

Pupil Premium Strategy Statement for Warberry C of E Academy



At Warberry Academy we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is first and foremost, excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement:

- Attendance and Family Support requirements;
- Children entering school below the expected standard in Communication and Language which specifically impacts upon Reading and Writing outcomes;
- Low aspirations particularly around Writing and Maths;
- Attendance and punctuality issues.

We target Pupil Premium funding to ensure that children make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated. Our key priorities for Warberry CE Academy sit alongside a focus on excellent quality provision for all pupils.

1. Summary information

Warberry CE Academy	September				
Academic Year	2019 - 20	Total Pupil Premium budget	£118,080	Date of most recent PP review	July 2019
Total number of Pupils	405	Number of pupils eligible for PP	104 (26%)	Date for next internal review of this strategy	December 2019

Progress for End of KS2 DFE data (IDASH unvalidated)	All Pupils (53)	Reading	+1.9	Writing	+3.2	Maths	+1.9
	Pupils Eligible (18)	Reading	+2.22	Writing	+3.46	Maths	+2.90

2. Barriers to future attainment (for all pupils eligible for PP including high ability)

In school barriers (issues to be addressed in school)

A	A significant proportion of Pupil Premium Pupils entered EYFS with a baseline below the national average in the prime areas of Communication and Language (CL) and PSED In 2018, 22% of Pupils eligible for PP funding achieved ARE on entry to EYFS in PSED and C&L/PD
B	At the end of KS1, the gap was closed between Non eligible and Pupils eligible for Pupil Premium (PP) Funding for pupils achieving at Age Related Expectations (ARE). The percentage of Pupils eligible for Pupil Premium funding achieved higher than All pupils in Reading, Writing, Mathematics and science at EXS.

	We need to ensure that we increase the percentage of Pupils (eligible for Pupil premium funding) achieving Greater Depth in all subjects especially; with gaps being significantly closed in Reading and Writing so that they achieve at least in line with National and with All pupils expectations at the end of KS1.
C	At the end of KS2 Pupils eligible for Pupil Premium Funding achieved below National expectations in reading and EGPS at EXS At the end of KS2, Pupils eligible for Pupil Premium Funding achieved below that of All pupils in Reading and Mathematics Expected. At the end of KS2, Pupils eligible for Pupil Premium Funding achieved below National expectations and All pupils in Writing and EGPS at Greater depth and broadly in line with Reading, Writing and mathematics combined.
External barriers	
D	Attendance rates for pupils eligible for PP at the end of 2019 was 95.41% which was a slight increase from 2017-18 (95.38%) but still below National average and All pupils at 96.6% Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers so in order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: pastoral support and attendance to result in children making accelerated progress.

3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improved achievement in the Prime areas (C&L, PD and PSED) for PP in EYFS Progress and attainment for PP pupils is at least in line with National Expectations.	Pupils eligible for Pupil Premium in EYFS make rapid progress by the end of the year so that all pupils eligible for PP funding achieve a Good level of Development (GLD) and exceeding. Progress monitored weekly. Continued to sustain being well above national attainment at the end of EYFS in GLD
B	Higher percentage of high ability PP pupils to be working at Greater Depth in all subjects; with gaps being significantly closed in writing and reading at the end of KS1.	Higher percentage of pupils in the current Y2 class achieve at the higher level at the end of KS1 in Maths, Reading and Writing. Sustain above National attainment in Reading, writing and maths at the end of KS1. The gap remains closed in reading, writing and mathematics at the end of KS1 for eligible and non-eligible pupils achieving EXS. 100% of eligible pupils will achieve Y1 phonics screening check.
C	Higher percentage of high ability PP pupils to be working at Greater Depth in writing by the end of KS2. Higher percentage of PP pupils to be working at expected in reading, mathematics and EGPS	Pupils targeted for EXS or Greater Depth – progress regularly reviewed. Higher percentage of Pupils eligible for Pupil Premium achieve EXS for reading which is at least in line all pupils and National at the end of KS2 Higher percentage of pupils eligible for Pupil Premium achieve EXS in EGPS at least in line with National and Mathematics at least in line with All pupils. Higher percentage of pupils eligible for Pupil Premium achieve GD in all subjects combined R,W,M (particularly writing) above All Pupils and National expectations at the end of KS2 Lead indicators are monitored and acted upon weekly. Pupils identified as high prior attaining at KS1 are targeted for Greater Depth – progress regularly reviewed against Greater Depth.
D	Sustainable increased attendance rates for targeted pupils eligible for PP (target 98%)	End of year attendance shows PP pupils in line or above non PP pupils and in line with our Trust aspirational target of 98%

Planned expenditure					
Academic Year	2019-2020				
The three headings below enables schools to demonstrate how they are using the pupil premium to improve pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Who	Cost
<p>Improved language/ communication and PSED skills for PP in EYFS.</p> <p>Progress and attainment for PP pupils is at least in line with National and an increase in PP achieving Exceeded particularly in the prime areas.</p>	<p>Continue to deploy careful use of targeted individual attention, challenge and feedback to children through the deployment of highly skilled staff.</p> <p>Ongoing staff training on delivering RWInc programme (through weekly masterclasses and external Development Days and bespoke training)</p> <p>Ongoing staff training on developing oracy and developing PSED in EYFS from the Trust SLE</p> <p>PP pupils in EYFS to be a focus for all coaching and monitoring visits</p>	<p>Our teachers receive high quality CPD tailored towards giving effective feedback to learners. Educational Research evidences that high quality feedback is an effective way to improve outcomes and a whole school approach ensures consistency of approach and provision.</p> <p>RWInc (phonics and early reading) programme improves children's communication and language skills through a series of strategies like Your turn my turn.</p> <p>All new teachers receive full external training and the Reading Leader and RWINC Lead attend regular updated RWInc development days in order to develop staff through master classes and maintain a consistent approach.</p> <p>EYFS children thrive in environment where they receive enriched continuous provision. Ongoing research group activities with Academies within the trust and SLE to enrich experiences for PP pupils. High quality writing opportunities to be embedded through the continuous provision.</p> <p>Teacher/child lead opportunities planned in class and outside area to enable children to develop language skills and PSED through continuous provision.</p> <p>Visits to PP champion schools.</p> <p>The EYFS unit (including nursery) is set up with language rich opportunities as data has shown that 22% of Pupils eligible for PP funding enter the EYFS with a baseline well below National expectations (2018 on entry data).</p> <p>Findings of the Hart and Risley landmark study: Over four years, researchers recorded that an average child in a professional family accumulated experience of almost 45 million words; and a family receiving welfare, 13 million words.</p>	<p>Early identification of pupils in EYFS who require S&L interventions with referrals made swiftly and timely to SALT.</p> <p>Ensure that pupils have quality first teaching that provides targeted individual attention, challenge and feedback to children.</p> <p>EYFS bespoke PDMs and twilights planned throughout the year across the Trust and lead by the EYFS SLE.</p> <p>Weekly book/online journals (Tapestry) conferencing, lesson observations and pupil conferencing. Termly Pupil Premium Barrier analysis which is reviewed each half term.</p> <p>RWInc : Reading Leader to attend up to date CPD x 3 days; Lead to run master classes and coaching sessions; Development days x 3 (1 in each term); Training for new staff – September 13th and October 18th 2019; peer and external observations; RWInc resources and access to the portal.</p> <p>Planned research group. EYFS practitioner to work with SLE and EYFS practitioners.</p> <p>The Early years environment is language and vocabulary rich as to bridge the vocabulary gap. All teaching staff are aware of the barriers that the majority of Pupil Premium pupils have when starting school.</p> <p>Extend opportunities further for PP pupils and boys in EYFS to improve motivation and engagement, impacting on attendance and opportunities to develop language skills.</p>	<p>RWInc Lead</p> <p>EYFS Lead LSA practitioner</p> <p>SLT and SENDCO ongoing</p>	

<p>Increased percentage of PP pupils working at Greater Depth for Reading, Writing and Mathematics by the end of KS1.</p>	<p>Ongoing staff training for RWInc phonics in place from EYFS to Y3 with resources and leader support. To embed the whole class teaching of reading skills using the DERIC approach (decode, explain, retrieve, interpret, choice) from Year 2</p> <p>To embed Maths no problem approach to teaching Y1 and Y2 and to further develop the use of journaling in maths to encourage explanation and reflection.</p> <p>To increase the range of specialists and visits in and out of school from nursery to end of Year 2</p> <p>To ensure that the basics of grammar and punctuation to reach year groups are explicitly taught and embedded in writing outcomes across the curriculum.</p>	<p>2019 data shows that: 11% of PP pupils achieved GD in reading compared with Non PP pupils at 29% and below National at 29% 11% of PP pupils achieved GD in writing compared with Non pupils at 21% and below National at 18% 22% of PP pupils achieved GD in mathematics compared with Non PP pupils at 27% and below National at 25%</p> <p>Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources.</p>	<p>We want to ensure that we increase the percentage of pupils working at greater depth at the end of KS2 so that it is at least in line with all pupils and at least in line with National average. Aspirational Targets set for the end of KS1 at Greater depth:</p> <p>Target phonics Y1 at higher level: 98%</p> <p>RWInc Development days – external monitoring Maths no problem and whole class reading internal monitoring each half term. Tracking Year 1 and 2 data for reading, writing and mathematics.</p> <p>Teachers have at least a good subject knowledge of the NC objectives and appendix 2 for their year group (and the one below) that relate to punctuation and grammar.</p> <p>The percentage of PP pupils achieving the higher level at the end of KS1; Reading : 38% Writing 25% Mathematics 38%</p>	<p>Maths lead and National Maths Mastery specialist English Lead RWInc Lead Assistant head of Academy (AHO) Head of Academy (HOA) SLT</p>	
<p>Increased percentage of PP pupils working at Greater Depth for writing by</p>	<p>To ensure that explicit reading and writing skills are coherently planned, underpinned by excellent subject knowledge, so that</p>	<p>We want to ensure that we increase the percentage of PP pupils working at greater depth so that it is at least in line with Nationals. 2019 data shows that 22% of PP achieved greater depth in writing compared to 28% of All pupils at school and 24% of PP pupils Nationally. We want to ensure that we increase the percentage of PP pupils</p>	<p>PDMs planned throughout the year across the Trust in English and Mathematics. Weekly book conferencing, lesson observations, pupil conferencing and fortnightly PRAISE shows PP pupils being targeted effectively and feedback moving</p>	<p>English Lead RWInc Lead Assistant head of Academy (AHO) Head of</p>	

<p>the end of KS2.</p> <p>Increased percentage of PP pupils working at expected for reading, mathematics and EGPS by the end of KS2</p>	<p>skills continue to be layered – planned CPD for all teaching staff by English lead</p> <p>To embed the whole class teaching of reading skills using the DERIC approach (decode, explain, retrieve, interpret, choice) from Y2 to Y6</p> <p>To embed mathematical fluency of facts and procedural fluency of operations and reading fluency across the curriculum.</p> <p>To embed Maths no problem approach to teaching Y1 to Y5 and to further develop the use of journaling in maths to encourage explanation and reflection</p> <p>To increase the arrange of specialists and visits in and out of school from Year 3 to end of Year 6</p> <p>To ensure that the basics of grammar and punctuation to reach year groups are explicitly taught and embedded in writing outcomes across the</p>	<p>working at greater depth in Reading, writing and mathematics (11%) combined so that it is above All pupils (13%) and National average (12%).</p> <p>We want to ensure that we increase the percentage of pupils achieving expected at the end of KS2 so that it is at least in line with all pupils and at least in line with National average. 2019 data shows that: 72% of PP pupils achieved EXS in reading compared with ALL pupils at 77% and below National at 80% 78% of PP pupils achieved EXS which was in line with All pupils 77% but just below National average 82% 83% of PP pupils achieved EXS in maths compared with All pupils at 89%</p> <p>We want to ensure that we target a proportion of middle prior attaining pupils by setting aspirational targets so that they are able to achieve Greater Depth.</p> <p>Based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources. The effectiveness of this approach is demonstrated by Singapore’s position at the top of the international benchmarks such as TIMSS and PIRLS.</p>	<p>pupils learning on in a timely manner.</p> <p>External monitoring shows children using their reading skills effectively across the curriculum.</p> <p>Research and development (R&D) triads research on precision teaching is implemented in classrooms.</p> <p>Maths No problem Development days and reading development days throughout the year show more PP pupils working at Greater Depth and reading fluency has increased.</p> <p>Pre teaching enables pupils to access the lesson – evidence shown through lesson observations/books/PRAISE.</p> <p>RWInc spelling training for KS2 teaching staff and then followed up in school.</p> <p>PP pupils make progress above National and above Non PP pupils in all subjects</p> <p>Pupils targeted for EXS or Greater depth – progress to be monitored and regularly reviewed – through PRAISE</p> <p>Increased percentage of pp pupils working at GD in writing. PP pupils targeted for Greater Depth: Reading 29% Writing 24% Mathematics 29% EGPS 29%</p> <p>Teachers have at least a good subject knowledge of the NC objectives and appendix 2 for their year group (and the one below) that relate to punctuation and grammar.</p>	<p>Academy (HOA) SLT</p>	
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	curriculum.				
				Total budgeted cost	£44,600
Targeted support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>Improved language/ communication and PSED skills for PP in EYFS.</p> <p>Progress and attainment for PP pupils is at least in line with National and an increase in PP achieving Exceeded particularly in the prime areas.</p>	<p>Target specific interventions for pupils requiring C&L RWInc 1:1 programme Small group and individual’.</p> <p>Target specific interventions through continuous provision in PSED and C&L</p> <p>Work closely with the family support team targeting families. Parent consultations from nursery to improve parental accountability and provide support for parents.</p>	<p>Children needing targeted support to catch up. 1:1 and small interventions with highly qualified staff have shown to be effective as shown from the research from John Hattie based on feedback in schools. Targeted support in EYFS has shown to be effective to enable pupils to catch up.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities with academies within our Trust.</p> <p>High quality C&L and PSED opportunities to be embedded through the continuous provision – a particular focus on targeting through provision in the outdoor area.</p>	<p>Class teacher and TAs to work alongside EYFS practitioners and the Trust EYFS lead (SLE)</p> <p>EYFS teacher to implement recent research into precision teaching into the continuous provision.</p> <p>Monitoring through learning diaries, weekly PRAISE, lesson observations and pupil conferencing.</p> <p>Early identification of pupils in EYFS who require C&L interventions.</p> <p>Increase and upskill parents and parental engagement further through RWInc parent sessions and child participation activities where pupils demonstrate how they can be supported with their learning and language skills.</p> <p>Family support officer to work closely with EYFS team to identify Families that need support to reduce pupils barriers to learning.</p>	<p>Assistant head, EYFS team RWINC Lead Family support officer</p>	
<p>Increased percentage of PP pupils working at Greater Depth for Reading, Writing and Mathematics by the end of KS1.</p>	<p>Targeted parent workshops</p> <p>RWInc 1:1 and small group sessions</p> <p>1:1 and small group conferencing</p> <p>Small group work interventions to target Pupils working at Greater Depth.</p>	<p>The school data shows that RWInc interventions can accelerate progress with pupils working at a higher level – Y1 phonics screening</p> <p>Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie.</p>	<p>Early identification of pupils (through aspirational target setting) needing an intervention and interventions swiftly put into place.</p> <p>Fortnightly PRAISE report shows the effect of the interventions on each child and how they are progressing towards achieving greater depth at the end of the school year.</p> <p>Deliver training to new staff in RWInc 1:1, Engage with parents and pupils to address any concerns or questions about the interventions.</p> <p>Parents to attend RWInc workshops so they can support their child at home.</p> <p>Impact monitored by SLT</p>	<p>RWInc 1:1 RWInc Lead HLTA Teachers SLT</p>	

<p>Increased percentage of PP pupils working at Greater Depth for writing by the end of KS2.</p> <p>Increased percentage of PP pupils working at expected for reading, mathematics and EGPS by the end of KS2</p>	<p>Year 5 phonic intervention for PP pupils – sound training.</p> <p>1:1 and small group conferencing.</p> <p>Pre teaching interventions planned across KS2</p> <p>Further staff training on pre teaching for new teachers to ensure more pupils achieve ARE in maths and reading.</p> <p>Targeted specific interventions to close the gaps in reading, writing, EGPS and mathematics.</p> <p>Small group work through the Counting to Calculate programme. Write away and Success in arithmetic programme.</p> <p>Early morning/ after school interventions. Easter school and PGL residential prior to SATs</p> <p>1:1 and small group THRIVE sessions.</p>	<p>Sound training was implemented as a result of visits to PP award winner 2014 and 2015. Sound training is designed to boost vocabulary development and literacy skills with sustained improvements in reading ages.</p> <p>RWInc 1:1 support for fluency in reading</p> <p>Two academies within our Trust were part of the Babcock project which explored how vulnerable children could be supported to be active and influential participants in maths lessons, accessing age-appropriate mathematics, through the use of pre-teaching in advance of maths lessons and assigning competence within maths lessons. ‘ <i>The impact has been extraordinary. We have had the privilege of witnessing teachers change children’s lives through this project. Children who had no belief in themselves as learners in mathematics now believe in themselves, and are actively involved in their own learning and in the learning of others’ – Maths Adviser</i></p> <p>Some PP pupils need targeted support to catch up. We use specialist HLTAs and Year 6 teachers to offer a range of small group bespoke interventions during breakfast and after school club which have proven extremely successful by accelerating attainment and progress at the end of ks2 – small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie.</p> <p>THRIVE sessions to support pupils with social, emotional and behaviour needs.</p>	<p>Early identification of pupils needing an intervention and interventions swiftly put into place.</p> <p>Fortnightly PRAISE report shows the effect of the interventions on each child.</p> <p>Deliver training to new staff in RWInc 1:1, Counting to Calculate and investment in pre-teaching.</p> <p>Engage with parents and pupils to address any concerns or questions about the interventions.</p> <p>Parents to attend RWInc workshops so they can support their child at home.</p> <p>Impact monitored by SLT</p> <p>THRIVE trained practitioner to work with pupils one day per week (from Ella combe).</p> <p>Pupils targeted for EXS or Greater depth – progress to be monitored and regularly reviewed – through PRAISE</p> <p>Increased percentage of pp pupils working at GD in writing.</p> <p>PP pupils targeted for Greater Depth: Reading 29% Writing 24% Mathematics 29% EGPS 29%</p>	<p>Sound trainer</p> <p>Thrive practitioner</p> <p>SLT</p>	
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Total Budgeted cost £43,200

Other approaches

Desired outcomes	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 implement action?
<p>To ensure increased attendance rates for targeted pupils eligible for PP (Target 98%)</p>	<p>Head of Academy to work with attendance officer, Safeguarding Lead and Family Support Team to monitor pupils and follow up quickly on absences. Involve LA where necessary. Gain support from School Nurse and signpost parents. Link parents with outside agencies</p> <p>Clear messages and information given out from office following Absence and Attendance Policy</p> <p>Discussions with parents about future absence requests and where they stand with the Government and Local Authority Attendance forum with MAT Attendance Forum with MAT administrators Invite guest speakers e.g. Devon Attendance Lead, Evie Semmens to discuss PP children and impact of good attendance</p>	<p>The attendance for Pupils eligible for PP at the end of the academic year was 95.41% which was higher than the previous year. The attendance for All pupils was 96.6%</p> <p>Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils.</p> <p>Attendance and punctuality must be the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.</p> <p>‘Breakfast restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at it's best!’</p>	<p>The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing.</p> <p>Attendance officer to produce weekly breakdown of attendance for vulnerable groups.</p> <p>Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance.</p> <p>Half termly attendance report including Persistent Absentees.</p> <p>It is the responsibility of everyone school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly.</p>	<p>HOA Family support officer Safeguarding lead Attendance lead</p>	

	<p>Monitor PA children from previous years and action accordingly.</p> <p>Continue to investment in Celebration Breakfasts for all class and families</p> <p>Breakfast Club provision and SATs breakfast club</p>				
Total Budgeted cost					£30,280

6. Review of expenditure

Academic Year 2018 – 2019

£114,840

Quality of teaching for all

Desired outcomes	Chosen action/approach	End of year impact	Lessons learned
<p>Continue to secure achievement in the Prime areas (C&L and PSED) for PP in EYFS. Progress and attainment for PP pupils is at least in line with National and an increase in PP achieving Exceeded.</p>	<p>To further embed CPD on high quality feedback. Teaching to the top and scaffolding down using pre-teaching.</p> <p>Continue to deploy careful use of targeted individual attention, challenge and feedback to children through the deployment of highly skilled staff.</p> <p>Ongoing staff training on delivering RWInc programme (through weekly masterclasses and external Development Days and bespoke training)</p> <p>Ongoing staff training on developing oracy and developing PSED in EYFS from the Trust SLE</p>	<p>83% of all pupils achieved a Good Level of Development (GLD) with 80% of pupils eligible for Pupil premium (PP) achieved a Good Level of Development.</p> <p>Outcomes show that the gaps are closing between those eligible and all pupils:</p> <p>Reading for All 89% compared with 80% PP; Writing for All 86% compared with 80% PP; Mathematics 86% compared with 80% PP</p> <p>In C&L 90% of Pupils eligible for pupil premium achieved ELG which was in line with All pupils at 91%</p> <p>On entry (Autumn 2018) only 22% of pupils eligible for PP achieved age related expectations and made significant improvement by leaving EYFS at 90% achieving GLD.</p> <p>On entry (Autumn 2018) only 2% of PP achieved age related expectation in PSED however 90% achieved ARE at the end of EYFS.</p>	<p>Continue to focus on ‘higher attaining’ pupils and ‘higher attaining’ PP. Children continue to come into school below where we expected them to be specifically in terms of communication and language and PSED.</p> <p>Targeted focus on identifying those who are at risk of not converting working at ARE to working into exceeding at the end of the EYFS.</p> <p>We have identified Pupils eligible for pupil premium in the nursery.</p> <p>(Lessons learned have fed into desired outcomes and chosen action/approaches for 2019-20)</p>

<p>At the end of KS1, the gap continues to close between Pupil Premium and All Pupils in Writing and remains closed between Pupil Premium Pupils and All Pupils in Reading and Maths</p>	<p>Further embed CPD on high quality feedback, the writing sequence, modelling writing and pedagogy of writing. Careful use of targeted individual attention, challenge and feedback to children through the deployment of highly skilled staff. Ongoing staff training on delivering RWInc programme (through weekly masterclasses and external Development Days and bespoke training) Implementation of MathsNoProblem! throughout KS1</p>	<p>98% of All pupils achieved the expected standard in the Phonics Screening Check with 92% (11/12) of pupils eligible for pupil premium achieving the expected standard. At the end of Key Stage one: Reading: 84% All pupils achieved expected compared with 89% PP pupils Writing: 77% All pupils achieved expected compared with 78% PP pupils Mathematics: 84% All pupils achieved expected compare with 89% PP pupils Pupil premium attainment was higher than National average expectations in Reading, writing and Maths and compared to All pupils at Warberry CE Academy. No gaps in Pupil premium at the end of KS1 However, there were PP gaps for pupils achieving Greater Depth at the end of KS1 in Reading, writing and maths. Reading: The percentage of All pupils achieving GD was 26% compare to PP 11% Writing: The percentage of All pupils achieving GD was 19% compare to PP 11% Mathematics: The percentage of All pupils achieving GD was 26% compare to PP 22%</p>	<p>We need to ensure that we increase the percentage of Pupils (eligible for Pupil premium funding) achieving Greater Depth in Mathematics with a focus on Reading, writing so that they are at least in line with National and All pupils at the end of KS1. (Lessons learned have fed into desired outcomes and chosen action/approach for 2019-2020)</p> <p>To continue to plan training for new practitioners for RWInc and Maths No Problem earlier in the academic year. To ensure ongoing training and development days through master classes, train the trainer and development days in RWInc, whole class reading and Maths No Problem.</p>																		
<p>Higher rates of progress in Writing and Maths at the end of KS2 and those for pupils eligible for Pupil Premium to ensure gap remains closed. Ensure that gap remains closed in attainment for Pupils eligible for Pupil premium in Reading, Writing and Maths at the end of KS2</p>	<p>Planned CPD on high quality feedback. Planned training - teaching school - raising attainment in' writing. Breakfast club for Year 6 pupils targeted for Expected Standard Greater Depth (those identified as targeted for Greater Depth receiving targeted teaching from September) Pupils targeted for EXS or Greater depth – progress regularly reviewed. Pupils (identified as high prior attaining) targeted for Greater Depth - progress regularly reviewed against Greater Depth.</p>	<p>All pupils at end of KS2 Progress: Reading 1.9 (sig+) Writing 3.2 (sig+) Mathematics 1.9 (sig+) Progress at the end of KS2 for Pupils eligible for Pupil premium: R2.22 W3.46 M2.90</p> <table border="1" data-bbox="757 995 1364 1129"> <thead> <tr> <th>Writing EXS</th> <th>Warberry</th> </tr> </thead> <tbody> <tr> <td>All (53)</td> <td>89% (N78%)</td> </tr> <tr> <td>PP (18)</td> <td>94% (N83%)</td> </tr> </tbody> </table> <table border="1" data-bbox="757 1161 1364 1430"> <thead> <tr> <th>Reading EXS</th> <th>Warberry</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>77% (N75%)</td> </tr> <tr> <td>PP</td> <td>72% (N80%)</td> </tr> <tr> <th>Mathematics EXS</th> <th>Warberry</th> </tr> <tr> <td>All</td> <td>89% (N76%)</td> </tr> <tr> <td>pp</td> <td>83% (N81%)</td> </tr> </tbody> </table>	Writing EXS	Warberry	All (53)	89% (N78%)	PP (18)	94% (N83%)	Reading EXS	Warberry	All	77% (N75%)	PP	72% (N80%)	Mathematics EXS	Warberry	All	89% (N76%)	pp	83% (N81%)	<p>To ensure that whole class reading approach is embedded across the school.</p> <p>Targeted approach resulted in impact, whole staff, targeted CPD. Research and findings feedback to all staff from visits from PP champion schools.</p> <p>All teaching staff regularly evaluating the Pupil premium barrier analysis to ensure barriers for all PP pupils are at least reduced.</p> <p>Next year, work alongside our LAP academies to share best practice and to learn from their research and visits to recent pupil premium champion schools.</p> <p>(Lessons learned have fed into the desired outcomes and chosen action/approaches for 2019-20) - To ensure that PP pupils achieve at least in line with National expectations in reading and</p>
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All	89% (N76%)																				
pp	83% (N81%)																				

Numbers of children achieving Greater Depth increases in Writing and gap remains closed between eligible and non-eligible pupils at Greater Depth in Reading and Maths.	Lead indicators are monitored and acted upon weekly. Implementation of MathsNoProblem! Into Y4 and Y5 (CPD for teaching staff)	EGPS EXS		Warberry		<p>EGPS at EXS at the end of KS2</p> <ul style="list-style-type: none"> - To ensure that PP pupils achieve at least in line with all pupils at the end of KS2 in Reading and Mathematics - To ensure that PP pupils achieve at least in line with National expectations and all pupils at the end of KS2 in Writing and EGPS at Greater depth.
		All		77% (N78%)		
		PP		78% (N82%)		
		RWM combined EXS		Warberry		
		All		70% (N64%)		
		PP		72% (N70%)		
		Writing		Warberry		
		All (GD)		(15) 28% (N20%)		
		PP		(4) 22% (N24%)		
		Reading		Warberry		
		All (GD)		28% (N 28%)		
		PP		33% (N33%)		
		Maths		Warberry		
		All (GD)		26% (N24%)		
PP		39% (N28%)				
EGPS		Warberry				
All (GD)		34% (N34%)				
PP		33% (N39%)				
RWM (GD)		Warberry				
All		13% (N10%)				
PP		11% (N12%)				

Targeted support			
Desired outcomes	Chosen action/approach	End of year impact	Lessons learned
Continue to secure achievement in C&L,PD and PSED	RWInc 1:1 programme Small group and individual's targeted with additional interventions delivered through continuous	83% of all pupils achieved a Good Level of Development (GLD) with 80% of pupils eligible for Pupil premium (PP) achieved a Good Level of Development. Outcomes show that the gaps are closing between those eligible and all	We have identified Pupils eligible for pupil premium in the nursery and targeted support for C&L and PSED has been put into place. This will continue in the next academic year to ensure barriers are reduced.

<p>for PP in EYFS. Progress and attainment for PP pupils is in line with Nationals if not better with gap remaining closed.</p>	<p>provision in PSED and C&L</p> <p>Ongoing research group activities across the Trust to enrich writing experiences for pupil premium pupils in writing.</p> <p>Work closely with the family support team targeting families.</p>	<p>pupils: Reading for All 89% compared with 80% PP; Writing for All 86% compared with 80% PP; Mathematics 86% compared with 80% PP</p> <p>In C&L 90% of Pupils eligible for pupil premium achieved ELG which was in line with All pupils at 91%</p> <p>On entry (Autumn 2018) only 22% of pupils eligible for PP achieved age related expectations and made significant improvement by leaving EYFS at 90% achieving GLD.</p> <p>On entry (Autumn 2018) only 2% of PP achieved age related expectation in PSED however 90% achieved ARE at the end of EYFS.</p> <p>We know that early intervention and engagement with families is key. This year we have ensured that all our parents know that we have a parent support team and how they can be supported. Each Friday we hold a parent breakfast morning with our parent support worker leading this and this has increased the number of parents that she now works with.</p> <p>Parents have been signposted to specific workshops that we have held at Ellacombe (within our Trust) such as understanding your child's mental health.</p>	<p>To continue to target vulnerable parents so that they get the support that they need.</p> <p>To ensure that we continue to offer creches, workshops and targeted audiences so that parents can come to parents evening and workshops to support their child at home.</p>
<p>At the end of KS1 the gap closes even further between Pupil Premium and All Pupils in Writing and remains closed between Pupil Premium Pupils and All Pupils in Reading and Maths</p>	<p>RWInc 1:1 sessions and daily 'pinny' time.</p> <p>Targeted parent workshops.</p> <p>Small group work through the Counting to Calculate programme, Write Away programme.</p> <p>1:1 and small group pupil conferencing.</p>	<p>98% of All pupils achieved the expected standard in the Phonics Screening Check with 92% (11/12) of pupils eligible for pupil premium achieving the expected standard.</p> <p>At the end of Key Stage one:</p> <p>Reading: 84% All pupils achieved expected compared with 89% PP pupils Writing: 77% All pupils achieved expected compared with 78% PP pupils Mathematics: 84% All pupils achieved expected compare with 89% PP pupils</p> <p>Pupil premium attainment was higher than National average expectations in Reading, writing and Maths and compared to All pupils at Warberry CE Academy.</p> <p>No gaps in Pupil premium at the end of KS1</p> <p>However, there were PP gaps for pupils achieving Greater Depth at the end of KS1 in Reading, writing and maths.</p> <p>Reading: The percentage of All pupils achieving GD was 26% compare to PP 11%</p> <p>Writing: The percentage of All pupils achieving GD was 19% compare to PP 11%</p> <p>Mathematics: The percentage of All pupils achieving GD was 26% compare to PP 22%</p>	<p>We need to ensure that we increase the percentage of Pupils (eligible for Pupil premium funding) achieving Greater Depth in Mathematics with a focus on Reading, writing so that they are at least in line with National and All pupils at the end of KS1. (Lessons learned have fed into desired outcomes and chosen action/approach for 2019-2020)</p> <p>To continue to plan training for new practitioners for RWInc and Maths No Problem earlier in the academic year.</p> <p>To ensure ongoing training and development days through master classes, train the trainer and development days in RWInc, whole class reading and Maths No Problem.</p> <p>To continue to set aspirational targets against FFT (5) in all year groups.</p>

Other approaches			
Desired outcomes	Chosen action/approach	End of year impact	Lesson learned
Ensure increased attendance rates for targeted pupils eligible for PP and that gap closes rapidly between them and all pupils (Target 98%)	<p>Head of Academy to work with attendance officer, Safeguarding Lead and Family Support Team to monitor pupils and follow up quickly on absences.</p> <p>First day response provision</p> <p>Investment in Celebration Breakfasts for all class and families</p> <p>Breakfast Club provision</p>	<p>End of year attendance shows gap between eligible children and non-eligible children is closing.</p> <p>95.41% (96.6% All pupils)</p> <p>The percentage of eligible pupils who are PA has reduced from 2017/18 All pupils: 6.4% PP 10% NON-PP 4.4.</p> <p>2018/19 All pupils 4.69% PP 8.65% NON-PP 3.32</p> <p>Targeted work on attendance and pastoral support has resulted in an increase in attendance for those children identified at risk and any additional needs have been identified early and addressed but attendance for those eligible is still a targeted area for the pupil premium strategy (see above) with still more needing to be done for our harder to reach families.</p> <p>All new arrivals have induction process from application stage, tour of school and meeting with pastoral, family support team to enable early identification of needs.</p> <p>All Nursery pupils and Y6 pupils have successfully gained a place in the next phase of education.</p>	<p>Impact of fortnightly attendance meetings with Head, Attendance Lead, Designated Safeguarding Lead, and Family Support Team to focus on pupils eligible.</p> <p>Tracking attendance daily</p> <p>Positive phone calls</p> <p>Building rapport with families and offering additional support.</p>
To enable pupils to experience enrichment activities through high quality musical provision	The provision of musical tuition to enhance our curriculum offer	<p>Numbers of eligible children partaking in choir, singing, music tuition has doubled.</p> <p>Quality of Music provision and those accessing it who are eligible has met Bronze Award standard with Torbay Schools Music.</p> <p>Public performances</p> <p>School Music Afternoon.</p> <p>The three schools in the Torquay hub participated in the local Torbay Proms where the choir and samba band entertained the audience and as a result more children joined the choir and took up Samba.</p>	<p>To continue promoting music tuition in school and working with other musical providers.</p> <p>To evaluate the music programme that we are following in each year groups.</p> <p>To ensure that Samba is taught in Year 3 (each year) as part of the widening of our curriculum.</p>