

# Pupil premium strategy statement 2021/22

## School overview

Metric	Data
School name	Warley Road Primary Academy
Pupils in school	551
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£189,186
Academic year or years covered by statement	2021/22 to 2024/25
Publish date	November 2021
Review date	Termly but full review September 2022
Statement authorised by	John Eccleston (Chair of Governors) and Lesley Heathcote (Executive Head Teacher)
Pupil premium lead	Sarah Tindal (Head of School)
Governor lead	Aisha Ahmed & Saiqa Najib (Parent Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,186
Recovery premium funding allocation this academic year	£14,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£203,186</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*We believe that all children should reach their potential whatever their background or circumstances. We place pupils' personal development and welfare at the heart of the school. Our unswerving aim is that all pupils' emotional and physical well-being must be central to the school's work, so that pupils are able to give their all to their studies. This aim is not merely a noble aspiration: it is lived and breathed throughout the school through our 'i-challenge' curriculum as well as our full curriculum drivers (Aim high, 4 Rs, Talk, read write and i-challenge).*

*Our pupil premium spending is informed by sound research in order to develop the good teaching that delivers a high quality broad and balanced curriculum to all children.*

### Disadvantaged pupil performance overview and progress scores for last academic year

Pupil premium school data 2020/21 % of pupils achieving age related expectations	EYFS 18 pupils	KS1 5 children	KS2 6 children	2019		2019 Progress from KS1
				PP	National All	
Reading	33%	43%	59% 26% GD	73%	73%	+3.15
Writing	22%	43%	74% 4% GD	73%	78%	+0.16
Maths	56%	43%	52% 26% GD	91%	78%	+4.82
<b>Combined</b>	22% GLD	43%	74%	67%	65%	

## Challenges

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

Challenge number	Detail of challenge
1	The quality of phonics teaching and regular, daily reading for early reading development means PP children do not achieve as well as their peers by the end of year 1 in phonics screening and reading.
2	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum.
3	Attainment at the end of Reception for pupils is below the national average in GLD.
4	Attainment at the end of KS1 is below national average in reading and writing and maths.
5	Lack of financial resource and parental understanding of providing children with broad opportunities and life experiences
6	Attendance for PP children is 91% (non PP same period 92%)

## Intended outcomes

This explains the outcomes we are aiming for the end of our current strategy plan, and how we will measure whether they have been achieved.

Challenge number	Intended outcome
1	PP children achieve in line with their peers in reading at the end of EYFS, phonics screening at the end of year 1 and reading at the end of KS1.
2	The communication and language skills of PP children on exit from reception will show progress to being in line with their peers.
3 & 4	Progress for PP children across school will be in line with their peers in reading, writing and maths.
5	A growing percentage of PP children will engage with residential and out of school events, clubs and holiday clubs. The 'i-challenge' curriculum will provide broad experiences for PP children.
6	The attendance rates for PP children will increase.

## 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: £108,186

Activity	Evidence that supports this approach	Challenges being addressed
<p>Ensure the quality of teaching in all subjects, in all classrooms leads to good progress for all children.</p> <ul style="list-style-type: none"> <li>• Support for teachers early in their career (1 teacher)</li> <li>• Support for identified teachers to improve their practice.</li> </ul>	<p>DFE report: supporting the attainment of disadvantaged pupils: <i>articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress. The Academy continues to support one teacher who has completed their NQT period (under the old system) – staff continue to support through additional time and experienced staff support and mentoring.</i></p>	<p>1,2,3 &amp; 5.</p>
<p>Develop teaching approaches to reading and writing through quality CPD.</p> <ul style="list-style-type: none"> <li>• Jane Considine training for all staff to develop ‘The Write Stuff’ approach to teaching writing.</li> <li>• Philip Webb training for all staff to develop teaching approaches for guided reading, a love of reading and film literacy.</li> </ul>	<p>EEF Effective Professional Development. <i>Recommendations for quality CPD that motivates staff, develops teaching techniques and embeds practice. Effective CPD plays a crucial role in improving classroom practice and pupil outcomes.</i></p>	<p>1,3&amp;4</p>

<p>Develop quality phonics teaching, ensuring consistency of approach to enable good progress.</p> <ul style="list-style-type: none"> <li>• Train all staff to use the ELS phonics programme followed up by monitoring of approach.</li> <li>• Additional phonics catch up for those pupils who have fallen behind.</li> </ul>	<p>EEF Teaching and learning toolkit <i>identifies phonics as having high impact for low cost based on very extensive research.</i>  DFE The reading framework: teaching the foundations of literacy <i>identifies</i> 'Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.'</p>	<p>1,3&amp;4</p>
<p>Develop the school curriculum to provide high quality, broad, balanced learning activities enabling strong learning for PP children.</p>	<p>EEF Teaching and learning toolkit <i>identifies the following strategies as enabling plus 3 months and that it has benefits for core academic attainment.</i>  EEF Teaching and learning toolkit <i>identifies physical activity to have positive impact on physical health and wellbeing as well as academic attainment.</i>  DFE Teaching a broad and balanced curriculum for education recovery 2021 <i>identifies the need to continue to teach a broad and balanced curriculum that includes wider experiences such as educational visits and visitors to school.</i></p>	<p>1,3,4,5&amp;6</p>
<p>Provide high quality speech and language support and intervention in the early years to targeted children.  S&amp;L therapist – case load of 12 children  CPD for 2 staff to specialise in</p>	<p>EEF Teaching and learning toolkit <i>shows plus 6 months impact through communication and language approaches.</i></p>	<p>1&amp;2</p>

## Targeted academic support

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenges being addressed
PP pupils will be supported through one to one or 3 times a week reading with an adult in class.	EEF Teaching and learning toolkit identifies: <ul style="list-style-type: none"> <li>• <i>One to one tuition to enable plus 5 months progress.</i></li> <li>• <i>Small group tuition enables plus 4 months progress.</i></li> <li>• <i>Year 6 end of year attainment has shown that additional tuition has had a very positive impact on attainment and progress. Therefore, this will continue.</i></li> </ul>	1 & 4
Additional teacher resource in year 2 to allow for targeted intervention in small groups.		
Saturday switch on tutoring provision		
After school targeted tutoring year 5 and year 6		
Targeted one to one and small group interventions to address social and emotional difficulties		

## Wider opportunities

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenges being addressed
Offer 4 residentials for KS2 children over the academic year to develop broad experiences and personal skills.	<p><i>EEF Teaching and learning toolkit describes:</i> ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.’</p> <p><i>Learning through landscapes identifies research (Harvey, Rankine and Jensen 2016) that shows:</i> ‘These results were unexpected and, we think, noteworthy in that for a 12 week programme (2hrs per week) the children gained on average 6 months of Mental Arithmetic and 2 months of General Maths against a similar cohort of children within the control schools.’</p> <p><i>DFE research project (2016) shows that pupils with no absence are 1.3 time more likely to reach age attainment or above and 3.1 times more likely to achieve greater depth.</i></p> <p><i>School data shows a correlation between children’s attendance and their attainment. Where children miss substantial periods of school, their attainment does not match their peers.</i></p>	4,5&6
Provide Saturday morning provision to offer academic and physical activities.		
Offer a breakfast club for targeted pupils.		
Implement a broad and balanced curriculum through specialist staff.		
Employ a teacher to support improvements in attendance through targeted work with children, families and outside agencies.		
Attendance awards to encourage the highest possible attendance of all children.		

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020/21 we continued to use the educational research to shape our pupil premium spending in line with DfE and EEF findings and reports. We invested funding into developing teacher pedagogy for reading and writing in order to maximise quality first teaching for all children. We implemented the i-challenge curriculum to provide children with broad experiences to develop personal characteristics and traits of teamwork, relationships and confidence that will support their social emotional as well as academic performance.

Funding was also used to provide specialist teachers in sports, art, drama, swimming and music to maximise the broad and balanced curriculum offer for pupil premium children.

During lockdown periods the academy offered live online lessons across all year groups. In year 5 and 6, where there was the highest uptake, 90% of year 5 and 75% of year 6 pupil premium children attended the lessons. Children lower down school, where the uptake to online lessons was lower, paper packs were provided and phone calls made by teachers and SLT to support those families with difficulties.

## Externally provided programmes

Programme	Provider
Wellcom screening and speech and language intervention programme	GL Assessment Supported by Bradford SALT service
ELS Phonics	ELS phonics and Oxford University Press