

## 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	Shirley Warren Primary and Nursery School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Zoe Newton Headteacher
Pupil premium lead	Jess Lott Deputy Headteacher (until end of Autumn term) Zoe Newton (Jan 2023)
Governor / Trustee lead	Nicole Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,210
Recovery premium funding allocation this academic year	£10,512
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total pupil premium/recovery premium budget for this academic year</b>	<b>£232,722</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*At Shirley Warren our intention is that ALL pupils regardless of culture, background or need will not be disadvantaged in any way. We believe that with the right support and tailored provision all children are capable of achieving high standards of English and maths.*

*We strive to ensure that there are no gaps in attainment or achievement between those children who are disadvantaged and those that are not.*

*We believe that first and foremost children should have Quality First Teaching in each lesson. This will then be supported with interventions and Catch Up teaching. Through small groups or individual teaching, children will get tailored support with a focus on achievement and attainment.*

*As well as the effects of the pandemic, the school context and history means that gaps are often wider than the average. Through a series of data drops and gap analysis, we have been able to identify children needing catch up support and those that need extra provision.*

*To ensure that the support is effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

### Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Phonics- our assessments show that due to the gaps in teaching, missed learning (due to Covid) and lack of parental engagement has shown that reading is weak across the school: 56% of the lowest 20% of readers across the school are disadvantaged.</p>

	<p>Year 1 Phonics screening: 50% of the children who didn't pass, were disadvantaged.</p> <p>Year 2 Phonics screening: 83% of the children who didn't pass, were disadvantaged.</p>
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>2021-2022 data</p> <p>At the end of EYFS 55% of disadvantaged pupils achieved the maths learning goal which is 7% below the non-disadvantaged pupils at Shirley Warren Primary and 23% below national non-disadvantaged pupils.</p> <p>At the end of Keystage 1, 36% of disadvantaged pupils achieved EXP+ in Maths which is 29% below the non-disadvantaged pupils at Shirley Warren Primary and Nursery School and 36% below national non-disadvantaged pupils.</p> <p>At the end of Keystage 2, 27% of disadvantaged pupils achieved EXP+ in Maths which is 28% below the non-disadvantaged pupils at Shirley Warren Primary and Nursery School and 46% below national non-disadvantaged pupils.</p>
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils is 89% which is 3% lower than for non-disadvantaged pupils (92%).</p> <p>65 % of disadvantaged pupils have been 'persistently absent' compared to 35 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including Thrive profiling), observations and discussions with pupils and families have identified social and emotional issues for many pupils.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment; 65% of the children Thrive profiled and identified as having emotional gaps across the school are also in receipt of Pupil Premium.</p>
5	<p>Writing – Internal data reveals that Pupil Premium children do not achieve as well as non-disadvantaged children across the school. Data Attendance has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>2021-2022 data</p> <p>At the end of EYFS 55% of disadvantaged pupils achieved the writing part of the literacy learning goal which is 4% below the non-disadvantaged pupils at Shirley Warren Primary and 16% below national non-disadvantaged pupils.</p> <p>At the end of Keystage 1, 16% of disadvantaged pupils achieved EXP+ in writing which is 27% below the non-disadvantaged pupils at Shirley Warren Primary and Nursery School and 47% below national non-disadvantaged pupils.</p> <p>At the end of Keystage 2, 23% of disadvantaged pupils achieved EXP+ in writing which is 33% below the non-disadvantaged pupils at Shirley Warren Primary and Nursery School and 46% below national non-disadvantaged pupils.</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
<p>~Improve reading attainment for disadvantaged children</p> <p>~Narrow the gap between disadvantaged and non-disadvantaged children</p>	<p>The gap in every year group has narrowed term by term and year by year.</p> <p>KS1 and KS2 Reading outcomes in 2023 show that more than 50% of disadvantaged children have met the expected standard.</p>
<p>~ Improve maths attainment for disadvantaged children both at the end of KS1 and KS2 and within school year groups.</p>	<p>The gap in maths attainment in each year group has narrowed term by term and year by year.</p> <p>KS1 and KS2 maths outcomes in 2023 show that more than 50% of disadvantaged children have met the expected standard.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The gap between the attendance for disadvantaged and non-disadvantaged is no more than 2%.</p> <p>The percentage of all pupils who are persistently absent shows no marked difference between those who are disadvantaged and those who are non-disadvantaged</p>
<p>~To improve emotional well-being for pupils, particularly those who are disadvantaged.</p>	<p>Thrive profiles show that gaps in all pupils emotional well-being are closing – children have progressed through the Thrive levels.</p> <p>Children who are disadvantaged show an increased participation in enrichment activities</p>
<p>~ Improve writing attainment for disadvantaged children both at the end of KS1 and KS2 and within school year groups.</p>	<p>The gap in writing attainment in each year group has narrowed term by term and year by year.</p> <p>KS1 and KS2 writing outcomes in 2023 show that more than 50% of disadvantaged children have met the expected standard.</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: £ 129,146

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 23	End of academic year review 23 (inc data)
<i>Purchase of standardised diagnostic testing (Sandwell Maths tests) for Maths</i>	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil. It will also give a standardised score so we will be able to track and monitor progress. These tests will run alongside lots of other aspects of Maths reading to make a reading judgement. Education Endowment Foundation (EEF).	2	Tests have been purchased and used for children on the SEND register with any maths need (28chn). Planned intervention in place	
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2	The maths lead has had release time every week to coach and support staff- this has led to consistent teaching of maths and increased subject knowledge.	
<i>Enhance teacher subject knowledge of the teaching of reading – English Advisor support</i>	<a href="#">Ofsted framework</a> for reading HIAS twice a half term.	1	Two monitoring visits from the English Advisor plus one staff meeting = He reports progress in the teaching of G reading and the implementation and	

			teaching of Phonics	
<p><i>Teaching and Learning Coach appointed: CPD &amp; Coaching provided for staff to improve quality of teaching and planning for disadvantaged learners and secure good progress for all learners.</i></p> <p><i>Specialist Maths Leader TLR and release time for support on planning and teaching.</i></p> <p><i>HIAS Moodle to support teacher's subject knowledge and leadership to secure good progress for all learners.</i></p> <p><i>National college london: improve quality of teaching and planning for disadvantaged learners and secure good progress for all learners.</i></p>	<p>EFF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	1,2,3,4,5	<p>the T&amp;L coach started in February 23 - she has been working with targeted year groups and has carried out year 6 boosting.</p> <p>Maths lead time (as outlined above)</p> <p>HIAS moodle subject newsletters shared and ideas used. CPD in Science and in History accessed by subject leads.</p> <p>All SLT and Teachers regularly accessing the National College CPD for the benefit of all children</p>	
<p><i>Specialist advisors for all foundation subjects to ensure curriculum design meets the needs of the children in our school.</i></p>				
<p><i>Additional TA time to support language development needs within Nursery (50% of 1 x TA) ECAT</i></p>	<p>Hampshire HIAS training - Developmental Language Disorder (DLD) affects learning in all contexts and increases the risk of lower academic achievement.</p> <p>Within a social context, it can create social isolation and communication barriers leading to lower academic and self-esteem.</p>	5	<p>All nursery staff have had ECAT training. Intervention groups up and running including</p>	

	<p>SEND Gateway states: A relentless focus on language acquisition and language comprehension is required. By addressing this issue, we will support better self-esteem, self-efficacy, self-regulation, self-confidence.</p> <p>EEF - The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year</p>		PP children.	
<p><i>2x full time Thrive practitioners and regular training for staff to improve the quality of social and emotional learning.</i></p> <p><i>Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4	Two full time Thrive practitioners in place. All staff have had Thrive training. Regular workshops for staff to consider Thrive activities in the classroom.	
<p><i>Purchase of 'Floppy Phonics' <a href="#">DfE validated Systematic Synthetic Phonics programme</a> including training and coaching for all teaching staff to secure stronger phonics teaching for all pupils.</i></p> <p><i>Screen Year 1 children to assess phonics skills and target additional support for PP children.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1	A consistent approach being used with fidelity to the scheme. All children making progress with phonics.	

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

Budgeted cost: £ 40,158

Activity	Evidence that supports this approach	Challenge number (s) addressed	Review April 23	End of academic year review 23 (inc data)
<i>Specialist tutor intervention for Pupil premium children with identified need in Year 6.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5	This provision has not been in place since Jan 23 due to staffing	
<i>SALSA time</i>	Hampshire HIAS training - Developmental Language Disorder (DLD) affects learning in all contexts and increases the risk of lower academic achievement. Within a social context, it can create social isolation and communication barriers leading to lower academic and self-esteem.	5	6/9 children accessing SALSA are also PP. All are making progress.	
<i>Reading intervention - introduce Rapid readers PP children who are identified as needing additional reading (i.e. in bottom 20%). All adults delivering intervention to receive training in reading strategies such checking for vocabulary understanding and rich questioning while reading.</i>	Closing the Reading Gap states that 'successful reading helps to determine academic success. Reading proves the master skill of school.' Firstly children learn to read and then later the skill enables them to read to learn.	1	Rapid Reading has been implemented in year 3 - PP children are accessing	
<i>Precision teaching intervention</i>			This is in place across the school	
<i>Parents and carers regularly invited to join in with Curriculum School Open Sessions and family learning</i>	The Lamb Enquiry Report (2009) details the importance of parental engagement in their child's education and progress. While his initial report was written in response to a national enquiry for provision for SEND, the stance is relevant	All	Parents have been invited into school for workshops, class assemblies and to	



<i>workshops to engage families with disadvantaged children.</i>	for all children. Where parents feel empowered and understand their children's targets, they can offer the best support. Through supporting parental understanding of reading strategies and having a joined up approach to help children make progress in reading, leads to greater engagement in reading. EEF indicates the parental engagement adds a value of additional 4 months in a child's progress.		share in children's work. We have seen a significant increase in in parental engagement.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,418

Activity	Evidence that supports this approach	Challenge number (s) addressed	Review April 23	End of academic year review 23 (inc data)
<i>An ELSA employed to support children across the school</i>	EEF states that 'the potential impact of metacognition and self regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.'	4	The school ELSA left in the Aut term 22. A TA has completed the ELSA training and began April 23	
<i>Educational Psychologist to support ELSA in working with children who demonstrate emotion based school avoidance</i>	Ongoing training and support from an Educational Psychologist is vital to high quality provision for the children. A study completed by Laura Grahamslaw at Nottingham University, indicates that Support assistants which were found to have the greatest impact on children's emotional self-efficacy beliefs had: completed the ELSA training, protected time to plan their ELSA work and protected time to attend refresher training events. Both the quantitative and qualitative results supported the hypotheses and the ELSA project was found to have a positive impact on support assistants' and children's self-efficacy beliefs.	3	1x child has been supported by the EP for EBSA	

<p><i>Thrive workshops for parents to support provision for disadvantaged children with EBD and social issues</i></p>	<p>The personal development and mental health of all children is intrinsic to academic development. A collaborative approach with parents strengthens the impact of metacognitive approaches. As the EEF outlines, the average impact of metacognition and selfregulation strategies is an additional seven months' progress over the course of a year. With parents understanding strategies, this can reinforce the impact and therefore accelerate personal development.</p>	4	<p>Thrive practitioners have worked with targeted parents alongside the children. Regular Thrive updates go home to the parents via newsletters and suggested ideas and activities</p>	
<p><i>Purchase outreach for PP children Including Compass school /vermont and SAOS education support</i></p>	<p>Universal behaviour systems are unlikely to meet the needs of all your students.</p> <p>For pupils with more challenging behaviour, the approach should be adapted to individual needs</p> <p>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p><a href="#">EEF Improving behaviour in schools</a></p>	4	<p>Vermont support for 1x child.</p>	
<p><i>1-1 support where necessary to enable those and others to access curriculum. (PP children with severe EBD)</i></p>	<p>Unstructured times, such as break times, can be difficult periods in the school day for children with social and emotional challenges. As identified through The Autistic Society, good supervision is essential to a positive break time as it supports essential social skills and problem solving. A positive break time enables children to focus on their work during learning time.</p> <p>1:1 interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4,5	<p>6x PP children without EHCP's have 1:1 support to support SEMH needs</p>	
<p><i>EWO to reduce Persistent Absenteeism in order to maximise learning time for all disadvantaged children.</i></p>	<p>This rigorous approach is recognised by the EFF to have an impact on attendance</p>	3	<p>EWO has been working twice a week</p>	

			supporting targeted families	
<i>Securicare training for identified staff to support those children who display more challenging behaviours</i>	This is an evidence based approach with training provided through Southampton City Council. Identified staff are trained to support challenging and complex behaviour and emotional needs.	4	2x members of staff have been trained to be securicare trainers. 9x staff full training. 4x refresher training.	
<i>Provide enrichment activities in the form of after school provision for disadvantaged children.</i>	Based on the context of our school where deprivation is high and opportunities are limited for some. Children benefit greatly from the enrichment activity that after school provision brings.	All	there is a full programme of after school activities across the week - these are free for PP children. Significant increase in the number of children accessing clubs	
<i>Off-site activities and in-school curriculum enrichment opportunities, including trips and theatre groups to ensure all pupils have access to curriculum trips and visitors to enhance provision</i>	All children need access to a broad and rich curriculum supported by enrichment opportunities in order to build cultural capital. Fully funding and subsidising places for trips, music tuition, after school clubs and wrap around provision ensures economical disadvantaged children have enrichment opportunities. EFF suggests that Breakfast clubs are an effective behaviour management strategy and support good attendance.		<b>71 in KS1 177 in KS2</b>	
<i>Creating enrichment opportunities for PP children who display aptitude for particular extra curricular activities.</i>			<b>Four members of staff have been MIDAS trained</b>	
<i>Mini bus training to reduce the cost of school trips.</i>				
<i>Equipment provision of uniform to raise self esteem and confidence</i>	Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong.	All	Free uniform is provided for PP children. Clothes sale weekly for 50p per item.	
<i>Breakfast and food for children who haven't eaten at home</i>	A sense of belonging has been linked to: Increased student motivation, reductions in student absenteeism, other positive social outcomes e.g.			

## Date Ratified

	<p>health and well-being and an Improved academic achievement.</p> <p><a href="#">NEU: PLACE AND BELONGING IN SCHOOL: WHY IT MATTERS TODAY</a></p>		<p>Snacks (toast, cereal bars, bread sticks and fruit) are readily available for all children.</p>	
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All	N/A	

**Total budgeted cost: £ 232,722**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 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). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that a significant reason for this is very low attendance levels in Pupil premium children.

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22 and persistent absence 30% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	N/A

## Further information

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*

- *Thrive practices across the school to support emotional well-being in all children*
- *Alternative provision in place for children with identified need – this is bespoke to what the children needs e.g. extra sports provision or Forest School*
- *Signing up to the Southampton Mental Health programme to access resources for use with children*
- *Accessing emotional well- being and counselling sessions for staff to enable them to have a better understanding of themselves which in turn benefits disadvantaged pupils*
- *Offering a wide range of extra- curricular activities*
- *We have three ECT's who are receiving an additional 10% non- teaching time. Their CPD is focused on improving classroom practice which evidence says is the most beneficial to disadvantaged pupils.*

*In writing this report we were mindful that we have a large proportion of children who are in receipt of pupil premium however we also have a very large proportion of children who fall just shy of the criteria for pupil premium and for us are vulnerable and needing support.*

*This plan is to enable us to support all children in the school.*

*In planning this strategy, we considered how the pupil premium grant was spent in previous years. We do not believe that there has been significant impact on disadvantaged pupils and so have changed the planned activities and will monitor the impact carefully.*