



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	Warboys Primary Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Becky Ford
Pupil premium lead	Beccy Roebuck
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,460.00
Recovery premium funding allocation this academic year	£12,760.00
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	£126,220.00



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve ambitious attainment targets across all subject areas. It is our intent that disadvantaged pupils achieve in line with their peers and make a successful transition into their next phase of education upon leaving.

High-quality teaching is at the heart of our approach, with a focus on delivering an ambitious Literacy and Numeracy curriculum. Securing early reading skills is made a high priority, so there is a strong emphasis on delivering an effective Phonics programme, particularly for disadvantaged pupils.

Accurate assessment and secure understanding of individual pupils' needs leads to the identification of specific barriers and action plans to address these.

Pastoral care and forming strong relationships with trusted adults are a key part of our provision for all pupils but more specifically for our disadvantaged pupils. By supporting the social and emotional well-being of pupils, we ensure they can benefit fully from the curriculum and the experience of being part of a community.

Our provision also considers the wider development of pupils to ensure they have the opportunity to engage with a full range of experiences and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor vocabulary and low attainment in phonics which impacts negatively on progress in reading and writing in subsequent years.</p> <p>67% of the disadvantaged children in Y3 (21/22) passed the phonics screening check in Y2 (20/21). Only 38% of the disadvantaged children in Y2 (21/22) passed the phonics screening check in December 2021. 50% of the disadvantaged children in Y1 (21/22) are predicted to pass the phonics screening check in 2022.</p>



2	<p>Lack of parental engagement and support, low aspirations.</p> <p>Parents events and consultations are poorly attended by parents of disadvantaged children. Support for homework is poor and children are rarely encouraged to engage in additional independent tasks at home to support their learning.</p> <p>Average attendance for disadvantaged children is 93% however 10% have attendance < 85%.</p>
3	<p>Social, Emotional and Mental Health issues leading to behaviour which impacts negatively on learning and progress.</p> <p>71% of pupils identified with SEND are also disadvantaged pupils. Observations, assessments, and discussions have identified social and emotional issues as a factor having a negative impact on the attainment of this group of pupils. 64% of school sessions missed as a result of fixed term exclusions over one academic year are associated with disadvantaged pupils.</p>
4	<p>Impact of lost learning because of COVID including the personal development of pupils.</p> <p>National studies and our own observations have shown that the education and well-being of disadvantaged pupils has been negatively impacted as a result of the pandemic. This is to a greater extent than the impact on other pupils linked to the challenges already outlined in number 2 above. This has resulted in increased gaps and pupils falling further behind age-related expectations. The attainment of this group of pupils is significantly lower than those for non-disadvantaged pupils.</p>
5	<p>Inequality between pupils of opportunity and resources.</p> <p>Pupils from a disadvantaged background have less opportunities to experience extra-curricular activities and have less access to life experiences which support and further their learning. Through talking to pupils and their families it is apparent that disadvantaged pupils have fewer experiences and opportunities in comparison to their peers.</p> <p>Only 1/3 of the pupils receiving peripatetic music lessons are from a disadvantaged background.</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
Pupils will achieve in line with their peers in school and compared with national data.	Teachers will identify pupils who need to make accelerated learning and they will be grouped accordingly. Most disadvantaged pupils will make accelerated progress to narrow the gap with their peers.
Pupils will demonstrate positive attitudes to learning and engage fully with the curriculum.	Behaviour logs will show a reduction in the number of disruptive behaviours recorded. Attendance data for disadvantaged pupils will be in line with their peers. In lessons learning behaviours are clearly shown by disadvantaged pupils and they will be represented in the winning mastery teams. Pupils will discuss their learning with enthusiasm and demonstrate a desire to reach aspirational targets.
Pupils will not be disadvantaged by a lack of parental engagement	All disadvantaged pupils will have the same opportunities as their peers. Club registers will show that disadvantaged pupils are attending clubs and music lessons. Disadvantaged pupils will be given opportunities to attend educational and residential trips.

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: £108,357.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of McKie Mastery approach	EEF teaching and learning toolkit identifies the strategies that underpin this approach. Metacognition and Self-Regulation, Reading Comprehension, Feedback, Mastery Learning, Collaborative Approaches, Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 and 4
Lead learning Mentor	EEF teaching and learning toolkit identifies the strategies that underpin this approach. Mentoring, behaviour interventions and social and emotional learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 and 3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions	EEF teaching and learning toolkit identifies this as an intervention with moderate cost and impact but linked to the McKie Mastery approach, this increases the impact. Specific strategies are underpinned by: Oral language interventions (NELI) Attention Bucket, Better Reading Partnerships, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3 and 4



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

Budgeted cost: £15,412.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NLP4 Kids £8412	Proven to reduce anxiety and depression in Young People. Research evidence can be found on the NLP4 Kids website: https://nlp4kids.org/research-project-results/	2 and 3
Extra-curricular activities £1000	Report released by the Social Mobility Commission recommends that schools should increase their capacity to make extra-curricular opportunities available to disadvantaged pupils. https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	5
Educational Visits £5000	In line with the reports above and below, schools should try ensure that disadvantaged pupils have opportunities to engage with enrichment opportunities and develop a sense of belonging.	5
Support for families £1000	This DFE report 'Mental Health and Behaviour in Schools' outlines the important link between these aspects and the attainment of pupils. The protective factors that schools put in place including a 'sense of belonging' can lead to pupils improved feelings of belonging and therefore better academic outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf	5

Total budgeted cost: £126,769.87



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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years. Partial closures have significantly affected many of the pupils eligible for pupil premium. An analysis of engagement with home learning showed that only 38% of the home-based disadvantaged pupils were engaging with online learning. 20% of home-based disadvantaged pupils did not post any work on the school's learning platform. Specific support and welfare calls were made regularly to these disadvantaged pupils by SLT and safeguarding leads. Loan iPads and laptops were delivered to pupils with technological barriers but this had a minimal impact on engagement. Therefore the desired outcomes from the previous strategy were not fully realised and gaps have widened.

The McKie Mastery approach was implemented with COVID restrictions. Children were not able to move across the school so groups were confined to bubbles which minimised the impact of the approach. With the removal of bubbles the children will be able to be grouped according to their needs and will get the appropriate curricular provision.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have identified a need for further support this year and a Lead Learning Mentor has been appointed to continue this work.

Externally provided programmes

Programme	Provider
One to one therapy and coaching	NLP4 Kids