

1. Summary information					
School	Warbstow Primary Academy				
Academic Year	2019/2020	Total PP budget	£14520	Date of most recent PP Review	19/20
Total number of pupils	83	Number of pupils eligible for PP	11	Date for next internal review of this	Jan

2. Current attainment		
	Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	0% (0/1 child)	61%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	0% (0/1 child)	71%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	100% (1/1 child)	79%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	100% (1/1 child)	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Spelling skills below expected standard for 2 out of 5 PP children in KS2
B.	High ability pupils need to maintain good progress across all subjects
C.	Oral language skills in KS1 are below their peers which hampers progress
D.	Pupils need to develop balance, coordination and fine and gross motor skills
E.	Pupils reading below expected standard for 4 out of 5 PP children in KS1
F.	Pupils Maths below expected standard for 2 out of 5 PP children in KS2
G.	Some PP Pupils have low emotional resilience

External barriers (issues which also require action outside school, such as low attendance rates)	
H.	Pupils attend fewer out of school activities such as swimming lessons, and sports clubs.

4. Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
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A.	Read, Write Inc. Spelling taught in small groups from Year 2-6	Higher percentage of PP children achieving expected in Spelling (in line with non PP children.)
B.	All staff prioritise high quality Feedback and Marking to ensure outstanding progress. Update termly reviews of PP pupils against targets. Targeted PP priority for reading and engagement.	PP children to make accelerated progress in small cohort
C.	Improve oral language skills for pupils eligible for PP in KS1. TA to carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists and Educational Psychologist. Provide further opportunities for talk through play.	Pupils eligible for PP in KS1 class are able to Communicate with increased confidence by the end of the year so that all pupils make good progress from their starting point.
D.	Improve physical abilities through fine and gross motor activities. PP children to have free pass to morning 'Funfit club'	PP children accessing sports club 2 times/ week. Children's fine and gross motor skills improving.
E.	Project X small group tutoring available in week for PP children achieving below expected standard in reading or to maintain progress. Access to Dyslexia service to identify specific need. Whole school approach to Dyslexia friendly classrooms to support pupils with Dyslexia.	Pupils accelerate progress in reading so that all pupils make good progress from their starting point.
F.	1:1 tuition provided for pupils eligible for Pupil Premium grant in Upper KS2. Reviewed at pupil progress meetings. Whole school approach to developing Maths fluency, reasoning and problem solving to improve attainment.	Pupil Premium Pupils achieve EXS in Maths at the end of KS2
G.	All pupils to receive one terms of swimming from Year R to Year 3 and 1 term in Years 4-6. School provides enrichment opportunities for all children through a variety of extra-curricular clubs, activities and residential trips both on and off-site. PP children to have free pass to morning 'Funfit club'. All pupils to have access to a variety of high-quality sport, outdoor education and opportunities for competition. Swimming lessons provided to Pupils in receipt of pupil premium grant to develop confidence and independence. Music tuition in guitar, violin, cello and Samba drumming offered on top of whole class teaching and instruments provided for use at home and in school. PP to use counseling provided by Dreadnought when needed.	PP children achieve above expected attainment in Swimming by end of KS2. Children accessing exciting curriculum, participating in competitions such as Cornwall games, taking part in team matches. Children able to achieve high standards in music.

5. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use new Primary Impact sheets/ Arbor online tracker. spelling ages to track progress of children, with all staff teachers aware of data of PP children. Head to compare PP and non PP children's progress and share with teaching staff. Use Pira/Puma assessment materials.	Careful tracking to ensure all pupils are making at least expected progress allows the Head and staff to analyse impact of strategies and adjust ½ termly where appropriate. Insuring a priority of focus on PP, maintaining a high profile and constant approach to achieve progress.	½ Termly data analyses, Pupils of concern discussed at weekly staff meetings. Parents kept informed through termly meetings and progress reports. Staff to moderate data input to ensure consistency at ½ termly data sessions.	Mr Ellis	Summer 2020

Attainment in Spelling increased so that 90% of pupils achieve EXS in Spelling at the end of KS2	Spelling groups arranged so that all pupils below expected standard are in small targeted groups. 'Word shark' to provide further challenge and practise practice for targeted pupils. SumDog online resources targeting spelling.	Last year number of pupils to reach ARE in spelling was 50%. Individual progress was made with PP pupils who presented with low attainment. Introduction of Read, Write, Inc Spelling is having a good impact but needs to be a priority for 2019-20.	Children assessed half termly to measure impact, Mr Ellis and Advisory board to monitor, through pupil conferencing, book scrutiny and lesson observations. Mr Ellis to analyse data half termly and assess impact of each group. Assessment made with RWI ½ termly phonics checks.	Mr Ellis	Termly
Attainment in reading above National Average at KS1 and KS2	Comprehension books to be provide greater challenge for Years 2-6. Daily reading timetabled for all, PP targeted. Project X reading recovery interventions.	4 out of 5 PP children are reading EXS+ in KS2. This is high but a target of 100% is desired for this cohort in 1 year. All PP children are achieving EXS + in Reading KS1.	Guided reading lessons to be monitored by Mr Ellis and Advisory board. Reading progress data analysed termly. Staff INSET to discuss impact of Guided reading sessions (curriculum development) Read 5 books a day initiative with support of TA every day, this includes a poem a day.	Mr Ellis Mr Turnham Mrs Somers Mr Griffith Mrs Sobey Mrs Reeves	Termly
Improve Maths Fluency/problem solving and reasoning so that all pupils make good progress.	Club 99 and Times Table challenges to be introduced from Year 2-6. Certificates to be awarded in Assemblies and progress charts to be displayed in classrooms. Children to be set weekly homework and tests. Strategy to be articulated to parents. Sumdog online resources targets fluency and reasoning problem.	Progress and Attainment in Maths was good for EXS or GDS last year in Math's. A number of pupils do not know all of their tables confidently by the end of KS2 and this needs to be a priority if we are to continue to achieve above the National Average. Observations highlight need to develop reasoning skills across school	Mr Turnham to monitor half termly, through pupil conferencing, book scrutiny and lesson observations. Mr Ellis and Mr Turnham to analyse data termly. Introduce lesson structure and support planning surgeries.	Mr Turnham	Termly

<p>Improve punctuation and grammar in children's writing to increase number of pupils achieving EXS and GDS in Writing at KS1 and KS2.</p> <p>Continue to achieve GDS in writing at KS2.</p> <p>PIRA and PUMA assessment materials</p>	<p>Marking and Feedback policy to target writing skills specifically extended writing.</p> <p>Curriculum development to focus on challenge and high teacher expectations.</p> <p>CPD to be used to target writing</p> <p>Administer test.</p>	<p>Writing is above national average in KS2.</p> <p>Analyses shows at KS2 outcomes need to improve.</p> <p>Tried and tested asses/teach/plan cycle used to raise attainment.</p>	<p>Termly Book scrutiny to assess impact of marking on Grammar and Punctuation. ½ termly data collection and termly pupil progress meetings to ensure accelerated progress.</p> <p>English Lead to ensure increased output in writing achieved.</p> <p>Raise profile of presentation and content.</p> <p>Promote reading for pleasure develop library and purchase quality reading books.</p> <p>Termly analysis/review of test.</p>	<p>Mr Ellis</p> <p>Whole teaching staff.</p>	<p>Termly</p> <p>Termly</p>
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Total budgeted cost £2000

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?
<p>(Teaching assistant) Extra support delivered via Project X reading Intervention increased reading books.</p> <p>PP children to have additional support if needed.</p> <p>PP children targeted in daily reading and pupil</p>	<p>Employ TA/dyslexia champion in to deliver Project X reading interventions.</p> <p>Reports produced to assess progress</p> <p>Reduce the class size for Class 1 PP in Reception/Y1 and pupils in class 2.</p> <p>TA employed in class 1 to allow extra support and to deliver interventions if needed.</p>	<p>Evidence suggests that PP children don't always make good progress. Teaching Assistants support PP children in lessons and through interventions.</p> <p>This procedure enables early intervention needs to be identified.</p>	<p>Observations and tracking of progress through data analyses.</p> <p>Lesson observations and Pupil progress meetings.</p> <p>Pupil conferencing.</p> <p>Update/ Feedback</p>	<p>Mr Ellis Mrs Somers</p> <p>Mr Ellis</p>	<p>Termly</p> <p>Termly</p> <p>Yearly</p>

Improved assessment of barriers to learning via use of Early Dyslexia Screening.	After pupil review meetings children targeted for early screening	Early intervention is a key to improving attainment and progress over time.	Dyslexia champion to administer screening. Children targeted after pupil update meetings.	Mr Ellis/Mrs Somers	As and when
Exciting curricular and extra-curricular activities and Visits including after school clubs, alternative sports tuition, Wild Tribe, residentials, adventurous activities and STEM workshops. Increase interschool and intraschool tournaments.	PE lead to monitor PP children and ensure access encourage to whole school provision. Unit of works planned with target setting for PP	PP pupils are considered less able to access a rich array of extra curricular activities. These are enriching activities that increase cultural capital.	PP termly review meetings via pupil update meetings. Progress reviewed.	Mr Ellis Mrs Sobey	Termly

Improved cultural capital of PP children and access to enrichment opportunities	Target PP children for subsidies for trips, swimming, camp, FunFit, Panto. Scooters and bikes made available	Pupils with PP have less access to enrichment opportunities and require support for cultural capital to reduce the Gap between their attainment/progress and the National Average.	Termly analysis of PP uptake with reference to activities discussed at pupil update meetings.	Mr Ellis	Termly
Total budgeted cost					£5200
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?

Children to develop emotional resilience so that they are happy, confident and secure and able to make progress.	<p>Dreadnought to deliver counselling to children identified by parents and school as needing extra emotional support.</p> <p>Exercise daily 30 mins</p> <p>Introduce use of SCARF resource to develop PSHE</p>	<p>Counselling is proven to have a high impact on children's emotional resilience, leading to improved academic attainment.</p> <p>Parental support- improves happiness and wellbeing</p> <p>Research suggest healthy lifestyle promotes resilience, self worth and well being</p> <p>Structured curriculum activities focused on well being and developing cultural capital improve pupils well being and ATL</p>	<p>Through discussions with parents, pupils and staff to assess impact.</p> <p>1 hour per week</p> <p>Pupil update reviews to focus on PP.</p> <p>Parent meetings of PP to be targeted.</p>	Mr Ellis	On going
Whole school approach to TISuk employed	Trauma informed motional assessments on all children	Identifying barriers to learning and improving access to learning improves attainment.	SENDco to analyse PP children and report to Whole staff at dedicated meetings and pupil update reviews		
Total budgeted cost					£3700

6. Review of expenditure				
Previous Academic Year		2018-19		
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
Teachers have a clear understanding of data and their responsibility for tracking and improving the progress of PP children.	Use of primary impact (TA), PIRA and PUMA and spelling ages to track progress of children, with all staff teachers aware of data of PP children. Head to compare PP and non PP children's progress and share with teaching staff.	Increased focus and the assessment cycle procedures on PP has improved outcomes overall. 5 of the 7 PP pupils in KS1/2 are on course to achieve EXS+ in Writing. 5 of the 7 PP pupils in KS1/2 are on course to achieve EXS+ in Maths. 5 out of 7 PP pupils in KS1/2 are on course to achieve EXS+ in Reading. Teachers have communicated at staff meetings the benefit to Teaching and Learning with improved data sharing.	Termly data analyses to continue with non-negotiable PP focus on pupils. Pupils of concern discussed at weekly staff meetings. Parents kept informed through termly meetings and progress reports. Also use an IEP where appropriate. Parent engagement opportunities to be developed.	£0

Attainment in Spelling improved so that it is in	Read, Write Inc Spelling introduced	At the end of KS2 (1 of 1 PP) pupil achieved above average ARE. 4 out of 7 PP pupils in KS1/2 are on course to achieve EXS+ in spelling.	Children assessed half termly to measure impact, Mr Ellis to monitor. Continued focus on spelling and small groups to target all pupils with needs. Additional spelling interventions to be considered for PP	£0
ii. Attainment in Arithmetic improved so that it continues to be above National average for achievement and progress.				
Outstanding Feedback and Marking to ensure outstanding progress for all pupils.	Regular staff meetings to share outstanding practice	High quality Marking and Feedback is shown to have a high impact on Pupils progress. (Sutton Report)	Children responding to their marking showing that they are moving forward with their learning. Mr Ellis to analyse impact of marking through pupil conferencing and book scrutiny.	£0
Improved language skills in Reception	Teacher and TA to work with Speech therapist to deliver intervention. EYFS delivered to a high standard to accelerate progress.	Improved speech is essential for early phonics/ reading and writing skills to develop.	Children's speech improved, able to express their needs and access phonics activities. Speech therapist to assess that they no longer have a need for targeted support.	£300

Improved progress for high attaining pupils.	High attaining pupils challenged through differentiation (Challenge in class streamed for Spelling) Teacher to tutor small groups of Year 6 pupils during Spring Term to ensure they achieve Greater depth by the end of KS2.	GDS increased to 30.8% in maths at KS2 GDS increased to 30.8% in Writing at KS2 GDS increased to 38.5% in Reading at KS2 GDS increased to 23 % in GPS at KS2	High achievers tracked termly to ensure they continue to achieve greater depth.	£450
iii. Children to have access to greater variety of sports and other wider curricular activities				
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
	STEM conference annually for Year 2-6. Residential trips from Year 1- Year 6. Climbing, kayaking etc. for Years 4 -6. Wild Tribe for Year R- Year 6. Alternative sports lessons for 4 weeks each year. Team building activities for Year 3/ 4; Annual theatre trips.	This should ensure that all children including PP children have a wider array of practical life experiences which should support them with their life skills, social skills, resilience, confidence and thus learning in the classroom.	High impact wide array of life experiences motivates children and develops confidence. Extra swimming lessons develop independence, confidence, language skills as well as co- ordination. Continue next year.	£1000