

Pupil premium strategy statement (primary)

1. Summary information							
School		Warboys Primary Academy					
Academic Year		2019-20	Total PP budget		£81,360	Date of most recent PP Review	
Total number of pupils	273	Number of pupils eligible for PP		72	Number of pupils eligible for PP with SEND		8
Date for next internal review of this strategy							

Current attainment			
	Pupils eligible for PP (Warboys Primary)	Pupils not eligible for PP (national average)	Difference
% achieving the expected standard or above in reading, writing and maths	47%	65%	-18%
% achieving the expected standard or above in reading	58%	73%	-15%
% achieving the expected standard or above in writing	48%	78%	-30%
% achieving the expected standard or above in maths	57%	79%	-22%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Poor vocabulary and low attainment in phonics which impacts negatively on progress in reading and writing in subsequent years.	
B.	Lack of parental engagement and support, low aspirations.	
C.	Social, Emotional and Mental Health issues leading to behaviour which impacts on some PP children's learning.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Lack of exposure to high-quality vocabulary and communication skills.	
3. Desired outcomes		
	Desired outcomes	Success criteria
A.	The number of PP children passing the phonics screening test will increase. The gap will be narrowed between PP and Non-PP pupils in writing.	<ul style="list-style-type: none"> 75% (6/8) Y1 PP pupils will achieve the phonics pass mark 73% (8/11) PP pupils will achieve the phonics pass mark by the end of Y2. The gap between PP and non-PP in Writing will reduce to <20%

B.	Pupils will not be disadvantaged by a lack of parental engagement and support. Aspirations will be raised.	<ul style="list-style-type: none"> • The gap between PP and non-PP pupils will reduce. • PP pupils will meet or exceed their targets demonstrated expected or better than expected progress.
C.	Pupils SEMH needs will be met so that they are ready to learn.	
D.	Children will have further opportunities to develop vocabulary and communication skills.	<ul style="list-style-type: none"> • The gap between PP and non-PP in Writing will reduce to <20% • The proportion of PP pupils in EYFS achieving age related expectations in 'communication' will be in line with their peers.

4. Planned expenditure

Academic year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The number of PP children passing the phonics screening test will increase. The gap will be narrowed between PP and Non-PP pupils in writing.	McKie Mastery approach Implement and embed the Core Power teaching and learning. Power Literacy.	Core Power teaching and learning is a whole school approach which integrates strong drivers of progress and achievement. It is currently being used successfully in 3 schools within our Trust.	Drawing on support from the Trust. Rigorous and robust system of CPD. Planning and work scrutiny. Lesson observations.	SP/MD/ KBru/RM	8 week cycle of planning and assessment.
	Introduce the use of Mighty Writer as a model to support writing in KS1.	Mighty writer has been used in other schools locally with positive outcomes. When trialled in school, children demonstrated higher levels of motivation and success in their writing.	Training for TAs using this support. Work scrutiny. Observations.	RR	Termly
	Maintain small classes and TA support to increase adult to pupil ratio.	Smaller classes provide greater opportunities for pupils to receive individual feedback and tailored provision.	Lesson Observations and learning walks.	BF/KH	Annually

Pupils will not be disadvantaged by a lack of parental engagement and support. Aspirations will be raised.	Teachers write individual action plans for all PP pupils and implement them based on Sir John Dunford approach. Progress meetings will be held as a matter of routine.	Teachers increased awareness of specific barriers for individuals facilitates bespoke intervention to meet pupil need.	Termly Pupil Premium progress meetings.	RR	Termly
Children will have further opportunities to develop vocabulary and communication skills.	Robust Vocabulary Instruction	Robust Vocabulary Instruction by Isobel Dweck. Closing the Vocabulary Gap by Alex Quigley.	Staff training and CPD Monitoring of implementation	BF	Spring 2020
	Mrs Wordsmith	Visits to other schools using this resource.	Staff training and CPD Monitoring of implementation	SP	Spring 2020
Total budgeted cost					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The number of PP children passing the phonics screening test will increase. The gap will be narrowed between PP and Non-PP pupils in writing.	Small group work with Y2 phonics recheck pupils.	Provision will be tailored to the needs of the pupils and delivered in short, frequent sessions.	Observations of sessions Assessments of pupil progress	RR / KBru	Termly
	Year 3/4 Writing Project to close the gaps.	Progress has previously been slower in year 3/4 and there are large proportion of children (23) with PP in these cohorts. Targeted intervention will accelerate progress and ensure pupils are on track for the end of KS2.	Clear plan for implementation Work scrutiny	SP	1/2 termly
Pupils will not be disadvantaged by a lack of parental engagement and support. Aspirations will be raised.	Support for: School trips Music lessons School Uniform Breakfast and After School Club Clubs	Pupil's self esteem is raised, and broader experiences are open to them, raising aspirations. Pupils are ready to learn as their other needs are being met through wider provision.	Pupil/Parent Voice	KH	Termly
Pupils SEMH needs will be met so that they are ready to learn.					
Children will have further opportunities to develop vocabulary and communication skills.	Talking boxes in EYFS	There are currently 12 pupils in EYFS identified as PP with poor communication and vocabulary. This strategy has been used successfully in the school in the past.	Training for staff Monitoring	RM	Spring 2020
Total budgeted cost					
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will not be disadvantaged by a lack of parental engagement and support. Aspirations will be raised.	Mini Cadets	Mini cadets is used successfully across the Trust. It promotes a sense of belonging and well-being, high expectations and aspirations.	Clear plan for implementation Pupil Passports	BF	
Pupils SEMH needs will be met so that they are ready to learn.	Forest Schools Garden Project	Pupil's self esteem is raised, and broader experiences are open to them, raising aspirations. Pupils are ready to learn as their other needs are being met through wider provision.	Pupil Voice	RM	
Total budgeted cost					

5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk