

WARBSTOW PRIMARY ACADEMY AND NURSERY

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Warbstow Primary Academy and Nursery
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Hannah Bancroft
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,400
Recovery premium funding allocation this academic year	£3700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,100

Part A: Pupil premium strategy plan

Statement of intent

We aim to understand and overcome the forces that act explicitly and implicitly to reinforce disadvantage over time. The pandemic has not been felt evenly, it has exposed and entrenched disadvantage and threatens to define and harm a generation. Our aim is to make sure that what we do between 09:00 and 15:20 every day is so robust that it is enough to get every child where they need to be, regardless of what they 'have' or 'do not have' at home.

We seek equity over equality to support disadvantaged learners to have the opportunity and experiences that will allow them to be successful. "There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021. Therefore our aims are as follows:

- Identify the specific challenges faced by disadvantaged and vulnerable pupils.
- Ensure that teaching and learning opportunities meet the needs of all pupils by establishing baselines, regular formative assessment takes place and gaps are taught to.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the are identified as being vulnerable.

Over the past two years there has been a period of academic disruption. Our Year 2 children for example have missed 30% of their education and EYFS have had disrupted access to their preschool provision. We know that the disruption to pupils' education can affect disadvantaged pupils significantly. Our intention is that all pupils are included in challenging learning. Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Termly tracking meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive Pupil Premium and the Recovery funding are: children in receipt of free school meals, looked after children.

All intervention and strategy put in place has been planned by consulting a range of independent, high-quality reviews of evidence, such as the evidence summaries published by EEF.

A new 3 year plan will be published taking into account the impact of the pandemic

Challenges

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

Challenge number	Detail of challenge
1	Pupils' gaps due to the pandemic need assessing; teaching, learning and additional support in place to close gaps.
2	Whilst attainment and progress across the school is good, 50% of our current Y1 Disadvantaged cohort did not reach GLD and therefore have gaps in their readiness to access KS1. We also know that children in receipt of PP did not reach exceeding in their end of year assessments in all year groups with PP.
3	We know that disadvantaged pupils who are in school on time, every day, learning ready achieve well. Some of our disadvantaged pupils with lower attendance or with 'lost minutes' of learning through lateness do not make as good progress as those who attend well. Some pupils have a Lower than National Attendance % and more lost minutes of learning through lateness, and so our challenge is to continue to support these target pupils into school.
4	Learning Readiness' - Due to their emotional state, challenges with family finances, some disadvantaged children are not yet ready to learn at all times or participate in extra curricular activities.

Intended outcomes

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

Intended outcome	Success criteria
All gaps in pupils' core skills/knowledge are identified and the curriculum is shaped to meet these gaps. Teaching and learning is sensitive to individual needs and quickly moves pupils forward from their post closure starting points.	Planning and teaching is reflective of assessments and effective in closing gaps in learning. All staff to receive high quality CPD to support in the planning and delivery of high-quality lessons with a consistent approach across the school. End of Key Stage assessments show disadvantaged pupils performing as well as non-disadvantaged pupils nationally.

<p>Analysis of the gaps that prevented EYFS disadvantaged pupils from attaining GLD leads to those gaps being diminished in Year 1.</p> <p>A SSP program is in place across KS1 to ensure all phonics gaps are filled.</p> <p>Pupils who have gaps in their phonic and spelling knowledge will be supported fully in catching up.</p> <p>Opportunities to develop at greater depth will be planned into each lessons, with high aspirations of all children in place.</p>	<p>EYFS and KS1 team plan for 'closing the gap' activities for target pupils. By end of Autumn term the % of pupils not Y1 ready has decreased.</p> <p>All children are making expected progress in the RWInc phonics scheme and Fresh Start scheme.</p> <p>A greater percentage of children in receipt of PP will achieve EXC by the end of KS2.</p>
<p>The attendance of all disadvantaged pupils is rigorously monitored, and swift robust action is taken for any pupil not in school within the first half an hour of non-attendance</p>	<p>Parents know that their child must be in school on time and every day and that nonattendance or lateness will be rigorously pursued.</p> <p>The Head of School and Administrative team proactively manage the attendance of individual pupils.</p> <p>Attendance for disadvantaged pupils is at least 95% each term.</p>
<p>All disadvantaged pupils fully participate in the informal curriculum so that they have access to a wide, rich set of experiences.</p> <p>Progressive themed assemblies and PSHE lessons will focus wellbeing and developing social skills.</p>	<p>Disadvantaged pupils will be monitored to check that they benefit from automatic access to after school clubs, financial support to attend swimming lessons and other educational visit opportunities.</p> <p>Equip the children with strategies for a positive mind set, this includes the use of SCARF PSHE curriculum which will support pupils social and emotional well-being.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Read, Write Inc Phonics and Spelling Scheme for EYFS and KS1 plus Fresh Start in UKS2. Training of group leaders and resourcing the schemes £1750 £3000	The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Reading has been prioritised to allow all pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. RWInc is a validated SSP Programme that will enable regular assessment and gaps to be addressed quickly and effectively.	1 & 2
Enhancing the reading learning environment to embed a pedagogy of reading for pleasure	More Than Just a Book Corner - Oxford Education Blog (oup.com) Providing reading books that match phonic ability is essential. Teachers modelling a love of reading is also essential and this requires current, exciting, interesting books	1 & 2
Ongoing CPD for teaching staff in Quality First Teaching strategies including provision for SEN, feedback and gap closing	Wider strategies EEF (educationendowmentfoundation.org.uk) Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) "There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021	1, 2 & 4
CPD in what a greater depth learner looks like and how planning can support children	Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk) A curriculum giving opportunities for depth and breadth is essential for	2

to meet the EXC standard	children to progress with their learning beyond the expected standard	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing one to one tuition for children who have fallen behind in their learning. Use of the RWInc and Fresh Start tuition program and Maths pre-teaching	One to one tuition EEF (educationendowmentfoundation.org.uk) One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1 & 2
Online learning platforms to support children in consolidating learning, skills practice and additional activities for possible periods of covid isolation.	Proven to accelerate progress and demonstrate impact on learning. (sumdog.com) The element of regular, daily practice improves children's fluency. Online platforms add a creative element that engages and encourages children to practice.	1 & 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Peninsula Education (Educational Welfare team) to monitor attendance and plan further actions	Wider strategies EEF (educationendowmentfoundation.org.uk) Children that attend regularly and on time succeed in their learning. Attendance must be monitored and families supported in maintaining high levels of attendance.	3

Parent partnership for target pupils through structured conversations to close the gaps.	Wider strategies EEF (educationendowmentfoundation.org.uk) Working with and communicating with our families is key for successful partnerships	4
Offering a wide range of extra-curricular activities. Financially supporting families to fully participate in extra-curricular activities, swimming lessons, residential trips	Warbstow is an inclusive school, it is imperative that all children have access to the full curriculum offer regardless of family finances. They gain a sense of belonging and comradery by attending these activities.	4

Total budgeted cost: £16,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Internal data analysis of end of year teacher assessments (June 2021) showed that 100% of children with PP met the expected standard in reading in all but one year group, where 50% met the expected standard. In writing 50% met the expected standard in all year groups and in maths 50% met the expected standard in two year groups and 100% in the other year group. There are other vulnerabilities in place for some of our children with PP, however they made progress from their starting point. None of the children with PP have met the exceeding standard, this will be one area of focus for the next strategy statement.

Previous plan

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)