



Pupil Premium Strategy Statement: 2020/2021

Warberry C of E Academy

Academy Overview

Metric	Data
Academy name	Warberry C of E Academy
Pupils in school	460 including nursery
Proportion of disadvantaged pupils	28% (excluding nursery/EYFS)
Pupil premium allocation this academic year	£119,705
Academic year or years covered by statement	2020-2021
Publish date	6th October 2020
Review date	12 th July 2021
Statement authorised by	Trust board
Pupil premium lead	Mrs J Stephens
Chair of Trustees	Mr R Vaughton

Disadvantaged Pupil Progress 2018-19

Measure	Score
Reading	+3.35
Writing	+3.75
Maths	+2.60

Disadvantaged Pupil Performance 2018-19

Measure	Score
Meeting expected standard in RWM combined at KS2	72%
Achieving high standard in RWM combined at KS2	11%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	To close the gaps in attainment due to COVID 19 in English, maths and phonics by ensuring a recovery curriculum is implemented across the academy.

Priority 2	To develop a whole school approach to the development of early reading and whole class reading in KS2 to address the language and vocabulary barriers for eligible pupils.
Barriers to learning these priorities address?	Ensure no learning is lost and children catch up and then keep up with teaching and learning. Effective CPD is in place to ensure that we have highly skilled teachers and support staff.

Teaching Priorities for 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 94% Expected and 35% HS with Progress above National	July 2021
Progress in Writing	KS2 94% Expected and 19% HS with Progress above National	July 2021
Progress in Mathematics	KS1 80% Expected and 27% HS with progress above National	July 2021
Phonics	Year 1 83% Year 2 87%	July 2021
Other	Improve attendance for disadvantaged pupils to 96.4% and PA to be less than National percentage	July 2021

Measure	Activity
Priority 1	To implement a remote curriculum to maintain the quality of education for all children whether they are able to access school or remain at home, including use of Google Classroom. Remote feedback to ensure learning progresses and gaps are closed/closing.
Evaluation for Priority 1	A broad and balanced remote curriculum was delivered during remote education to ensure that children were able to sequentially build knowledge and skills. Children were offered devices to support remote learning during partial school closures if they did not attend school. We sent out a total of 43

	<p>devices to Pupils eligible of Premium funding and vulnerable children during lockdown.</p> <p>Teachers and support staff provided ongoing communication to parents and this included remote online sessions to model teaching and learning strategies and best practice to support in a number of curriculum areas. Online story times, check-ins, Worship and some lessons were provided online to ensure continued engagement from the children and parents. 45% of our PP children attended school during lockdown and 82% of PP children engaged initially in remote learning.</p> <p>Class teachers and family support made contact with PP children and the non-engagers were invited into school; offered provision for accessing the internet or paper copies were given to families to ensure 100% PP engagement. Support staff listened to readers and continued with times tables interventions over the phone.</p> <p>Classes were monitored throughout to ensure consistency with feedback given where needed.</p>
Priority 2	<p>To ensure RWINc and whole class reading is constantly taught across both remote and in school learning; supported by interventions and quality first teaching with small groups and individual 1 to 1 support.</p>
Evaluation for Priority 2	<p>The systematic teaching of phonics has continued throughout the year, including during partial school closures. We were able to keep as much consistency as possible at home through extending our RWINc subscription and purchasing a new eBook library which is designed to support children learning at home. Having the RWI ebooks ensured that the children were still reading decodable books, to match their ability, every week. They were able to progress through RWI groups, just as they would in school, and upload videos of themselves reading their new book. This allowed us to monitor how they were getting on and what they were struggling with (Fred talk etc). It also helped parents have a better understanding of</p>

	<p>how RWI works, after watching the videos on the portal.</p> <p>End of KS2 teacher assessment attainment for pupils eligible for pupil premium funding data 2021:</p> <p>Reading EXS 87% which was above (2019 data) National average (NA) with 60% at higher standard (NA 33%)</p>
Barriers to learning these priorities address	<p>Teaching and remote learning are ensuring that gaps in children's learning are closed or closing as a result of lockdown and missed learning.</p> <p>Gaps across learning will be closed and children's wellbeing will be supported to ensure children are enabled to access the wider curriculum.</p> <p>To ensure that pupils can read fluently as a result of a systematic approach to phonic learning and whole class teaching.</p>
Projected spending	£44,600
Actual spending	£44,600

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	To identify gaps and establish bespoke interventions, including 1 to 1, small groups and universal provision are in place to address gaps in learning to ensure accelerated progress.
Evaluation for Priority 1	<p>Bespoke interventions have been put into place and targeted to ensure that children are able to continue to make accelerated progress. These interventions have supported both academic learning, mental health and wellbeing and also communication and interaction.</p> <p>End of KS2 teacher assessment attainment for pupils eligible for pupil premium funding data 2021:</p> <p>Reading EXS 87% with 60% at higher standard Writing EXS 87% with 13% at higher standard Maths EXS 93% with 27% at higher standard SPAG EXS 92% with 13% at higher standard</p> <p>RWM Combined PP 87% (2019 National Average 70%)</p> <p>Overall, pupils achieved above the 2019 National averages (NA) in expected and above in the higher standard in reading (NA 33%) and Maths (NA 28%)</p>
Priority 2	Through early reading strategies and consistent phonic programmes children will be able to read

	fluently; intervening with 1 to 1 and small group support to ensure no learning is lost and children catch up and then keep up with teaching and learning.
Evaluation for Priority 2	At the end of the EYFS, 25% of PP children reached their GLD In Year 2, 58% of PP pupils achieved the Phonics Screening check and 58% of pupils achieved EXS in reading with 17% achieving the greater depth. 81%(all) Year 1 PP 83% (10/12) Interventions continue to be in place to close the gap due to COVID-19
Barriers to learning these priorities address	To address individual gaps which have risen due to barriers experienced by the most disadvantaged pupils – COVID-19
Projected spending	£44,825
Actual spending	£44,825

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	To ensure increased attendance rates for targeted pupils eligible for PP (target 98%)
Evaluation for Priority 1	Autumn: 92.52% Summer: 95%
Priority 2	To ensure that children's mental and physical health needs are met through our ambitious curriculum that nurtures the whole child with wellbeing at the centre. Wider family needs are identified and support put in place to address any barriers.
Evaluation for Priority 2	Teachers have worked with experts across the trust to skill and equip them with the knowledge and skills to teach an ambitious RHE curriculum. This is supporting children's development and understanding of how to keep themselves safe. Teaching is tailored to ensure that all children have sequential knowledge to build on and that learning is progressive.
Barriers to learning these priorities address	Attendance of eligible pupils is in line with nationals and the percentage of eligible pupils who are persistent absentees is reduced to be below nationals.

	Pupils eligible for PP will be led back to their rightful status as a fully-engaged, resilient learner.
Projected spending	£30,280
Actual spending	£30,280

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that all teaching staff are skilled reading teachers including support staff to deliver high quality phonics and teaching of reading.	Ongoing CPD including the online RWI training package with training materials for staff. A cycle of ongoing annual training embedded into the CPD cycle as well as weekly Incremental coaching to improve teaching and learning.
Targeted support	Capacity to support targeted support and individual intervention by skilled staff.	RWINc lead and Literacy lead will have a contingency plan to ensure reading and phonic interventions are prioritised.
Wider strategies	Continue to support the culture of good attendance and engage all families, no matter what barriers that they experience.	Through regular attendance meetings and clear messages and communication with all stakeholders.