

Warren Park Primary's Pupil premium Review 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.

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

2. Barriers to future attainment	
In-school barriers	

A.	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.	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.	
C.	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.	
External barriers		
D	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.	
E	Due to the high levels of deprivation, we aim to provide an enriched curriculum within school in addition to a range of subsidised opportunities to enhance children's life experiences.	
F	Parents of all PP 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.	
G	Parents sometimes 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%.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<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>	Children identified with S,L&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.
B.	To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through school council and pupil surveys.	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.

C.	<p>P,S,E&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 &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&B barriers, so as not to inhibit attainment.</p>
D.	<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>
E.	<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 children will have access to an enriched curriculum, which includes our Outdoor Classroom and Creative Life Skills curriculum.</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>
F.	<p>Parents of all Pupil Premium children are given the opportunity to access support networks through the HSLW and outside agencies.</p> <p>All parents will have access to key information at all times, in a way which is accessible to them.</p>	<p>Warren Park will endeavour to have an open door policy as a route for communication. Members of all year teams are available pre & post school, in addition to the HT & DHT who are on the playground.</p> <p>Parents who struggle to read are supported and the website is updated regularly.</p>
G.	<p>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>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.</p>

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?	Impact, review and evaluation.
<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&C support continues throughout KS1 and into LKS2.</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, Language or Communication, will have access to a range of additional support.</p>	<p>Research shows that up to 40% 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 robust 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 Speech and Language LSA</p>	<p>2016 – 2017 Year R Baseline date for Communication indicated that 40% of children came in at the expected 40-60mths.</p> <p>However only 28% of children came in at 40-60months for 'Understanding'.</p> <p>Children who came in at the expected 40-60mth for 'Speaking was considerably lower at only 12%.</p> <p>This illustrated that on average, 73% came in below 40-60mths combined.</p> <p>Our exit data for the 2016 cohort shows significant improvement in the EYFS stage. Year R exit data: Communication.</p>

- 1) Attention and listening – 92% of children achieved ELG
- 2) Understanding 90% achieved ELG
- 3) Speaking – 92% achieved ELG

Data for the following year group showed a similar trend for entry data.

2017-2018

Year R Baseline data:

Communication indicated that 38% of children came in at the expected 40-60mths (2% drop from the previous year.

However, 36% of children came in at 40-60months for 'Understanding' (8% rise from previous year.

Children who came in at the expected 40-60mnth for 'Speaking remained significantly low at 2%.

38% of Pupil Premium children in KS1 accessed S,L&C support.

Data shows a significant reduction in support needed by the end of KS2 with only 18% of Pupil Premium Children who had a S,L&C intervention.

Our monitoring and tracking package has highlighted that we need to focus on the children who access S,L&C in KS1 and highlight these children directly through PPM meetings.

Our improved monitoring package has raised the profile of identifying children during the EYFS or during KS1, which will then reduce the number of children needing to access the support in KS2

Year Two have a higher level of S,L&C needs than others – this was identified through PPMs in Year One.

Addition Pupil Premium support has been put in place for all PP children across the group, through an additional teacher spending two sessions a week in class for English and Maths

<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>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 children’s view of school and how they feel.</p>	<p>Team day to promote our values and re-launch the monkeys, will help target resilience and aspirations through taught activities throughout the school.</p> <p>Introduce Warren’s Learning pit display to the classrooms to help children conceptualise resilience.</p> <p>Chris and James continue to attend CPD training and dedicated staff meeting time has been allocated.</p> <p>T&L approaches are then put to Progress Team, which are then disseminated through the school accordingly.</p>
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<p>C. P,S,E&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&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 identified and provisions disseminated quickly.</p>	<p>Addition LSAs have been put in place in Year One to support the needs to PP children.</p> <p>Behaviour Support service and outreach have been in place for both Year One and Five. This service is currently supporting a Year One and Year Five PP child.</p> <p>2016-2017 Year R Baseline Data for Personal, Social & Emotional indicated that:</p> <p>Only 47% of children came in at 40-60mnth for 'Making relationships'</p> <p>For 'Self-confidence', the figure was significantly lower at only 22% of children coming in at 40-60mnths.</p> <p>'Managing feelings' was also significantly low at 28% of children achieving 40-60mnth on entry.</p> <p>This data illustrated that, on average 75% of children came in below 40-60mnths.</p>
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			<p>Our exit data for the 2016 cohort shows significant improvement in the EYFS stage.</p> <p>Year R exit data for Personal, Social and Emotional, indicated that:</p> <p>85% of children achieved GLD for 'Making relationships'</p> <p>For 'Self-confidence', the figure was significantly increased to 92% of children achieving GLD</p> <p>'Managing feelings' was also significantly higher at 85% of children achieving GLD</p> <p>Data for the following year group showed a similar trend for entry data.</p> <p>2017-2018</p> <p>Year R Baseline data for P.S&E indicated that 25% of children came in at the expected 40-60mths for 'Confidence' (3% rise from the previous year).</p>
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				<p>For 'Managing Feelings and Behaviour' 30% of children came in at 40-60months (2% rise from previous year).</p> <p>Children who came in at the expected 40-60mth for 'Making Relationships' declined to 38% (showing a 9% decrease from the year before.</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact, review and evaluation.

<p>A. Speech, Language and Communication skills in EYFS are generally lower for PP children than nPP children. This is driven through oral language assessment and baseline data during the EYFS stage. Therefore S,L&C support continues throughout KS1 and into LKS2.</p>	<p>There are three levels of Speech & Language support in the school overseen by the Speech and Language Therapist and Speech and Language Teacher:</p> <ul style="list-style-type: none"> -Universal level (strategies for whole school) Targeted caseload jointly managed by SALT. and Speech & Language Teacher Specialist caseload of complex children who need regular therapy with S.L.T. 	<p>Research shows that up to 40% 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>Specialist Caseload Children.</p> <p>43% of children who accessed specialist support from the NHS Speech Therapist were Pupil Premium.</p> <p>64% of children who accessed Targeted support from S,L&C teacher were Pupil Premium.</p> <p>52% of children who accessed support from trained S,P,L&C LSAs were Pupil Premium.</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'. 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>To raise the profile of aspirations, we have many outreach programmes and resources in place to support children's life experiences.</p> <p>Warren Park has a strong relationship with Staunton Country Park, allowing children free experiences outside of the classrooms.</p> <p>We continue to develop relationships with Chichester Cathedral to provide educational based experiences for foundation subjects.</p> <p>Trips are considered to offer children experiences that they might not be able to access outside of school. Trips to Milestones, Inech, Fort Purbrook, Mannor Farm, Marwell Zoo are to name but a few.</p>
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			<p>Portsmouth University run workshops with Year 5, giving them an insight into further education.</p> <p>Year 5 offer a subsidised trip to Harry Potter studio tours, to enhance life experiences for all children.</p> <p>As a school, we offer trips once a year for all year groups to a free cinema trip in association with 'Film Club'. Warren Park then use minibuses to offer this trip for free.</p> <p>Two residential trips are offered to KS2, all aiming to support resilience, aspirations, independence and enhance life experience for all children who attend.</p>
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<p>C. P,S,E&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&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 needs 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&B, will be closely monitored through data at Pupil Progress meetings.</p>	<p>Fourth teacher deployed to Year 5 to support academic and behavioural needs for Pupil Premium children.</p> <p>Additional ELSA & LSA support placed in Year 1 to support Pupil Premium children for P,S,E&B</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact, review and evaluation.
<p>D. Warren Park is centred within a deprived ward in the Hampshire district. Warren Park aims to support families who struggle to provide breakfast for</p>	<p>Parents of vulnerable groups will be targeted, allowing children to access the schools wider services.</p>	<p>In line with research from Healthy Schools, our breakfast club aims to offer:</p> <ul style="list-style-type: none"> • an opportunity for pupils and staff to eat breakfast, in a stimulating environment. 	<p>Attendance registers are used to monitor parental uptake of the breakfast club. Data will be analysed accordingly.</p>	<p>Over the period of this review 16/17, Warren Park offered all children access to the free breakfast club provided, Monday to Friday.</p> <p>Year R 29% of PP children attended breakfast club.</p>

<p>their children in addition to supporting our working families.</p>		<ul style="list-style-type: none"> • have a positive effect on pupils' concentration and performance throughout the day; • to help improve pupil attendance and punctuality; • to help lead to better social interaction and skills between pupils; • to improve pupils' motivation and self-confidence through relationships with adults other than teachers; • to help low income families by providing a free of charge service. 		<p>Year 1 72% of PP children attended breakfast club. Year 2 35% of PP children attended breakfast club. Year 3 53% of PP children attended breakfast club. Year 4 52% of PP children attended breakfast club. Year 5. 82% of PP children attended breakfast club. Year 6 68% of PP children attended breakfast club.</p> <p>Attendance for 2016-2017 Pupil Premium 94.94 nPP 96.22</p> <p>Attendance for 2017-2018 (as of 01.02.18) Pupil Premium 94.32 nPP 95.64</p>
<p>E. All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips. All children, who require it, will have access to subsidised</p>	<p>EYFS & KS1 children will be able to access the school trip to the pantomime. Teachers & Office staff will be proactive in identifying parents who may need assistance.</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. This extends to the outdoor classroom where children can experience the classroom in a</p>	<p>KS1 & 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>School trips and additional life experiences have been subsidised by £5324,90 across the school. 100% of Pupil Premium children have been offered subsidised places on all trips across the school</p>

<p>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>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>57% of Pupil Premium children across the school regularly attend both after school club and the holiday scheme. There are various subsidies in place to support Pupil Premium uptake to the schemes.</p> <p>Pupil questionnaires and school council studies need to be tracked across cohorts to give entry and exit data through each academic year.</p> <p>A standardised questionnaire should be used. A case study for a year group will be introduced for September 2018.</p>
<p>F. Parents of all PP 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.</p>	<p>Target action to parents of PP children offering support and opportunities through sign-posting and referrals to the appropriate agencies/ support networks</p>	<p>Through direct contact with parents, HSLW is able to provide additional support to those parents who may have needs which inhibit those accessing key services.</p> <p>The DHT and SENCO offer outreach programs within school to support parental engagement.</p>	<p>All contact with parents is recorded through CPOMs, including any actions taken or support offered.</p>	<p>Our HSLW continues to work closely with families to support many out reach programmes. Our HSLW directly works, both with parents, as well as liaising with outside agencies and support networks. Our HSLW has been instrumental in offering the following networks of support: Timid to Tiger, Speak Easy, Behaviour Support, 1st Level Behaviour Support, FFS, S-Das, Young Carers, Include, All Ok projects, CAMS, School nurses, Hampshire Youth Counselling service.</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 school attendance 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 less in both primary and secondary school’.</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>In order to continue to narrow the attendance gap between Pupil Premium and nPP children; our HSLW will continue to target children who are consistently late. Outreach support will continue to be offered.</p> <p>HSLW will now notify Year Leaders of those Pupil Premium children who are consistently late, in order from them to reach out to further develop relationships with parents/carers.</p>
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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 - £23,898
NHS Speech and Language Therapist £7,023
Speech and Language Teacher £10522
Two HLTAs £31,323
Five MPR3 teachers £121,120
One ELSA £18,074
One HSLW £14,344
Creative Curriculum and Outdoor Classroom 0.2FTE £10,094
Subsidised life experiences for children £5,324.90