



Pupil Premium Strategy Statement: 2021/2022

Warberry C of E Academy

ACADEMY OVERVIEW

Metric	Data
Academy name	Warberry C of E Academy
Pupils in school	449 (including nursery)
Proportion of disadvantaged pupils	27% (excluding nursery/EYFS)
Pupil premium allocation this academic year	£133,155
Academic year or years covered by statement	2021-2022
Publish date	6 th September 2021
Review date	6 th September 2022
Statement authorised by	Trust board
Pupil premium lead	Mrs K Southard
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
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Priority 1	To close the gaps in attainment due to COVID 19 in English, maths and phonics
Priority 2	To embed a whole school approach to the development of early reading to address the language and vocabulary barriers for eligible pupils in KS1 and to further develop whole class reading at KS2
Priority 3	To ensure that there is rigour in the teaching of writing.
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 91% Expected and 43% HS with Progress above National	July 2022
Progress in Writing	KS2 87% Expected and 26% HS with Progress above National	July 2022
Progress in Mathematics	KS2 91% Expected and 43% HS with progress above National	July 2022
Phonics	Year 1 92% Year 2 92%	July 2022 Autumn 2021
Other	Improve attendance for disadvantaged pupils to 96.4% and PA to be less than National percentage	July 2022

Measure	Activity
Priority 1	To maintain a remote curriculum to ensure that the quality of education for all children whether they are able to access school or remain at home, including use of Google Classroom, is available and understood by all teaching staff. All teachers to identify gaps and to put into place whole class interventions.
Priority 2	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.
Priority 3	To develop consistency within modelled writing that has an explicit focus on the grammar objectives for that year group which will enable children to write with increasing accuracy and fluency.
Barriers to learning these priorities address	Teaching and remote learning are ensuring that gaps in children's learning are closed or closing as a result of lockdown and missed learning. Gaps across learning will be closed to ensure children are enabled to access the wider curriculum. To ensure that pupils can read fluently as a result of a systematic approach to phonic learning and whole class teaching.
Projected spending	£46,800

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1 and 3	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 and to support the needs of our vulnerable pupils.
Priority 2	Through early reading strategies; consistent phonic programmes and whole class reading, 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.
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	£49,875

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To ensure increased attendance rates for targeted pupils eligible for PP (target 98%)
Priority 2	To ensure that children's mental and physical health needs are met through our RHE and Physical Education curriculum that nurtures the whole child.

	Wider family needs are identified and support put in place to address any barriers.
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	£36,480

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.	RWI 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.