

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Warley Road Primary Academy
Pupils in school	493
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	£205,440
Academic year or years covered by statement	2020/21
Publish date	
Review date	
Statement authorised by	
Pupil premium lead	Lesley Heathcote & Sarah Tindal
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data for 2020 Last data is 2018/19 +3.9
Writing	No data for 2020 Last data is 2018/19 +1.3
Maths	No data for 2020 Last data is 2018/19 +6.1

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data for 2020 Last data is 2018/19 65%
Achieving high standard at KS2	No data for 2020 Last data is 2018/19 1%

Strategy aims for disadvantaged pupils

Measure	Activity																			
Priority 1 Reading Improve reading attainment (Philip Webb & Janet)	Improve teaching of reading by training staff to use effective strategies for teaching reading using guided reading (whole class and small group). Support one to one reading across reception, year 1 and year 2.																			
Priority 2 Phonics Improve phonics success rates at the end of year 1 and catch up in year 2. (phonics resourcing)	Organise reading provision to ensure easily accessed and well matched to phonic ability. Provide consistent, quality resources to support quality first teaching. Provide additional Associate staff resource in reception and year 1 to offer additional phonics teaching and consolidation.																			
Priority 3 Early Years Improve outcomes at the end of reception (Matthew) £10,000	Provide specialist CPD for early years staff. Develop provision areas to improve to the quality of teaching and learning.																			
Priority 4 Wider opportunities Increase wider opportunities for children to engage in that will impact on improvements in attendance and attainment. (Mark Clayton, Neil Walters, Sian, Luke)	Implement i-challenge curriculum through specialist staff. Train staff to deliver (during teaching and non-teaching time) teambuilding activities through a bought in resource package. Provide Saturday morning provision to offer academic and physical activities.																			
Priority 5 Attendance Improve attendance (Maureen + other costs)	Offer a breakfast club for targeted pupils.																			
Barriers to learning these priorities address	<ul style="list-style-type: none"> Lack of opportunities for regular, daily reading with an adult and delayed reading attainment at end of EYFS <table border="1"> <thead> <tr> <th rowspan="2">2019</th> <th colspan="2">All</th> <th colspan="2">PP</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>EYFS Reading Expected</td> <td>61.8%</td> <td>76.9%</td> <td>16.7%</td> <td>62.2%</td> </tr> <tr> <td>KS1 Reading Expected</td> <td>53.8%</td> <td>74.9%</td> <td>43.8%</td> <td>62%</td> </tr> </tbody> </table>	2019	All		PP		School	National	School	National	EYFS Reading Expected	61.8%	76.9%	16.7%	62.2%	KS1 Reading Expected	53.8%	74.9%	43.8%	62%
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	KS1 phonics Expected	68.9%	81.9%	69.6%	70.9%
	<ul style="list-style-type: none"> • Lack of opportunities for wide and rich experiences. • Lack of opportunity and physical space for physical development. • Low attendance 91.8% PP/92.3% ALL • Low levels of communication and language on entry to reception leading into lower than national Good Levels of Development. 				
		All		PP	
		School	National	School	National
	GLD 2019	55.3%	71.9%	0%	56.7%
Projected spending					

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve higher proportion of pupil premium children achieving national standard,	End of summer 2021
Progress in Writing	Achieve higher proportion of pupil premium children achieving national standard,	End of summer 2021
Phonics	Achieve higher proportion of pupil premium children achieving national standard,	End of summer 2021
EYFS reading and writing	Provide a secure baseline of attainment in reading and writing for children moving into KS1.	End of summer 2021
Other	Increase the number of children accessing wider opportunities after school and on Saturday.	End of summer 2021
Attendance	Increase the % of attendance	End of summer 2021

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 Reading Improve reading attainment (Philip Webb & Janet)	Improve teaching of reading by training staff to use effective strategies for teaching reading using guided reading (whole class and small group). Support one to one reading across reception, year 1 and year 2.
Priority 2 Phonics Improve phonics success rates at the end of year 1 and catch up in year 2. (phonics resourcing)	Organise reading provision to ensure easily accessed and well matched to phonic ability. Provide consistent, quality resources to support quality first teaching. Provide additional Associate staff resource in reception and year 1 to offer additional phonics teaching and consolidation.
Priority 3 Early Years	Provide specialist CPD for early years staff. Develop provision areas to improve to the quality of teaching and learning.

Improve outcomes at the end of reception (Matthew) £10,000	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of opportunities for regular, daily reading with an adult and delayed reading attainment at end of EYFS • Low levels of communication and language on entry to reception leading into lower than national Good Levels of Development. •
Projected spending	Click or tap here to enter text.

Wider strategies for current academic year

Measure	Activity
Priority 4 Wider opportunities Increase wider opportunities for children to engage in that will impact on improvements in attendance and attainment. (Mark Clayton, Neil Walters, Sian, Luke)	Implement i-challenge curriculum through specialist staff. Train staff to deliver (during teaching and non-teaching time) teambuilding activities through a bought in resource package. Provide Saturday morning provision to offer academic and physical activities.
Priority 5 Attendance Improve attendance (Maureen + other costs)	Offer a breakfast club for targeted pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of opportunities for wide and rich experiences. • Lack of opportunity and physical space for physical development. • Low attendance 91.8% PP/92.3% ALL
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching & Targeted support	<ul style="list-style-type: none"> • Ensure time is given to allow for quality staff training. • Ensuring there is sufficient time in the timetable and staffing to offer quality PE and wider physical opportunities. • Lack of capacity and expertise to improve provision in EYFS 	<ul style="list-style-type: none"> • Schedule training during weekly CPD & INSET. Ensure cover where necessary to allow staff to join quality training. • Timetables reviewed and physical activity and i-challenge etc given time during mornings as well as afternoon sessions. • One staff member (Mr Clayton) plus specialist support through a SLA (Mr Walters) to coordinate and support. • SLA with specialists in EYFS provision to train and support EYFS staff team.
Wider strategies	<ul style="list-style-type: none"> • COVID restrictions in offering the wider opportunities. • Engaging families in understanding the link between attendance and education. 	<p>SLA with specialist to coordinate wider opportunities within the context of COVID.</p> <p>Review of processes and procedures, roles and responsibilities in relation to attendance.</p>

Review: last year's aims and outcomes

Aim (2019/20)	Outcome
Provide smaller classes by employing extra teachers for additional classes	Pupil premium children (and SEND) given a boost and nurture ready for them to return to accessing the mainstream curriculum with their peers in 2020/21.
Provide additional teaching assistants/support staff	

Provide all children with activities at break and lunchtime to encourage physical health and wellbeing	ENHA Data 2019 compared to 2018 shows improvement in engagement in physical exercise.
Provide additional support from a Learning Mentor, including Breakfast Club provision	Attendance not improved and is a school priority carrying over to the next academic year. Redefinition of roles and responsibilities this year lay the foundations for improvements.
Provide resources to promote the mental and physical health and wellbeing of all pupils	Due to Covid school closures and the potential impact on children's mental health, this continues to be a priority in the next academic year.