

## Warren Park Primary's Pupil premium strategy statement 2017/18

What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals (FSM), those who are Looked After Children (LAC) and those who are from service families. This is because the DfE has recognised that a good education is the key to improving young people's life chances. Pupil Premium provides additional funding specifically linked to the objective of boosting pupils' attainment.

The Pupil Premium, using additional resources from outside the school's budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The DfE has agreed that it is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils within the school. As a school, we dedicate a significant proportion of our pupil premium allocation directly into ensuring all pupils receive high quality teaching and learning. However, we also recognise that some children have significant barriers to learning and that those children and their families may require additional support to overcome those barriers. Therefore some of our Pupil Premium resource is spent on providing support in those areas. Our overall goal is to give all our pupils equal opportunities to achieve their full potential, academically and socially, through access to high quality academic, cultural, sporting and nurturing opportunities and support.

<b>1. Summary information</b>				
<b>School</b>	Warren Park Primary			
<b>Year</b>	2017/18	<b>Total PP budget</b>	<i>£229,340</i>	<b>Date for next internal review of this strategy</b> March 18
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	<i>171</i>	

<b>2. Barriers to future attainment</b>		
<b>In-school barriers</b>		
<b>A.</b>	Speech, Language and Communication (S,L&C) skills in EYFS are generally lower for Pupil Premium children. This is identified through oral language assessment and baseline data during the EYFS stage. Therefore S,L&C support continues throughout KS1 and into LKS2.	
<b>B.</b>	Warren Park is an oversubscribed, two form entry, larger than average sized primary school set in the Leigh Park estate and has the highest level of deprivation in Hampshire. As such there can be lack of high aspirations, as evidenced through our Creative Life skills programme.	
<b>C.</b>	Personal, Social, Emotional and Behaviour skills in EYFS are generally lower for Pupil Premium children. This is driven through our entry data during the EYFS stage. Therefore PS,E&B support continues throughout KS1 and KS2 facilitated through a dedicated well-being and ELSA team.	
<b>External barriers</b>		
<b>D</b>	Warren Park is centred within a deprived ward in the Hampshire district. Warren Park aims to support families who struggle to provide breakfast for their children in addition to supporting our working families.	
<b>E</b>	Due to the high level deprivation, we aim to provide an enriched curriculum within school in addition to a range of subsidised opportunities to enhance children's life experiences.	
<b>F</b>	Parents of all PP children are given the opportunity to access support networks through the HSLW and outside agencies. All parents will have access too key information at all times, in a way which is accessible to them.	
<b>G</b>	Parents sometime struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.	
<b>3. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>

<p><b>A.</b></p>	<p>Improve Speech, Language and Communication skills for pupils eligible for Pupil Premium in EYFS and continue support through LKS1.</p> <p>Data will be driven through baseline entry data during EYFS. This will continue to be monitored in line with the school assessment policy.</p>	<p>Children identified with S,L&amp;C difficulties during the EYFS stage will then have the opportunity for personalised provisions in order to narrow the gap between Pupil Premium and non Pupil Premium children.</p>
<p><b>B.</b></p>	<p>To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through school council and pupil surveys.</p>	<p>Surveys will indicate that pupils levels of aspirations and resilience will have improved by the end of KS2. This will also be evidenced through Creative Life skills lessons.</p>
<p><b>C.</b></p>	<p>P,S,E&amp;B barriers will not continue to impact on learning, affecting children's attainment. During the EYFS stage, all children will be assessed using the foundation stage profile to achieve a baseline for P,S &amp;E.</p> <p>Our behaviour policy is used to implement procedures.</p>	<p>Pupil Premium children are all able to access the well-being and ELSA team, therefore diminishing P,S,E&amp;B barriers, so as not to inhibit attainment.</p>
<p><b>D.</b></p>	<p>Warren Park is centred within a deprived ward in the Hampshire district. Warren Park aims to support families who struggle to provide breakfast for their children in addition to supporting our working families.</p>	<p>We will provide all the children with the opportunity to access breakfast club, free of charge. This will also lead to improved attendance.</p>
<p><b>E.</b></p>	<p>All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips.</p> <p>All children, who require it, will have access to subsidised after school club and holiday scheme. A record will be kept of all children who attend these opportunities.</p>	<p>All Pupil Premium children will have the opportunity to access enhanced life opportunities both inside and outside of school and be able to draw upon these skills within their learning.</p> <p>Children will leave Warren Park as successful learners, confident individuals and responsible citizens, who have the resilience to embrace life at secondary school and beyond.</p>

	All children will have access to an enriched curriculum, which includes out Outdoor Classroom and Creative Life Skills curriculum.	
<b>F.</b>	Parents of all Pupil Premium children are given the opportunity to access support networks through the HSLW and outside agencies. All parents will have access to key information at all times, in a way which is accessible to them.	Warren Park will endeavour to have an open door policy as a route for communication. Members of all year teams are on the playground pre & post school, in addition to the HT & DHT. Parents who struggle to read are supported and the website is updated regularly.
<b>G.</b>	Parents sometime struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.	HSLW will continue to monitor whole school attendance, including that of vulnerable groups. Suitable provisions will be put in place to support attendance of those students whose attendance falls below that of national average in line with Warren Park's attendance procedure policy.

#### 4. Planned expenditure

Year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Speech, Language and communication skills in EYFS are generally lower for Pupil Premium children than non Pupil Premium children. This is identified through oral language assessment and baseline data during the EYFS stage. Therefore S,L&amp;C support continues</p>	<p>All children will be taught within smaller groups. This will look different throughout the school in response to the various needs of individual children or the needs of a year group.</p> <p>Children who have been identified to have a delay in an element of Speech,</p>	<p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.</p>	<p>Through regular pupil progress meetings, children who are struggling will be identified at regular intervals in line with our assessment policy.</p> <p>Through constant assessment – teachers can request a referral to one of the following in house provisions:</p> <p>NHS Speech Therapist Speech and Language Teacher</p>	<p>SENCo</p> <p>Year group leader.</p> <p>Key Workers:</p> <p>Lauren Edwards</p> <p>Rachel May</p> <p>Julie Emmerson</p>	<p>March 18.</p>

throughout KS1 and into LKS2.	Language or Communication, will have access to a range of additional support.		Speech and Language LSA		
<p>B.</p> <p>To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through school council and pupil surveys.</p>	<p>All children will have fortnightly Creative Life skills sessions and taught sessions in the outdoor classroom, where life skills are explicitly taught and developed.</p>	<p>Through research, staff training, and CPD, evidence has illustrated that; "If children's emotional needs are met then they can focus on academic needs" – John Hattie's research.</p>	<p>Pupil Premium champions from the Progress Team will be attending Hampshire's 'Teaching the Hard to Teach' course with a Pupil Premium focus. This will then be disseminated appropriately throughout Progress Team, staff meetings and general training sessions.</p> <p>The school will invest in CPD with regard to attachment training – which will support techniques to raise staff awareness and good practice within the school.</p> <p>The school council will do a questionnaire on</p>	<p>SENCo</p> <p>James Wood</p> <p>Chris Ayling PHSE leader.</p> <p>ODC Leader</p>	<p>March 18.</p>

			children's view of school and how they feel.		
<p>C. P,S,E&amp;B barriers will not continue to impact on learning, affecting children's attainment. During the EYFS stage, all children will be assessed using the Foundation Stage Profile to achieve a baseline for P,S&amp;E.</p>	<p>Children to be taught in smaller groups, based upon a three teacher model. LSAs will be deployed to best suit and respond to the needs to our vulnerable children.</p>	<p>Through research and data trends, our rationale has always been to provide children with smaller teaching groups, through the use of teachers, HLTAs and LSAs. Research conducted by the EEF, suggests that smaller teaching groups, with high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>In line with the school's assessment policy, children's progress and attainment will be monitored through four data drops across the academic year. Year group leaders and teaching teams are given the opportunities to analyse key data, including that of our vulnerable groups, before Pupil Progress meetings take place. With the presence of the SENCo, core subject leads and LSAs– areas of difficulties will be able to identified and provisions disseminated quickly.</p>	<p>HT &amp; DHT  SENCo  Year group leaders.  Subject Leads  SML</p>	<p>March 18.</p>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>A. Speech, Language and Communication skills in EYFS are generally lower for PP children than Non PP children. This is driven through oral language assessment and baseline data during the EYFS stage. Therefore S,L&amp;C support continues throughout KS1 and into LKS2.</p>	<p>There are three levels of Speech &amp; Language support in the school overseen by the Speech and Language Therapist and Speech and Language Teacher:</p> <ul style="list-style-type: none"> <li>-Universal level (strategies for whole school)</li> <li>Targeted caseload jointly managed by SALT. and Speech &amp; Language Teacher</li> <li>Specialist caseload of complex children who need regular therapy with S.L.T.</li> </ul>	<p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.</p> <p>As a school we realise that limited intervention will not be enough to overcome learning barriers, therefore a sustained approach has been embedded across the key stages. This will help develop vocabulary, which in turn, should open the doors for accessibility into the wider curriculum.</p>	<p>Through regular PPA meetings, SENCo support and Pupil Progress meetings, staff supporting Speech, Language and Communication difficulties can be targeted for provisions and interventions. Children can be referred to the NHS SALT through the instruction of the parents and year teams can liaise with the SENCo for further provisions.</p>	<p>Year group leaders &amp; SENCo NHS Speech and Language Therapist. S&amp;L Teacher S&amp;L LSA</p>	<p>March 18.</p>
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<p>B. To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through school council and pupil surveys.</p>	<p>To raise resilience and aspirations throughout the school, in addition to Creative Life skills and the Outdoor Classroom, we have employed 3 ELSAs. The ELSA team work with children, who due to external factors, struggle to access the curriculum within the classroom context and/or may present challenging behaviour. These children will have access to a personalised ELSA programme</p>	<p>Research from John Hattie's research has shown that 'If children's emotional needs are met then they can focus on academic needs'.</p> <p>In an area of high deprivation, low aspirations and low employment, our children often have complex emotional needs. Our well-being and ELSA team are there to support our children accordingly.</p>	<p>All teaching staff must refer pupils meeting the ELSA criteria to the Wellbeing team. Such support must be recorded on a provision map for each year group and discussed through regular Pupil Progress meetings.</p>	<p>SENCo</p>	<p>March 18.</p>
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<p>C. P,S,E&amp;B barriers will not continue to impact on learning, affecting children's attainment. During the EYFS stage, all children will be assessed using the Foundation Stage Profile to achieve a baseline for P,S&amp;E.</p>	<p>Children will be taught in smaller groups with teacher and LSA support. Adults will be deployed across the school based on the need of individual children or targeted groups.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions and class sizes, with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Following the school's assessment policy, data will be collected at 4 key points throughout the year. Progress, specifically related to P,S,E&amp;B, will be closely monitored through data at Pupil Progress meetings.</p>	<p>Year group leader.  SLT  SENCo.</p>	<p>March 18.</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>D. Warren Park is centred within a deprived ward in the Hampshire district. Warren</p>	<p>Parents of vulnerable groups will be targeted, allowing children to access the</p>	<p>In line with research from Healthy Schools, our breakfast club aims to offer:</p>	<p>Attendance registers are used to monitor parental uptake of the breakfast club. Data will be analysed accordingly.</p>	<p>Deputy Head.</p>	<p>March 18</p>

<p>Park aims to support families who struggle to provide breakfast for their children in addition to supporting our working families.</p>	<p>schools wider services.</p>	<ul style="list-style-type: none"> <li>• an opportunity for pupils and staff to eat breakfast, in a stimulating environment;</li> <li>• have a positive effect on pupils' concentration and performance throughout the day;</li> <li>• to help improve pupil attendance and punctuality;</li> <li>• to help lead to better social interaction and skills between pupils;</li> <li>• to improve pupils' motivation and self-confidence through relationships with adults other than teachers;</li> <li>• to help low income families by providing a free of charge service.</li> </ul>			
<p>E. All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips.</p>	<p>EYFS &amp; KS1 children will be able to access the school trip to the pantomime.  Teachers &amp; Office staff will be proactive in</p>	<p>Extra curriculum activities benefit children's well-being.  Children need to be able to have a rich and engaging curriculum with equal access to improve future life chances.</p>	<p>KS1 &amp; EYFS leaders will organise a school trip to see a pantomime.  Teachers and Office staff to support outreach to PP parents.  Record of subsidies given</p>	<p>KS1 &amp; EYFS leaders  Finance Manager  Jo Tester</p>	<p>December 17  March 18</p>

<p>All children, who require it, will have access to subsidised after school club and holiday scheme. A record will be kept of all children who attend these opportunities.</p> <p>All children will have access to an enriched curriculum, which includes out Outdoor Classroom and Creative Life Skills curriculum.</p>	<p>identifying parents who may need assistance.</p>	<p>This extends to the outdoor classroom where children can experience the classroom in a different environment and in a kinaesthetic way.</p>	<p>The school council will do a questionnaire on children's views of the school and how they feel.</p>	<p>Stuart Dickinson</p>	
<p>F. Parents of all PP children are given the opportunity to access support networks through</p>	<p>Target action to parents of PP children offering support and opportunities</p>	<p>Through direct contact with parents, HSLW is able to provide addition support to those parents who may have</p>	<p>All contact with parents is recorded through CPOMs, including any actions taken or support offered.</p>	<p>HSLW</p>	<p>This will be consistently reviewed throughout the year.</p>

<p>the HSLW and outside agencies. All parents will have access to key information at all times, in a way which is accessible to them.</p>	<p>through sign-posting and referrals to the appropriate agencies/ support networks</p>	<p>needs which inhibit those accessing key services.</p> <p>The DHT and SENCO offer outreach programs within school to support parental engagement.</p>			<p>Attendance is monitored across the academic year and reported to parents through reports.</p>
<p>G. Parents sometime struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.</p>	<p>A dedicated HSLW will monitor all attendance throughout the school. The HSLW will have access to all vulnerable groups, allowing the appropriate provisions to be put in place accordingly.</p>	<p>In the article ‘School attendance Guidance for maintained schools, academies, independent schools and local authorities’ published November 2016. The article states; ‘central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve</p>	<p>HSLW to work within the office at the beginning of the school day. Year group numbers and absentees are displayed within key areas. HSLW to coordinate outreach support to vulnerable children and to parents where attendance is below that of the schools expectation. .</p>	<p>SENCo HSLW</p>	<p>This will be consistently reviewed throughout the year.</p> <p>Attendance is monitored across the academic year and reported to parents through reports.</p>

		less in both primary and secondary school'.			
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**Budget allocation.**

Pupil premium budget allocation will be used to contribute towards the following costs:

The three teacher model throughout the school, including:

Two TLR posts

NHS Speech and Language Therapist

Speech and Language Teacher

Speech and Language LSA

Two HLTAs

Five MPR2 teachers.

One ELSA

One HSLW

Creative Curriculum and Outdoor Classroom

Subsidised life experiences for children.