

## 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	424
Proportion (%) of pupil premium eligible pupils	11.55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Erica Reyes
Pupil premium lead	Erica Reyes/Dan Toye
Governor / Trustee lead	David Grundy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,665.00
Recovery premium funding allocation this academic year	£3,190.00
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	£ 79,855.00

# 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.*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality issues PP Attendance – 93.1%/Not PP attendance was - 95.6
2	Emotional Wellbeing and Mental Health/ SEMH
3	Learning Support and Pastoral Care

## 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
Increase Pupil Premium % attendance	Pupil Premium pupils attendance to be line with that of their peers.
Improve Pupil Premium pupils SEMH	Reduction in incidents relating to SEMH on CPOMS in six monthly timeframes
Increase pupil engagement and progress through increased parental engagement and support	Increase parental engagement for pupil premium pupils to remove barriers to learning

## 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 = £ 9, 420.82**

**1 x Intervention Teacher - £4,631.82**

**1 x TLR – £4,789.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teaching and support	Teacher – 1 full day interventions to support PP pupils	3 – Learning support and Pastoral Care
Mentoring and supporting ECT and those who started career during pandemic	Staff to support ECT/staff who are currently experiencing their first complete year of teaching since the pandemic. Supporting and developing understanding of Teachers Standards to support all pupils inclusively.	3 – Learning support and Pastoral Care

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

**Budgeted cost: Total = £ 50,783,56**

**1 x LSA - £15,069**

**1 X LSA - £15, 339**

**1 X Pastoral Manager - £5,000**

**1 x TA – 10.5 hrs - £3,986.20**

**1 x TA – 7.5 hrs - £11,389.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support and Pastoral Care	1:1 LSA – SEMH 1:1 LSA – SEND Both PP Pastoral Manager	3 – Learning support and Pastoral Care
Intervention teaching and support	Small group and 1:1 interventions across all key stages 5 Teaching Assistant interventions support 1 TA – 10.5 hrs 4 TA – 7.5 hrs	3 – Learning support and Pastoral Care

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

Budgeted cost: £ 479.28

**Attendance Champion/DHT/Pastoral Manager/Administrative support for attendance meetings**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Half Termly attendance meetings with school attendance team and follow up meetings with EWO	Attendance Team Proactive approach Attendance Policy Letters supportive Meetings – Attendance Champion EWO	1 - Attendance
Emotional Wellbeing and Mental Health/ SEMH support Play therapy Counselling (10/36 27.7%)	More than 1/5 PP children have SEMH issues Behavioural issues Primary Jigsaw/ Great Minds Together/Talk, Listen, Change Payment for school residential for pupils	2 - Emotional Wellbeing and Mental Health

**Total budgeted cost: £ 60,683.66**

## 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. Staff at all levels monitored the performance of all pupils, and have highlighted that whilst all pupils emotional needs were supported and catered for across the school, 22% of Pupil Premium pupils 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. We have also accessed whole school staff training on Emotional Regulation to best support pupils. We have also employed a trainee Play Therapist who is currently undertaking clinical training and supporting pupils and parents whilst in school for play therapy sessions. We are investing in a work space to be built on the school grounds to best support this practice and the needs of our pupils.

SENDCO support for parents and staff since the pandemic has 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.

### 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
Play Therapy	Leeds Beckett University

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>£320 received for one pupil.  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.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<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.</p>

**Further information (optional)**

--