# Pupil premium strategy statement 2021-2022

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 | Warriner School |
| Number of pupils in school | 1493 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2023 |
| Date this statement was published | Sept 2021 |
| Date on which it will be reviewed | Aug 2022 |
| Statement authorised by | S. Nicholls |
| Pupil premium lead | M.Fisher |
| Governor / Trustee lead | D.Raper |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 223,905 (Oct 2020) |
| Recovery premium funding allocation this academic year | £ 30,001 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School-led Tutoring grant | £24,705 |
| **Total budget for this academic year** <br><br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £278,611 |

# Part A: Pupil premium strategy plan

## Statement of intent

"As educationalists, we are the greatest hope and the biggest resource that children and their families have to reverse disadvantage and give each child the agency to decide their future"[1]. As a result, our strategy is to provide our Pupil Premium student with the best quality education, to support them with the next steps. By delivering our "Futures First" strategy we will support students to make aspirational and appropriate pathways within school and more widely. Our aims are to reduce the performance gap between pupil premium students and their peers, whilst raising pupil premium attainment. To support this, we will use a tiered approach to deliver high quality teaching first, supported by wider intervention around, wellness, attendance and conduct. Within this is the bespoke provision via the Warriner Learning Centre. Specifically, attendance is an area that continues to be a challenge and an area of investment and resourcing. It is worth remembering that "The pandemic has not been felt evenly, it has exposed and entrenched disadvantage"[2]. This sets the moral purpose of our strategy.

## Challenges

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

| Challenge number | Detail of challenge |
| --- | --- |
| 1 | Low attainment of disadvantaged pupils |
| 2 | Low levels of literacy of disadvantaged pupils |
| 3 | Gap in performance between disadvantage and non-disadvantaged in attainment and progress terms. |
| 4 | Low aspiration of disadvantaged students and families |
| 5 | Lower attendance of disadvantaged students especially in comparison to peers. |
| 6 | Conduct and wellbeing concerns that are an obstacle to learning. |
| 7 | Low attainment of disadvantaged students at KS4 in Maths |
| 8 | Device access to support disadvantaged students in their learning |

---

[1] https://dannicholls1.com/2021/10/06/disadvantage-3-what-if-we-are-the-hope/

[2] Ibid.

# 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 |
|---|---|
| Students from a disadvantaged background to made at least expected progress | A P8 score of 0.1 to -0.1<br><br>At the end of key stage 3 students to be making expected progress |
| Students from a disadvantaged background to have good attainment | An A8 score of 4.8 or better |
| Students from a disadvantaged background to have stepping stone qualification at the end of KS4 | 51% of students to have a 5+ in English and Maths<br>70% of students to have a 4+ in English and Maths<br>24 MPA Yr11 students to have an A8 of 4.18 (flightpath 3-5)<br>16 Future students targeted 4/5 in Math to meet expectation, with specific focus on 11 students currently below this measure (DP1) |
| Students from a disadvantaged background to have age expected literacy levels by the end of key stage 3 | PIRA testing to show improvements in age expected literacy levels from year 7 to year 9<br><br>PIRA testing to show that students by the end of key stage 3 have age expected literacy levels. |
| Students from a disadvantaged background to have aspirational destinations | No student is NEET at the end of key stage 4 |
| Students from a disadvantaged background attendance to be inline with their non - disadvantaged peers | Disadvantaged attendance to be above 90 %<br><br>Disadvantaged attendance to be at 95%<br><br>Disadvantaged persistent absence to be less than 10%<br><br>25 MPA students currently have on avg 81% attendance. Target is 90% for all 25 on avg<br><br>Of the 25 – 17 have +80% attendance. The avg is 90.1%. This target should be 95% |

| | |
|---|---|
| Students from a disadvantaged background are supported so they have positive mental health | Disadvantaged attendance to be at 95%<br><br>Student survey shows that disadvantaged cohort have positive wellbeing |

# 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: *see costings section*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Deliver Future First teaching strategy that puts Futures students at the forefront of the MAT wide teaching strategy; including a knowledge rich curriculum for Futures students. | <ul><li>EEF Pupil Premium guide</li><li>EEF Big Picture</li><li>NFER report on supporting the attainment of disadvantaged pupils</li></ul> DfE's guidance on whole-school strategies <ul><li>https://www.suttontrust.com/our-research/making-the-grade/</li><li>https://www.suttontrust.com/our-research/great-teaching/</li><li>https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</li></ul> Challenge Partners Excellence for every one https://www.challengepartners.org/introduction | 1,2,3,7 |
| Staff to engage in CPD process so that all Futures have high quality provision in the classroom. This will be supported by an evidence-based approach | https://www.sec-ed.co.uk/best-practice/pupil-premium-using-cpd-to-narrow-the-gaps/ <br><br> A thousand little moments \| Class Teaching (wordpress.com) <br><br> Teacher quality: What it is, why it matters, and how to get more of it (Durrington researchED, 2020) - YouTube | 1,2,3,7 |

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

Budgeted cost: *see costings section*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| KS4 interventions led by the Raising Standards process | <ul><li>EEF Pupil Premium guide</li><li>NFER report on supporting the attainment of disadvantaged pupils</li></ul> | 1,2,3,4,7 |

| inclusive of; data point accountability cycle, NTP, P6, morning tutoring<br><br>Specific focus of recovery premium | • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/<br>• https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | |
| --- | --- | --- |
| Ks3 Literacy interventions | https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/ | 1,2,3 |
| KS3 Numeracy Intervention | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/ | 1,3,7 |

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

Budgeted cost: *see costings section*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| --- | --- | --- |
| Fast tracking PP attendance for early intervention | https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf<br><br>https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/ | 5 |
| All students from a PP background will have access to devices to support learning | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/<br><br>https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/<br><br>https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/ | 8 |

## Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

| Aim | Outcome | Notes |
|---|---|---|
| KS4 outcomes – PP students to have a P8 of between 0.2/-0.2 and an average attainment of 5.0. | Not achieved – but progress towards. Due to the CAG system, there is not a progress measure for 2021. The average attainment was 4.1. This improved from 3.8 in 2020. Both cohorts had an expectation of 4.9. | The data shows that at KS4 Futures students performed less well when compared to the attainment of their peers. The attainment gap sits at 1.3. Basing gap analysis on start point of the different groups, there was a gap of 0.6. Students from a non PP background made expected attainment, whereas Future students did not. In 2020 Future students attained an average grade of 3.8 – this had improved to 4.1. Both year groups had the same target of 4.9. |
| KS4 Outcomes – 48% of PP students achieve 5+ in Eng and Maths | Not achieved – 27% (9 of 33) have Eng and Maths at 5+. 58% are 4+ in Eng and Maths. | This pattern is seen in Maths, where there is an attainment gap of 1.0. In attainment terms, students from a non PP background where closer to their expected performance than those from a Futures background.

The attainment of Futures students was better in English than Maths, but similarly the attainment gap sat at 1.1.

27% of Futures students achieved a 5 in Eng and Maths. This was against a target of 48.5. |
| KS3 students to make expected progress or better | At KS3 students from a Futures background were between 30-40% towards expected progress. With 8-10% below expected progress. This shows there is still a gap in performance between their peers. | |

| PP attendance to be in line with their peers. | Attendance was 85.7 for Futures students. The pandemic was a contributing factor, however those from a =n other background had an attendance of 94.03% | |
|---|---|---|

*For further evidence and evaluation*

*Please see the detailed evaluation of 2020-21 in this section of the website.*

## 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 |
|---|---|
| One to One Tuition | Fleet Tutoring<br>Pet Xi<br>Brilliant Club |
| | |

## Spending Breakdown

| Area | Cost |
|---|---|
| Staffing – see PP plan for breakdown | 187,899 |
| Curriculum Grants | 8,000 |
| Access and enrichment | 18,900 |
| Tutoring (note this is a range of provision from internal and external partners and this is supported by the School Led Tutoring Grant) | 24,705 |
| Notes | The cost of tutoring is likely to be higher due to school's contribution and further internal tutoring costs. |