



## Pupil premium strategy statement

This statement details our school’s use of pupil premium 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	322
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stuart Mallott
Pupil premium lead	Beccy Roebuck
Governor / Trustee lead	Nick O’Connor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,585
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	£126,585
National Tutoring Programme	£5,900

## 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>50% of the disadvantaged children in Y1 (22/23) passed the phonics screening check in June 2023. 57% of the disadvantaged children in Y1 (23/24) are predicted to pass the phonics screening check in 2024.</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</p>



	<p>rarely encouraged to engage in additional independent tasks at home to support their learning.</p> <p>Average attendance for disadvantaged children is 89.7% 41% of disadvantaged children have persistent absence of 10% or more missed sessions.</p>
3	<p>Social, Emotional and Mental Health issues leading to behaviour which impacts negatively on learning and progress.</p> <p>42% of pupils identified with SEND are also disadvantaged pupils. The majority of this group have SEMH needs. 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.</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.	<p>Teachers will identify pupils who need to make accelerated learning and they will be grouped accordingly.</p> <p>Most disadvantaged pupils will make accelerated progress to narrow the gap with their peers.</p>
Pupils will demonstrate positive attitudes to learning and engage fully with the curriculum.	<p>Behaviour logs will show a reduction in the number of disruptive behaviours recorded.</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>
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 <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: £ 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, <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



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

Budgeted cost: £15,412.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities £1000	<p>Report released by the Social Mobility Commission recommends that schools should increase their capacity to make extra-curricular opportunities available to disadvantaged pupils.</p> <p><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></p>	5
Educational Visits £5000	<p>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.</p>	5
Support for families £1000	<p>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.</p> <p><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></p>	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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

#### KS1 Outcomes

Phonics screen 50% of disadvantaged pupils passed the phonics screen check. This is a increase of 3% compared to the previous year.

22% of disadvantaged pupils achieved the expected standard in reading – This is a increase of 9% compared to the previous year.

0% of disadvantaged pupils achieved the expected standard in writing – There is no change from the previous year.

28% of disadvantaged pupils achieved the expected standard in maths – This is a increase of 28% compared to the previous year.

#### KS2 Outcomes

69% of disadvantaged pupils achieved the expected level in Reading.

62% of disadvantaged pupils achieved the expected level in Writing.

69% of disadvantaged pupils achieved the expected level in Maths.

62% of disadvantaged pupils achieved the expected level in Reading, Writing and Maths combined -

In the Multiplication Times table check, 29% of disadvantaged pupils passed the check.

### Externally provided programmes

Programme	Provider
Wellbeing and nurture	Think For the Future



**Warboys Primary**  
Academy

