introduction of key vocabulary for foundation subjects.</li> <li>Review of strategy of teaching reading took place and is now consistent from Y2-Y6.</li> <li>Promotion of Reading for Pleasure across school</li> <li>Investment in new books and restructure of school library</li> </ul>	<p><b><u>End of F2 data</u></b> 80% of PP children reached GLD (8/10 pupils) 2 pupils have SEND and are not accessing the mainstream school curriculum due to levels of need.</p> <p><b><u>Year 1 Phonics Data Outcomes</u></b> Pupil premium pupils who passed the phonics screening test in 2023 – 78.6%. This was an increase from 2022 of 18.6%. This was also higher than the LA average (68%) and national averages (66.9%).</p> <p><b><u>End of KS1 data for reading and writing (6 pupils)</u></b> <b><u>KS1 Reading</u></b> Pupil premium pupils reaching the expected standard or above in reading – 50%. Pupil premium pupils reaching the greater depth standard or above – 33%. This is above the national average.</p> <p><b><u>KS1 writing</u></b> Pupil premium pupils reaching the expected standard or above in writing – 50% (LA overall was 56%) but this was a decline on the previous 2 years. No pupil premium pupils reached the greater depth standard, and this was no change on the previous year.</p> <p><b><u>End of KS2 data for reading and writing</u></b> <b><u>KS2 Reading</u></b> Pupil premium pupils reaching the expected standard or above in reading – 67%. This is in line with the LA average (67%) and broadly in line with the national average (73%).</p> <p>Pupil premium pupils reaching the greater depth standard in reading – 8%. The LA average was 23%, and national average was 29% for reaching GDS in reading.</p> <p><b><u>KS2 Writing</u></b></p>	<ul style="list-style-type: none"> <li>Continue rigorous implementation of phonics scheme and teaching in EYFS and KS1.</li> <li>Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1</li> <li>Increase in the amount of pupil premium pupils reaching GDS in reading and writing at the end of KS2.</li> <li>Introduction of Oracy assemblies as a whole school approach to language development.</li> </ul>



		<p>Pupil premium pupils reaching the expected standard in writing – 67%. This is an increase from 2022 (52%), and higher than the LA average (55%) and national average (58%).</p> <p>Pupil premium pupils reaching the greater depth standard in writing – 8%. This is broadly in line with the LA (13%) and National (13%) averages.</p>	
<p>□ Improvement in attainment for disadvantaged pupils reaching the expected standard is in line or above their peers, at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Curriculum development to ensure reading and writing is linked thematically to foundation subjects.</li> <li>• Immersive curriculum opportunities</li> <li>• CPD including team teaching and planning support from L.E.A.D Academy Trust specialists in English and Maths.</li> <li>• Maths CPD for use of Maths scheme and how to provide scaffolding/challenge in lessons.</li> <li>• Writing CPD on sequencing of writing outcomes.</li> <li>• Allocation of teaching assistants to Year 3 &amp; 5, running small group interventions in class.</li> <li>• Allocation of additional part-time teacher in Y6, running small group and targeted interventions.</li> <li>• Tutoring programme ran with Third Space Learning for pupils in Y3, 4, 5 and 6 – targeted 1:1 tutoring for maths ran virtually for 12 week blocks.</li> <li>• Purchasing of study guides</li> </ul>	<p><b><u>End of F2 data</u></b> 80% of PP children reached GLD (8/10 pupils) 2 pupils have SEND and are not accessing the mainstream school curriculum due to levels of need.</p> <p><b><u>End of KS1 data</u></b> Pupil premium pupils reaching the expected combined standard – 50%. This is broadly in line with the school outcomes for 2019 and 2022. No pupil premium pupils reached the greater depth standard at the end of 2023 and this was no change on the previous year.</p> <p><b><u>End of KS2 data</u></b> Pupil premium pupils reaching the expected combined standard – 58.3% - this is an increase of 33% from the previous academic year and is higher than the LA (47.2% and National (44%) averages.</p> <p>Pupil premium pupils reaching the greater depth combined standards – 8.3%. This is an increase of 8.3% as no pupils reached the greater depth combined standard in 2022. This is also higher than the LA (2.9%) and National (3%) averages.</p> <p>The gap between PP and non PP pupils at the end of KS2 has closed significantly from 2022 – 33%.</p> <p><b><u>Other evidence of impact</u></b></p> <ul style="list-style-type: none"> <li>- Showbie is now being used from Y2-Y6, including in The Burrow (SEND provision) to create learning outcomes and support learning.</li> <li>- Broad and balanced curriculum is evident from pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the % of PP pupils reaching greater depth combined, at the end of KS1 and KS2.</li> </ul>

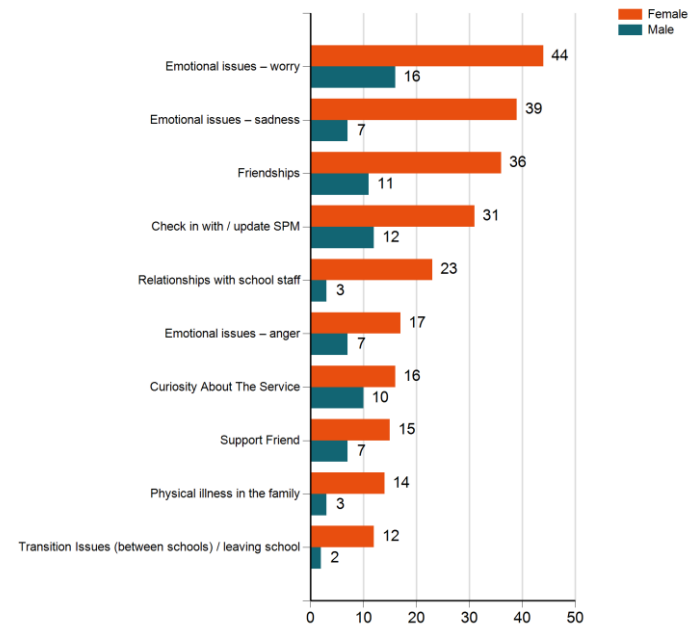


	<p>for reading, maths and GPS for pupil premium pupils in Y6.</p> <ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings</li> <li>• Half termly assessment points</li> <li>• Writing moderation led by KS1 and KS2 writing moderators in school.</li> <li>• New class set of iPads &amp; CPD on use of Padlet/Showbie as interactive learning tool and electronic portfolio of learning.</li> </ul>	books and the school environment.	
<ul style="list-style-type: none"> <li>• To sustain attendance of disadvantaged pupils to ensure it is in line with the national average (96%)</li> </ul>	<ul style="list-style-type: none"> <li>• Family support worker responsible for attendance, and also a DSL (a part of the wider safeguarding team at Warren)</li> <li>• Implementation of Magic Breakfast programme across whole school</li> <li>• Weekly newsletter featuring attendance figures</li> </ul>	<ul style="list-style-type: none"> <li>• There was over a 20% increase on the previous academic year in pupil premium attendance (66% vs 89%).</li> <li>• The amount of pupil premium pupils who were classed as persistent absentees also declined (47 children vs 35 children)</li> <li>• Attendance for Year 3 in the academic year 2021-22 was above 96%.</li> <li>• Pupil premium pupils in all other classes across school did not reach 96% attendance targets, and PP pupils continue to be a vulnerable group, with PP Persistent Absentees being above the national average.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school academic improvement plan target for academic year 2023-24.</li> <li>• Strategic plan for improving attendance across the academic, with particular focus on attendance of persistent absentees, and pupil premium pupils.</li> <li>• Introduction of incentives for attendance</li> <li>• Communication of attendance expectations and how this is promoted around the school site.</li> <li>• Implement tracking system for monitoring of persistent absentees (which will also include pupil premium pupils).</li> </ul>

<ul style="list-style-type: none"> <li>To increase enrichment opportunities for all pupils in order to provide abroad, balanced and aspirational curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Development and implementation of Personal Development offer across the school including: <ul style="list-style-type: none"> <li>Trips for all classes</li> <li>Implementation of enrichment offer termly</li> <li>Implementation of safeguarding curriculum</li> <li>Offer for SEND pupils who are also Pupil Premium</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Extra-curricular club offer has been introduced with up to 7-10 clubs being ran every half term to a variety of different year groups.</li> <li>Enrichment of the curriculum and beyond has significantly improved – pupils can now access trips termly linked to curriculum, additional enrichment such as cinema visits, and a significant increase in the amount of educational visitors to school</li> <li>Links in the community are now much more established – school church ran in school, collection for local food bank, singing in the local community.</li> <li>Theme days to raise awareness, linked to equality, diversity &amp; safeguarding have been held, including: <ul style="list-style-type: none"> <li>The annual Road Safety Quiz <ul style="list-style-type: none"> <li>Knife crime workshops for Year 6 - delivered by local police officers. This promotes healthy relationships with the local police.</li> <li>Mental Health Awareness – Hello Yellow Day</li> <li>Black History Art Exhibition</li> <li>Anti-Bullying odd socks day</li> <li>CO2 Safety workshop</li> <li>Ben Kinsella Knife Crime workshop</li> <li>County Lines workshop</li> </ul> </li> </ul> </li> <li>Pupil premium pupils who access the Burrow (SEND provision) were offered an inclusive enrichment offer, including visits into the city center, the theatre and visits around the local area.</li> <li>Pupil voice included comments regarding after school club offer: <ul style="list-style-type: none"> <li><i>“I like to go to this school because it is fun to go out on school trips with my friends”</i></li> <li><i>“I like kick boxing and want to tell my teacher about what I can do! I can’t wait to get my first kickboxing belt”</i></li> <li><i>“I like the school church”</i></li> <li><i>“All of the after school clubs are amazing”</i></li> <li><i>“I really like football club because it helps with</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Offer extra-curricular activities to pupils in EYFS</li> <li>Widen extra-curricular offer – lots of pupils in pupil voice requested a wider/different range of clubs.</li> <li>Consider offer that can be provided from external providers for clubs</li> </ul>
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		<p><i>my health and strength, and helps me to get better.”</i></p>							
<ul style="list-style-type: none"> <li>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behavior of pupils across school.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Place2Be councilor 2 days a week in school</li> <li>PSHE Scheme implemented from EYFS – Y6 which has mindfulness approach</li> <li>Access to the Nottingham City Mental Health team for any pupil in school – established a key relationship with the team and have been allocated a school practitioner for academic year 2023-24</li> <li>Yoga specialist targeting key pupils weekly</li> <li>Established and implemented a new whole school behavior system</li> </ul>	<ul style="list-style-type: none"> <li>79% of pupils agreed on the L.E.A.D pupil survey that the school encourages pupils to look after their emotional and mental health.</li> <li>7 children have been accessing Place2Be 1:1 sessions during the summer term. 5/7 pupils were pupil premium pupils. Positive impact data for these sessions can be seen below</li> </ul> <table border="1" data-bbox="972 810 1653 906"> <thead> <tr> <th colspan="2">Improvement - SDQ</th> </tr> </thead> <tbody> <tr> <td>% of children / young people have improved mental health according to their teachers:</td> <td>57%</td> </tr> <tr> <td>% of children / young people have improved mental health according to their parents:</td> <td>83%</td> </tr> </tbody> </table> <p><b>Impact on Learning and Engagement</b></p> <div data-bbox="981 948 1585 1072" style="border: 1px solid black; padding: 5px;"> <p><b>Teachers say:</b></p> <p>5 of 7 children / young people were better after coming to Place2Be</p> <p>5 children / young people had difficulties that caused an impact on their classroom learning, 4 improved*</p> <p>2 children / young people had difficulties that caused problems for the teacher or class, 1 improved*</p> </div> <div data-bbox="981 1085 1585 1139" style="border: 1px solid black; padding: 5px;"> <p><b>Parents think:</b></p> <p>5 of 6 children / young people were better after coming to Place2Be</p> </div> <p><small>*these outcomes include only those children whose difficulties had 'Quite a lot' / 'A great deal' of impact on the areas in question at the start of counselling, and their subsequent improvement to the 'Not at all' / 'Only a little' responses, at the end of counselling.</small></p>	Improvement - SDQ		% of children / young people have improved mental health according to their teachers:	57%	% of children / young people have improved mental health according to their parents:	83%	<ul style="list-style-type: none"> <li>Persistent embedding of behavior policy and systems across school.</li> <li>Embedding of Jigsaw PSHE scheme from EYFS-Y6</li> <li>TA to be trained in ELSA and run specific ELSA sessions</li> </ul>
Improvement - SDQ									
% of children / young people have improved mental health according to their teachers:	57%								
% of children / young people have improved mental health according to their parents:	83%								

- Place2Talk service is open to all pupils to access, with most uptake being from pupils of White British ethnicity. Areas that have been discussed in Place2Talk by pupils



since being introduced:

- A comment from the pupil voice survey regarding mental health and wellbeing:

*“The school and its teachers do really good with educating pupils whilst looking after everyone’s mental and physical health. They also do very good with disabilities and keeping students happy.”*



### 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?	£0
What was the impact of that spending on service pupil premium eligible pupils?	We currently have no service pupil premium eligible pupils' in school.