

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 Wood Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Erica Reyes
Pupil premium lead	Erica Reyes
Governor / Trustee lead	David Grundy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,325.00
Recovery premium funding allocation this academic year	£3,154.00
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	£ 70,479.00

Part A: Pupil premium strategy plan

Statement of intent

We aspire for all of our pupils to make at least good or better progress relative to their starting points, regardless of their vulnerability status. Our attendance will be above average and pupil engagement with our curriculum offer will be high.

We have ascertained that social, emotional and mental health issues disproportionately affect our Pupil Premium children. This has been identified as the primary barrier to their learning and is, as such, our main priority with regards to assigning resources. Our children will feel safe, cared for and valued. They will develop sound skills in emotional literacy and regulation and will develop a range of strategies to help with maintaining good mental health. This will, in turn, allow them to better access our curriculum offer and be better prepared for the world beyond our school.

Our vulnerable pupils do not always make the same progress as their peers. We seek to narrow this gap by supporting our pupils in the above areas of attendance and good SEMH in order to ensure that pupils have the best opportunity to attain to the best of their abilities.

We are committed to developing the whole child in preparing them for life beyond the school walls and in society as young people, adults and later on, in the work place. We want to provide a quality education that sees them attain to their potential. We aspire for strong ethical values and good behaviour that will develop future model citizens. We want all of our pupils to be emotionally equipped with the strategies to cope with a range of situations that life will present them with.

All of the areas outlined in this strategy support the above statement of intent.

Challenges

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

Challenge number	Detail of challenge																																		
1	<p style="text-align: center;">Attendance and Punctuality issues</p> <p><i>We want to ensure that our PP pupils have the same high levels of attendance in line with their peers. We want to also ensure that this becomes a positive trend over time and eventually, the norm that all pupils have consistently high attendance. Where difficulties present themselves for some of our PP pupils, we want to identify the barriers to their attendance and work in support with their families to improve attendance. The current and most recent data for this is as follows:</i></p> <p style="text-align: center;">PP Attendance – 2021/22 -94% / Not PP attendance - 96% PP Attendance – 2022/23 – 95% / Not PP attendance – 95%</p>																																		
2	<p style="text-align: center;">Pastoral Care, Emotional Wellbeing and Mental Health/ SEMH</p> <p><i>Over the past two school years, the social emotional and mental health of many pupils throughout school has been severely impacted. Attachment issues are prevalent and school seeks to support our families and their children in order to support the development of good mental health, coping mechanisms and strategies for dealing with anger and de-escalation, grief and healing. Much of the issues presenting themselves can then impact upon the behaviour of individual pupils which can form a barrier to learning or emotional regulation. It was our intention to support those pupils who needed support most for SEMH needs. We would then hope that this would reduce the number of behaviour incidents logged on CPOMS. *(% numbers below show the subheadings used by staff when reporting under the Behaviour Log)</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2021-22</th> <th>CPOMS logged behaviour</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">119</td> <td style="text-align: center;">Number of incidents reported</td> <td style="text-align: center;">81</td> </tr> <tr> <td style="text-align: center;">62.5%</td> <td style="text-align: center;">Physical</td> <td style="text-align: center;">45.5%</td> </tr> <tr> <td style="text-align: center;">66.7%</td> <td style="text-align: center;">Verbal</td> <td style="text-align: center;">46.2%</td> </tr> <tr> <td style="text-align: center;">64.7%</td> <td style="text-align: center;">Emotional</td> <td style="text-align: center;">52.6%</td> </tr> </tbody> </table>	2021-22	CPOMS logged behaviour	2022-23	119	Number of incidents reported	81	62.5%	Physical	45.5%	66.7%	Verbal	46.2%	64.7%	Emotional	52.6%																			
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3	<p style="text-align: center;">Attainment of Disadvantaged pupils versus Non Disadvantaged pupils</p> <p><i>Historically, our disadvantaged pupils achieved in line with or better than their peers. Over the past few years, this has changed significantly with our disadvantaged pupils underperforming their non-disadvantaged peers significantly. School has a rapid improvement plan in place to support a change in this area.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Non-Disadvantaged</th> <th colspan="2">Disadvantaged</th> <th rowspan="2">Narrowing the Gap?</th> </tr> <tr> <th>2021/22</th> <th>2022/23</th> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">72.7%</td> <td></td> <td style="text-align: center;">27.3%</td> <td style="text-align: center;">66.7%</td> <td style="text-align: center;">+39.4%</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">68.2%</td> <td></td> <td style="text-align: center;">36.4%</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">+36.4%</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">50%</td> <td></td> <td style="text-align: center;">27.3%</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">+6%</td> </tr> <tr> <td style="text-align: center;">Combined RWM</td> <td style="text-align: center;">50%</td> <td></td> <td style="text-align: center;">9.1%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">+10.9%</td> </tr> </tbody> </table>	Subject	Non-Disadvantaged		Disadvantaged		Narrowing the Gap?	2021/22	2022/23	2021/22	2022/23	Reading	72.7%		27.3%	66.7%	+39.4%	Writing	68.2%		36.4%	60%	+36.4%	Maths	50%		27.3%	33.3%	+6%	Combined RWM	50%		9.1%	20%	+10.9%
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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
<p>1. To increase disadvantaged pupil's % attendance.</p>	<p>Disadvantaged pupil's attendance will improve with support from the school's attendance team.</p> <p>Pupil Premium pupils attendance to be line with that of their peers.</p> <p>Families will be supported and signposted to agencies who can support them and their child to increase and maintain good attendance.</p>
<p>2. To improve disadvantaged pupils SEMH, emotional regulation and responses that can impact behaviour and/or learning behaviours.</p>	<p>Support the SEMH of all pupils in order to ensure that barriers to learning are addressed and pupils are supported with the appropriate strategies to address SEMH issues.</p> <p>Reduction in incidents relating to SEMH on CPOMS in six monthly timeframes</p>
<p>3. To improve the attainment of disadvantaged pupils and to narrow the gaps in their attainment versus non-disadvantaged pupils.</p>	<p>Adaptive teaching supports learners from all groups and is flexible and responsive to the changing needs of all learners.</p> <p>Data to be forensically analysed in order to identify further gaps/barriers to learning and appropriate support or intervention put in place for pupils.</p> <p>Increase parental engagement for pupil premium pupils to remove potential barriers to learning including attendance and SEMH issues.</p>

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: Total = £ 52,918.09

Breakdown includes:

SENDCO – (2 days per week support across identified classes) - £16,684

LSA – 1:1 support (5 days per week) - £16,443

LSA – 1:1 support (4 days per week) - £12,802

LSA – 1:1 support (1 day per week) - £ 2,725.09

School Led Tutoring - £4,264 (40% not met from Catch Up funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants for 1:1 support for disadvantaged pupils with SEMH where these needs present as a barrier to learning (including direct SENDCO teaching, support and training)	School have always invested most heavily from our school budget in human resources in order to support all children throughout school. Where disadvantaged pupils need support with their SEMH which poses as a barrier to their learning, pupil premium is used to support them further by assigning a 1:1 who will support them in class to access their curriculum learning. They will also ensure the pupil has a one page profile, accesses adaptive teaching and receives full support via the school's universal offer. Where extra support is required such as nurture, social skills or SaLT groups, this is funded from pupil premium.	2
Tutoring costs 1:1 School Led Tutoring – 40% of costs not covered from Catch Up funding.	13 disadvantaged pupils benefitted from School Led Tutoring with a direct focus on Maths to improve standards. 2022 Maths attainment showed an increase throughout school on 2021 result. School Led Tutoring continues to support identified pupils 1 disadvantaged pupil supported with direct tutoring in addition to this.	3

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

Budgeted cost: £15,164.04

Break down includes:

ELSA Training - £1,200

ELSA assistant sessions – (2 days per week) - £146.60 per day x 38 weeks = £11, 141.78

Play Therapist – (1 day per week) - £ 74.27 per day x 38 weeks = £2822.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (Emotional Literacy in Schools Training) for Pastoral Manager</p>	<p>ELSA is an accredited programme run and monitored in schools by Educational Psychologists. They will supervise trained school staff in the delivery of sessions to support pupils SEMH.</p> <p>The research findings indicated that a number of significant factors contributed to the perceived effectiveness of the ELSA project, including the importance of the therapeutic relationship with the ELSA teacher, having a space to talk and think about feelings and building resilience, confidence and self-esteem.</p> <p>This has also had a positive impact upon children's attendance and for vulnerable pupils this is increasing or sustaining at a level in line with national.</p>	<p>2</p> <p>1</p>
<p>Play Therapy sessions for identified pupils with SEMH needs.</p>	<p>PTUK's clinical evidence base, containing over 12,000 cases, shows that between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. The more severe the problem, the higher the percentage of children that show a positive change.</p>	<p>2</p>

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

Budgeted cost: Total =£ 2,411.00

Breakdown includes:

Attendance Team – As part of other roles for HT/DHT/Pastoral Manager/Clerical Assistant - £0

Team Teach Training for whole school staff - £800.00

Tutoring - £760.00

LAC Support – £351.00

ELSA Resources Budget - £500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team to monitor attendance, barriers to attendance and support required to improve attendance	Attendance is forensically monitored throughout school. Our attendance lead, HT, clerical assistant and Pastoral Manager form the Attendance team. They meet half termly to review attendance issues and then concerns are raised termly with the Education Welfare Team. The attendance team are proactive in working with families to improve attendance and address the issues that prove to be barriers to learning. Attendance throughout school is in line or better than national at key points throughout the year.	1
Team Teach Training	Team Teach is an accredited training course attended by all staff working directly with children. It teaches a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours. In developing staff understanding through this training, pupil's emotional and mental health is supported and triggers identified and more effectively handled to meet the needs of each child.	2
Tutoring	Named child received a block of additional tutoring to support learning.	3
LAC Support	Named child received equipment to support with learning.	3
ELSA Resources	Resources purchased to support 1:1 and small group work for ELSA.	2

Total budgeted cost: £ 70,493.13

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 2022-23 academic year.

22% of Pupil Premium pupils in school struggled with their social, emotional and mental health since the pandemic. This has manifested itself in many ways – angry outbursts, emotional trauma and dependency, attachment issues and school refusal. This has led to the higher staff ratios for pupils with high level needs and for extra support staff to be employed to meet the needs of these pupils. The school SENDCO has led whole school staff training on Emotional Regulation to best support pupils. One of our Teaching Assistants undertook training to become a Play Therapist and is now fully qualified to practise. Whilst they undertook their clinical training, they supported pupils and parents whilst in school for play therapy sessions. A work space was invested in and built in school grounds to best support this practice and the needs of our pupils.

SENDCO support for parents and staff since the pandemic has evolved over time and operated on many levels. Parents have required and requested support. The SENDCO has worked closely to support parents on a global scale, sharing information to the whole school community, to support those who may not reach out. This has taken the form of training, support groups and information sent virtually to be accessed at the convenience of the individual. It has also taken the form of one to one meetings for discussion and to reach clarity and agreement of the next steps required or small group or drop in sessions to best support parents. The SENDCO also now supports vulnerable children over several days each week where the greatest need is identified. This supports learning in classes to take place whilst children with high need or in crisis are supported in small groups or 1:1.

Restorative Practices training and Team Teach training have been accessed by senior leaders and all staff in order to enhance the level of emotional support given to all pupils, the toolkit to restore and repair damaged relationships and support de-escalation and crisis strategies.

ELSA (Emotional Literacy Support Assistant) training was accessed by the Pastoral Manager who is offering sessions of support to identified pupils. An overview of this training has also been shared with all staff for their awareness and understanding of the ELSA programme.

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

ELSA (Emotional Literacy Support Assistant training)

Team Teach

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?	<p>£335 received for one pupil.</p> <p>This was used towards pastoral support and care due to the emotional needs of the child. This presented in terms of attachment issues, the child being in need of support on the way into school in the mornings and a period of adjustment prior to home time. They were granted supported access to a quiet area called the Den where the pupil can talk to the Pastoral Manager about their feelings and emotions, carry out some structured work if required or just be supported according to their needs. The child concerned is now also accessing ELSA support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The need to access and use the Den has reduced in terms of number of times used. The pupil has a clearer understanding of their own emotional regulation and can now identify when she needs support. The child is now accessing ELSA support.</p>

Further information (optional)

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