

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	397
Proportion (%) of pupil premium eligible pupils	152 (38%)
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 2023
Date on which it will be reviewed	April 2024 and July 2024
Statement authorised by	Zoe Newton Headteacher
Pupil premium lead	Will Lyon Assistant Headteacher
Governor / Trustee lead	Nicole Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,900
Recovery premium funding allocation this academic year	£16,530 (£5,510 the following year)
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>£247,430</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 Quality First Teaching is the most important factor in raising pupils' attainment and, therefore, all children should receive this in every lesson. Personalised and targeted interventions are additional to children's entitlement of this Quality First Teaching and, where appropriate, these will be used to provide targeted support to allow children the best possible opportunities to make accelerated progress in their learning.

The school's context, and current picture in light of our Ofsted inspection in November 2022, means that academic gaps between our disadvantaged and non-disadvantaged pupils are often wider than the average at a national level. Through ongoing monitoring and assessment, we identify children who will benefit from additional support to enable them to be successful in everything they do, both in and out of school.

To ensure that the support is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- follow 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><b>Phonics/ reading:</b></p> <p>Assessments (including the phonics screening tests from academic year 2022/23) and observations show that disadvantaged pupils have greater difficulties with</p>

	<p>phonics than their peers. This, in turn, negatively impacts their development as readers.</p> <p><b>2022/23 data:</b></p> <p><b>KS1 Phonics</b></p> <p>Year 1 Phonics screening: 39% of disadvantaged pupils achieved the expected standard, compared with 71% of non-disadvantaged pupils.</p> <p>In total, 55% of the children who didn't pass the phonics screen were disadvantaged pupils.</p> <p>50% of the lowest 20% of readers in Year 1 are disadvantaged.</p> <p>83% of the lowest 10% of readers in Year 1 are disadvantaged.</p> <p>Year 2 Phonics screening: 52% of the children who took the phonics screen were disadvantaged. Of those who did not pass their phonics screen in Year 2, 83% were disadvantaged.</p> <p><b>KS2 Reading</b></p> <p>By the end of KS2, 44% of disadvantaged children achieved EXP+ in their reading, compared with 58% of non-disadvantaged pupils at the school.</p> <p>Nationally, 60% of disadvantaged pupils achieved EXP+ in their reading.</p> <p>This represents a gap of 14% between disadvantaged and non-disadvantaged pupils at Shirley Warren and a gap of 16% between disadvantaged pupils at Shirley Warren and all disadvantaged pupils nationally.</p>
2	<p><b>Maths:</b></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p><b>2022/23 data:</b></p> <p>At the end of EYFS, 78% of disadvantaged pupils achieved the maths early learning goal, compared with 74% of non-disadvantaged pupils at Shirley Warren Primary.</p> <p>However, at the end of Key stage 1, 54% of disadvantaged pupils achieved EXP+ in Maths, compared with 74% of non-disadvantaged pupils at the school.</p> <p>Nationally, 70% of all pupils achieved EXP+ in maths and 56% of disadvantaged pupils achieved EXP+ in their maths. This represents a difference of 20% between disadvantaged and non-disadvantaged pupils at Shirley Warren who achieved EXP+, although only a gap of 2% exists between disadvantaged pupils at the school and those nationwide who achieved EXP+.</p> <p>At the end of Key stage 2, 33% of disadvantaged pupils achieved EXP+ in Maths, whereas 47% of non-disadvantaged pupils achieved EXP+.</p> <p>Nationally, 73% of all pupils and 59% of disadvantaged pupils achieved EXP+ in maths.</p> <p>This represents a gap of 14% between disadvantaged and non-disadvantaged pupils at Shirley Warren, and a gap of 26% between disadvantaged pupils at Shirley Warren and disadvantaged pupils nationally.</p>
3	<p><b>Attendance:</b></p>

	<p>Low attendance is an area for development in the current school improvement plan. Absenteeism, especially persistent absenteeism, is a significant contributing factor to low attainment in schools and, currently, attendance is lower among disadvantaged pupils than among non-disadvantaged pupils.</p> <p><b>Academic year 2022/23:</b></p> <p>The average attendance amongst disadvantaged children in the previous academic year was 87%.</p> <p>The average attendance amongst non-disadvantaged pupils at the school was 93%</p> <p>. This demonstrates a difference of over 5%.</p> <p><b>Academic year 2023/24:</b></p> <p>Our current attendance data (based on the autumn term) indicates that attendance among disadvantaged pupils is 88% which is 4% lower than for non-disadvantaged pupils (92%).</p> <p>41% of disadvantaged pupils have been 'persistently absent' (attendance under 90%), compared to 29% of non-disadvantaged pupils during that period. This represents a difference of 12%.</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; 55% of the children Thrive profiled and identified as having emotional gaps across the school are also in receipt of the Pupil Premium.</p> <p>80% of eligible (KS2) disadvantaged pupils have received extra support through Thrive sessions so far in the 2023/24 academic year.</p>
5	<p><b>Writing:</b></p> <p>Moderated writing reveals that disadvantaged children do not achieve as well as they should by the time they leave the school.</p> <p><b>2022-2023 data:</b></p> <p>At the end of EYFS, 67% of disadvantaged pupils achieved the writing part of the literacy learning goal, compared with 64% of non-disadvantaged pupils.</p> <p>However, at the end of Key stage 1, 25% of disadvantaged pupils achieved EXP+ in writing, compared with 44% of non-disadvantaged pupils. Nationally, 60% of all children and 45% of disadvantaged pupils achieved EXP+ in writing. This represents a difference of 19% between disadvantaged and non-disadvantaged pupils at the school achieving EXP+ and a difference of 20% between disadvantaged pupils at the school and nationally achieving EXP+.</p> <p>At the end of Key stage 2, 44% of disadvantaged pupils achieved EXP+ in writing whereas 51% of non-disadvantaged pupils achieved EXP+. Nationally, 71% of all children and 58% of all disadvantaged pupils achieved EXP+ in writing.</p> <p>This represents a gap of 7% between disadvantaged and non-disadvantaged pupils at the school, and a gap of 14% between disadvantaged pupils at Shirley Warren and disadvantaged pupils nationally.</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
Improve reading attainment for disadvantaged children.	<ul style="list-style-type: none"> <li>● Our new phonics scheme will be established, and internal assessments, as well as end of key stage tests, demonstrate a closing of the attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>● Year 1 phonics screening data also demonstrates a closing of the gap between disadvantaged and non-disadvantaged pupils so that the gap between those in these groups scoring 32 is no greater than 10%.</li> <li>● By the end of KS2, more disadvantaged pupils will achieve EXP+ in their reading, so that the gap is no greater than 5% between this and the percentage of non-disadvantaged pupils achieving EXP+.</li> </ul>
Improve maths attainment for disadvantaged children	<ul style="list-style-type: none"> <li>● At KS1, 70% of disadvantaged children achieve EXP+, bringing this in line with national levels, and also non-disadvantaged at the school.</li> <li>● At KS2, over 50% of disadvantaged pupils will achieve EXP+, closing the gap on national figures and overtaking the present percentage of existing non-disadvantaged pupils achieving EXP+.</li> </ul>
Achieve and sustain improved attendance for all our pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>● Overall attendance across the school will rise, so that attendance for all children is 95%.</li> <li>● Attendance of disadvantaged pupils across the school will improve so that it is in line with non-disadvantaged pupils.</li> <li>● Persistent absenteeism amongst disadvantaged pupils will fall, so that the gap is no greater than 5% between this and non-disadvantaged pupils.</li> </ul>
Improve emotional well-being for pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>● Thrive profiles show that gaps in all pupils' emotional well-being are closing – children have progressed through the Thrive strands. More disadvantaged children are then able to access right-time learning in class.</li> <li>● Children who are disadvantaged show an increased participation in enrichment activities.</li> </ul>
Improve writing attainment for disadvantaged children	<ul style="list-style-type: none"> <li>● In KS1, the gap between disadvantaged and non-disadvantaged pupils achieving EXP+ will be no greater than 5%.</li> <li>● In KS2, the percentage of disadvantaged pupils who achieve EXP+ will be in line with non-disadvantaged pupils.</li> </ul>

## 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: £138,561

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review April 24	End of academic year review 24 (inc data)
<p><i>Teaching and Learning coaching. The school employs a Teaching and Learning Coach who supports the SLT with improving the quality of teaching across the school so that all children, especially those who are disadvantaged, can make good progress.</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>(EEF)</p> <p>Therefore, we are ensuring that improving the quality of teaching available to all children is made a key focus for the year.</p>	1, 2, 5		
<p><i>Continue to develop an ambitious foundation curriculum that builds children's knowledge in the full range of subjects and is relevant to, and meets the needs of, all children at the school.</i></p>	<p>Foundation subjects provide children with a breadth of knowledge which is vital to their learning, and it is vital that we provide this broad and balanced curriculum.</p>			
<p><i>Phonics Lead release time to support the delivery of phonics in the school.</i></p>	<p>Successful learning in phonics underpins the accuracy of a child's ability to read.</p> <p>Phonics teaching should be explicit and systematic, so developing a whole-school model which is used</p>	1		

	<p>consistently is the most effective approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>			
<p><i>English Lead release time to improve the standard of guided reading and writing sessions.</i></p>	<p>Reading is a vital skill, which underpins everything that children will do in school and beyond. Ensuring that the reading curriculum is centred on reading comprehension strategies enables all children to make significant progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Writing is an essential skill for children to develop and master as, along with speaking, it allows them to communicate their ideas, emotions and participate fully as a member of society. Pupils who do not develop these English skills are “effectively disenfranchised.”</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study</a></p>	1, 5		
<p><i>Specialist advisors for subjects to support teacher subject knowledge and pedagogy, as well as with curriculum design across the school.</i></p> <p>School subscription to the National College</p>	<p>High quality teaching is vital for all children, and especially those who are disadvantaged.</p> <p>Ensuring that the school is equipped to train all staff to deliver or support in the delivery of high quality teaching is essential.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1, 2, 5		

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

Budgeted cost: £42,063

Activity	Evidence that supports this approach	Challenge number (s) addressed	Review April 24	End of academic year review 24 (inc data)
<i>Teaching Assistants run targeted interventions</i>	<p>Provided they are run to support the full delivery of Quality First Teaching, targeted interventions to individual pupils or small groups are shown to make a positive impact on children's learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 5		
<p><i>Phonics interventions to ensure disadvantaged pupils do not fall behind their non-disadvantaged peers.</i></p> <p><i>Weekly subject leader release time for Phonics Leader.</i></p>	<p>Successful learning in phonics underpins the accuracy of a child's ability to read.</p> <p>Phonics teaching should be explicit and systematic, so developing a whole-school model which is used consistently is the most effective approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1		
<i>Small group sessions lead by Teaching and Learning coach</i>	<p>Small group sessions allow an adult to focus on the specific needs of the children they are working with and support them to make strong progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 5		



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

Budgeted cost: £66,806

Activity	Evidence that supports this approach	Challenge number (s) addressed	Review April 24	End of academic year review 24 (inc data)
<p><i>An ELSA is employed to support children across the school</i></p>	<p><i>Research has shown that ELSA programme's lead to a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours.</i></p> <p>(An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme, Swindon Educational Psychology Service)</p>	4		
<p><i>Two full-time members of the Thrive team are employed.</i></p> <p><i>Training is provided for all staff to help them deliver the Thrive approach in school.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The Thrive approach helps children with their social and emotional learning and wellbeing. The Thrive approach is embedded in everything we do at Shirley Warren, with the intention of helping children in their social and emotional development.</p>	4		
<p><i>1-1/ TAs employed to support PP children with additional needs.</i></p>	<p>Some children find the school day a particular challenge, and are supported through the deployment of 1-1 TAs. In particular, this is important during unstructured periods of the day, such as break times, and a 1-1 TA provides vital support with social skills during this time.</p>	1, 2, 5		
<p><i>Provide a wide range of enrichment opportunities to ensure that all children have access to off-site trips (including residential trips in Year 4 and Year 6) and in school workshops and visitors to enhance and enrich</i></p>	<p>Enrichment opportunities allow children to widen their life experiences and develop their cultural capital. Cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p>	1, 2, 3, 4, 5		

<i>educational provision and experiences for children.</i>				
<i>Provision of extra food for children who have not eaten enough at home.</i>	<p>If children have not had food for breakfast, they will struggle to focus, interact and engage with their work.</p> <p>We ensure that any children who come into school hungry are provided with food so that they have the energy necessary to succeed.</p> <p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a></p>	3, 4		
<i>MIDAS minibus training for staff to reduce cost of school trips.</i>	<p>School trips are vital to developing disadvantaged children's cultural capital and ensuring school staff are trained to drive minibuses to transport children to and from these trips ensures that costs can be kept to a minimum.</p>			
<p><b>Attendance:</b> SLT and an Admin officer work alongside an EWO to support disadvantaged families for whom persistent absenteeism is an issue.</p> <p>SLT run half termly checks run on attendance to ensure attendance of disadvantaged pupils is at least equal to that of non-disadvantaged pupils.</p>	<p>Absence from school has a direct link to lower attainment and outcomes, so it is vital for all children (and especially those who are disadvantaged) that their attendance is good.</p> <p><a href="https://ffteducationdatalab.org.uk/2023/09/absence-and-attainment-in-primary-schools-in-2023/">https://ffteducationdatalab.org.uk/2023/09/absence-and-attainment-in-primary-schools-in-2023/</a></p>	3		
<i>Securicare training provided for identified staff to support those children who display more challenging behaviours</i>	<p>Identified staff are trained to support challenging and complex behaviour and emotional needs.</p> <p>This ensures that children can be kept safe when necessary and provided with a person-centred approach to their care.</p> <p><a href="https://www.securicare.com/training/education">https://www.securicare.com/training/education</a></p>	4		
<i>Provide extra school uniform for children who need it.</i>	<p>Research has demonstrated the importance of feeling a sense of belonging, but also highlighted that disadvantaged children are twice as likely to feel that they do not belong in school.</p>	3, 4		

Date Ratified

	<p>Ensuring that children have access to school uniform helps with a sense of belonging. This will, in turn, help with children's motivation and sense of well-being.</p> <p><a href="https://neu.org.uk/latest/library/place-and-belonging-school-why-it-matters-to-day">https://neu.org.uk/latest/library/place-and-belonging-school-why-it-matters-to-day</a></p>			
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**Total budgeted cost: £247,430**

## 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.

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### 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*
- *Two full-time 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 the pupil premium. However, we also have a very large proportion of children who fall just shy of the criteria for the pupil premium but are still vulnerable and need additional support. Therefore, our aim for the strategy outlined above is that it will enable us to ensure that all disadvantaged pupils receive their full entitlement, but in addition to this, that all children in the school will benefit from the additional support and provisions made possible through our Pupil Premium strategy.*