



Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Warstones Primary School
Pupils in school	459
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£169,470 (Based on 126)
Academic year or years covered by statement	2020-21
Publish date	14.10.2020
Review date	September 2021
Statement authorised by	Fiona Feeney.
Pupil premium lead	Fiona Feeney
Governor lead	Rachel Bailey

Disadvantaged pupil progress scores for last academic year

Measure	Score (2018/19)
Reading	+2
Writing	-1.9
Maths	-0.0

Disadvantaged pupil performance overview for last academic year

Measure	Score (2018/19)
Meeting expected standard at KS2	Reading 76% Prog +12% (rising) Writing 60% Prog -10% (dropping) Maths 76% Prog +6% (dropping)
Achieving high standard at KS2	Reading 12% Prog -8% (dropping) Writing 8% Prog -5% (dropping) Maths 12% Prog -4% (dropping)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure children have opportunity through quality teaching and targeted support across school, to achieve potential, especially higher achievers. SDP RAP 1
Priority 2	PP children have equal opportunities to participate in any extra curricular, curriculum enhancing events (cultural capital and promote aspiration) SDP RAP 3 Appropriate and immediate pastoral support for mental well-being and attendance concerns. SDP RAP 2
Barriers to learning these priorities address	The need to ensure targeted quality teaching and the pastoral and social support PPG may require to succeed in school.
Projected spending	£172,636

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To maintain positive progress measure at ARE and to achieve national PPG level at GD	Sept 22 (to allow for COVID impact)
Progress in Writing	To ensure a positive trend in progress measure towards achieving national PPG level at ARE	Sept 22 (to allow for COVID impact)
Progress in Mathematics	To maintain positive progress measure at ARE and to ensure this is rising along with GD measure to achieve at least PPG national levels	Sept 22 (to allow for COVID impact)
Phonics	To increase % of PPG children passing Y1 phonics check to equal national averages (2018 sch 66.7%, nat 71%) (+4)	June 22
Other	Improve persistent absence of PPG children (2018/19 in percentile 68 and increased 0.5% to 14.2%)	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embedding Accelerated Read programme and monitor effectiveness in raising reading profile (Initially introduced 2019 but limited by COVID).
Priority 2	To identify aspects of writing for support through school (vocabulary, experience/reading for content) and provide the opportunities (see Priority 1 and Wider Strategies) and interventions to enable this.
Priority 3	To support through interventions, added resources and quality teaching, the progress and attainment for PPG children esp. HA (+4/5) and Early Years Interventions (+5)
Barriers to learning these priorities address	Sufficient range of books across school, particularly early reading and range in KS2, maths resources across school (COVID risk assessment created a need for more books – remote learning and quarantining books coming into school and more concrete resources for individual usage in maths). Time and available training for staff development
Projected spending	Accelerated Read £3000, TA time (8x 15 hrs wk) £72000 Additional resources £5000 Release time for progress meetings £4000 HLTA release time for 3 x AHT £17,000 SENCO training and support time £6000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continuing to employ a Pupil and Family Worker to support pastoral and safeguarding needs of PPG (and non PPG) children (+4) and their families (+3). Mentorlink – independent support for children
Priority 2	Support costs for curriculum activities, residentials, sporting activities, classroom resources. (+ Marvellous Me software to celebrate and highlight achievements – academic and social. Developing links with parents to promote well-being. Remote learning – IT equipment to ensure participation (+4)
Priority 3	Incentives, support for families and targeted agency support for PPG persistent absentees
Barriers to learning these priorities address	Mental health, well-being and safety of children (+4) Opportunities to experience and build knowledge to support academic needs – cultural capital (e.g. drawing on experiences for writing). Opportunities to achieve and progress through school attendance – create an ethos of aspirations for their future
Projected spending	P&FW £32513 Mentorlink £3000, Marvellous Me £4000 (5yrs)£1 Attendance Incentives £500 Contributions to visits £6000 Attendance SLA £2678 Health and Well being SLA £695 Believe to Achieve support £8000 Mobile phone costs £300 Additional IT equipment for PPG with no remote learning capacity £8000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Staff development time – CPD, time to embed, personal development, work-life balance.</p> <p>Appropriate support for families and children who persistently absence from school -</p>	<p>Internal training, network schools training opportunities.</p> <p>Staff meetings and INSET days. Internal cover (SLT/HLTAs)</p> <p>Attendance Officer support, admin assistant and P&FW meet fortnightly to identify and develop plans of support.</p>
Targeted support	<p>Appropriate SMART interventions – monitored and evaluated for effectiveness in place. Trained staff and space to work on these.</p> <p>Sufficient resources to meet additional pressures from COVID restrictions</p>	<p>Training for new SENCO</p> <p>Skilled TA support to implement – training and resources in place</p> <p>Purchase of resources supplemented by COVID additional funding.</p>
Wider strategies	<p>Curriculum to be inspiring and appropriate for the school community. Opportunities to gain experiences and topics that engage and challenge</p> <p>Opportunities for remote teaching if isolating (lack of IT equipment)</p> <p>Engagement with PPG families with particular difficulties and needs</p>	<p>SLT working with subject leaders develop curriculum that is accessible to all children and demonstrates opportunities for the future</p> <p>IT equipment to loan out where necessary ((4 provided by Government)</p> <p>P&FW engagement with local agencies to signpost families or give direct support.</p>

Review: last year's aims and outcomes

Aim	Outcome
Teaching: focus on EY and KS1 as 2018 data had dropped significantly	No assessment data to measure due to COVID lockdown
Teaching strategies: Increasing progress in LKS2 and maintain progress throughout school with targeted support	No assessment data to measure due to COVID lockdown
Other approaches: P&FW, targeted support from external agencies to support family links, self esteem and reading support	<p>During lockdown, P&FW maintained weekly contact with vulnerable and LAC children.</p> <p>Pastoral support offered to all PPG children, vouchers arranged, food parcels and workpacks delivered.</p> <p>Mentorlink maintained telephone sessions with children.</p>

(+number) months impact based on EEF Teaching and Learning Toolkit