



WBS - Pupil premium Strategy Statement 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Warwick Bridge Primary
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	11.7% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Ashton Head Teacher
Pupil Premium lead	Natasha Hogarth SENDCO
Governor	Phil Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,880

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are 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
- 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	The main issues for the majority of our PP pupils is attendance. In order for the PP pupils to achieve they need to be in school with an attendance rate of +96%. Currently (Dec 2024) 11 out of 20 PP pupils have an attendance of below 96%.
2	Pupil Premium pupils have weaker language and communication skills compared to many of their peers.
3	The school has identified a lack of support at home across the curriculum – this includes reading at home and help with homework.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities out of school. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To have an attendance rate of +96% for all our PP pupils.
To improve the language and communication skills of our disadvantaged pupils	Pupil Premium pupils to have better language and communication skills in all areas of the curriculum and outside the classroom.
To improve engagement at home to help PP pupils achieve	For PP children to be listened to when reading at home and for them to complete homework tasks.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none">• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• for PP pupils to have positive experiences during Wellbeing and Enrichment Days
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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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER diagnostic assessments.</p> <p>Training for staff to ensure adaptive teaching is used at every opportunity.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1, 2, 4
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including oracy activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1, 2
<p>Subscription to the DfE validated Systematic Synthetic Phonics (Phonics Shed, Spelling Shed) resources and programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics and spelling 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>	2, 3
<p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Pupils can take part in competitions and class activities in reading.</p>	<p>Pupils have access to a well-stocked library and classroom guided reading provision is strong.</p> <p><i>Story Explorers</i> to use resources to enable more access to reading materials for all pupils to use in the library.</p>	3

Targeted Academic Support

Budgeted cost: **£7,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support sessions targeted at disadvantaged pupils who require further support.	Support approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	2
Targeted catch-up interventions with TAs to provide PP pupils with opportunities to boost their successes.	Work with key identified pupils in smaller groups with class teachers and TAs can have a significant impact on pupil progress and achievement.	2, 3

Wider Strategies

Budgeted cost: **£5,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Emotion Coaching and Behaviour Management approaches with the aim of developing our school ethos and improving behaviour across school where needed.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Contingency fund for acute issues.	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.	All
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Total budgeted cost: £22,880

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 2023 to 2024 academic year.

Our internal assessments during 2022-23 showed:

- Maths – 55% of PP pupils made good or better progress from starting points
- Reading – 88% of PP pupils made good or better progress from starting points
- SPAG – 75% of PP pupils made good or better progress from starting points
- Writing – 65% of PP pupils made good or better progress from starting points

Our internal assessments during 2023-24 showed:

- Maths – 93% of PP pupils made good or better progress from starting points
- Reading – 75% of PP pupils made good or better progress from starting points
- SPAG – 100% of PP pupils made good or better progress from starting points
- Writing – 65% of PP pupils made good or better progress from starting points

This shows that the performance of disadvantaged pupils was higher than in the previous year in key areas of the curriculum. The school is aiming to be on track during 2024-25 in terms of PP performance and the outcomes we aimed to achieve by the end of 2023-24 were realised.

Externally provided programmes

Programme	Provider
PE and Wellbeing	GLL Chojinkai/Karate coach Wheelchair Basketball
Music	Music tutors
Performing Arts	Play in a Day (Lynx Theatre) Theatre trip
Outdoor Education	Talkin Adventure
Residential	Lockerbie Manor York Youth Hostel