



## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	335
Proportion (%) of pupil premium eligible pupils	25.67%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Becky Ford
Pupil premium lead	Sally Pawley
Governor / Trustee lead	Nick O’Connor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (COVID Catch up)	£10,757
<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	£152,027

## 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 their best outcome and make a successful transition into their next phase of education.

High-quality teaching is at the heart of our approach, with a focus on delivering an ambitious Literacy and Maths 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 can ensure they benefit fully from the curriculum and the experience of being a valued part of an inclusive community.

Our provision also considers the wider development of pupils to ensure they can 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>46.7% of Year 1 disadvantaged pupils achieved the expected standard in Phonics. This is 15.8% lower than the national disadvantaged pupils.</p> <p>21.4% of Year 2 disadvantaged pupils achieved the expected standard in Reading. This is 30.1% lower than disadvantaged pupils nationally.</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. 34% of disadvantaged children only had a parent attend one out of the two parent consultations in the 2021-22 academic year (14.8% of those children also have special educational needs). For 8.5% of disadvantaged children, no parent attended their consultation meetings with a teacher during 2021-22.</p> <p>Staff report that support for homework among disadvantaged children is disproportionately poor and children are rarely encouraged to engage in additional independent tasks at home to support their learning.</p>
3	<p>Social, Emotional and Mental Health issues leading to behaviour which impacts negatively on learning and progress.</p> <p>31.9% of disadvantaged pupils also have identified SEND, this is 5% higher than national. Observations, assessments, and discussions have identified social and emotional issues as primary or co-occurring difficulties having a negative impact on the attainment of this group of pupils. (24% of PPG also have identified SEMH needs) 41.5% of children identified with special educational needs are also identified as disadvantaged.</p> <p>88% of school sessions missed because of fixed term exclusions over one academic year are associated with disadvantaged pupils. All of these fixed term exclusions are associated with six pupils who are also children with SEND.</p> <p>Fixed term suspensions for disadvantaged pupils, at 19.7% of the whole school population, were 10.1% above national in 2021-22. (66 sessions of fixed term exclusions, were given to 7 children among a population of 335.)</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 because 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 disadvantaged pupils is significantly lower than non-disadvantaged pupils.</p>



5	<p>Inequality between pupils of opportunity and resources.</p> <p>Pupils from a disadvantaged background have fewer 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>This school's disadvantaged pupil rate is 6.6% higher than National, with boys showing at 10.4% higher than the National rate.</p>
6	<p>Attendance and general well-being of disadvantaged pupils. Families who are experiencing a range of increasing pressures at home, leading to depression and poor mental health</p> <p>27.7% of the total number of disadvantaged pupils have attendance below 90% and 18.8% are below 85%. This is an increasing year on year trend.</p> <p>Disadvantaged pupils have an overall absence of 7.6% This is 0.1% higher than national and 2.8% higher than school non-disadvantaged pupil absence.</p> <p>School's disadvantaged pupils' persistent absence has increased to 25.5%. which is 8.7% above our non-disadvantaged pupils.</p> <p>3.1% of disadvantaged pupils are persistently absent. This is 2.3% above national average for disadvantaged pupils and a rising trend, placing school at 94<sup>th</sup> percentile for severe persistent absence.</p> <p>Authorised absence is at 6.7%, 1.2% above national for the same cohort.</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 or above their peers in school and compared with national data.	Teachers will identify pupils who need to make accelerated learning and there will be effective interventions in place to facilitate accelerated progress.



	<p>Most disadvantaged pupils will make accelerated progress from their starting points and outcomes will demonstrate that the proportion of disadvantaged pupils working at or above age-related expectations is in line with or above national comparators.</p>
<p>Pupils will demonstrate positive attitudes to learning and engage fully with the curriculum.</p>	<p>Behaviour logs will show a reduction in the number of disruptive behaviours recorded and there will be a reduction in the number of suspensions for disadvantaged pupils.</p> <p>Attendance data for disadvantaged pupils will be in line with their peers.</p> <p>In lessons learning behaviours are clearly shown by disadvantaged pupils and they will be represented in the winning mastery teams.</p> <p>Pupils will discuss their learning with enthusiasm and demonstrate a desire to reach aspirational targets.</p>
<p>Pupils will have access to a wide range of enrichment experiences and opportunities.</p>	<p>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. They will be supported with reading and homework.</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: £102,567.60

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2 and 3

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

Budgeted cost: £7000

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, <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3 and 4
School-led Tutoring	EEF teaching and learning toolkit identifies the strategies that underpin this approach. Small group tuition. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2, 3 and 4

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

Budgeted cost: £42,459.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
NLP4 Kids £7214.40	Proven to reduce anxiety and depression in Young People. Research evidence can be found on the NLP4 Kids website: <a href="https://nlp4kids.org/research-project-results/">https://nlp4kids.org/research-project-results/</a>	2 and 3
Think for the Future £8325	Behaviour and Resilience Mentoring, delivered alongside and enhancing the PSHE curriculum to support children's wellbeing and develop positive choices. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Review2_Resilience_in_schools_health_inequalities.pdf">Review2_Resilience_in_schools_health_inequalities.pdf</a> ( <a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a> )	2, 3 and 6
Extra-curricular activities £5700 Lunchtime and after school clubs YDP £9120	Report released by the Social Mobility Commission recommends that schools should increase their capacity to make extra-curricular opportunities available to disadvantaged pupils. <a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a>	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. See Ofsted framework 2021 re outdoor learning	5
Support for families £2000	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. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</a>	5
Alternative Provision £11400	The opportunity to learn in different environments is valuable for all children. For some, a different environment offers a fresh way of engaging with peers, skills, emotional wellbeing which enables a reset into mainstream everyday education through developing self confidence and reliance, resilience to challenge and offering success in less traditional fields to children who have been highly anxious, dysregulated or disengaged. See Ofsted framework 2021 re outdoor learning	1 - 6

**Total budgeted cost: £152,027.00**



## 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 2021 to 2022 academic year.

Internal assessments during 2021-22 suggest that the trend identified in the previous reporting period of declining performance for disadvantaged pupils has continued, with on-going rises in SEMH, food bank use and reported anxiety. The loss of learning identified for disadvantaged pupils through partial closures in 2020-21 in the previous report has impacted achievement levels going forward. This trend is reflected nationally but has had a greater impact in Warboys than in many schools, perhaps linked to the higher than national average overlap between SEN and PPG. With many PPG families not having their own transport and public transport links being poor, wider social experiences have also been impacted. One Year 3 child had never been anywhere without his mother, others are anxious in class size groups. Where additional and alternative support has been commissioned, the needs of pupils accessing it has been identified as needing higher level, intense support.

Gaps have continued to widen between disadvantaged and non-disadvantaged pupils at school, however poorer phonics outcomes at school are mirrored by a declining trend across Cambridgeshire. Year 1 disadvantaged children's outcomes in phonics are improving at WPA whilst outcomes for the same cohort are still declining across Cambridgeshire. (Working at and above +30%. Average phonics mark WPA +8.5%, while Cambs is still declining.)

Wellbeing and pupil behaviour are still significant themes. We have developed a Nurture hub to address needs, the SENDCo, Lead Learning Mentor, and Pastoral Support Lead working with support from the Specialist Teaching Team. Additional, nurturing groups encourage the development of social skills and resilience to challenge, with outdoor and co-operative activities. Pupil voice suggests pupils value these sessions and are better able to concentrate in class after them.

Children are grouped now according to their needs for maths and Literacy, and where change or movement between groups has been identified as a source of anxiety, the approach has been modified.

Alternative Provision was offered to three children. They began to present with less extreme wellbeing issues and the AP coincided with reduced incidents of fixed term exclusion for them. One made a successful start at a special school, one is now working with support, with peers and largely in class. 1-1 counselling input from





NLP4kids has resulted in some key children beginning to apply taught strategies and showing indications of trying to self-regulate their emotions.

PPG funding was targetted for disadvantaged children for educational and residential visits, clothes, shoes and wider inclusion. Pupil voice suggests that children value being able to take part alongside peers. Full participation in school activities led one child to go out of his way to spontaneously thank several members of staff as he thought he would never have the opportunities offered. Parental requests for financial support have increased while “voluntary donations” to support enrichment have declined.

Work with the Mintridge Foundation continues to encourage raised aspiration and resilience across the wider school community and offer “ambassador” opportunities for two key children to develop confidence and leadership.

38% of pupils receiving peripatetic music lessons are described as disadvantaged. Lessons are bespoke to their needs. Across school, 3.8% of non-disadvantaged children receive music tuition, while 9.7% of disadvantaged children have taken this opportunity.

## Externally provided programmes

Programme	Provider
One to one therapy and coaching	NLP4 Kids
Behaviour and Resilience Mentoring	Think for the Future
Teamwork and resilience through sport, also bespoke Alternative Provision for groups and individuals	Youth Dreams Project
Teamwork, resilience and aspiration mentoring for groups and individuals	Mintridge Foundation