



Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

Summary information for 2018-19					
Academy	Warren Primary Academy				
Pupil Premium Leader	Paul Tibble				
Academic Year	2018-19	Total PP budget	£97680	Date of most recent PP Review	Summer 2018
Total number of pupils	231	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Spring 2019

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	External barriers <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
a) emotional issues and low self-esteem	a) Low attendance at school
b) Pupil Premium children not achieving as highly as non-pupil premium	b) High levels of emotional needs due to a disrupted home life for some identified children
c) Parental support for out of school learning	c) Wider experiences for some children are limited
	d) financial barriers



Warren Primary Academy

What do we want to achieve			How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Target group	What we want to achieve and how it will be measured	Success criteria				
Whole school	Pupil premium pupils make accelerated progress to ensure Differences in attainment in learning between pupil premium and non-pupil premium pupils is closed.	The between pupil premium and non pupil premium is closed	<ul style="list-style-type: none"> • Pre-teaching interventions • Immediate interventions – post lesson 	Targeted small group interventions will lead to accelerated progress. Evidence from EEF shows that structured interventions delivered by teaching assistants to small groups or individual pupils have a marked positive impact.	Pupil progress data Book scrutiny Learning walks	£44000
Y1		80% of Pupil Premium pupils achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> • Intervention groups to support development of reading and writing. 			
Y2		83% of Pupil Premium pupils achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> • Reading intervention groups • Maths intervention groups initial focus is on number and calculations moving on to reasoning • After school booster sessions 	Evidence from the EEF toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.		
Y3		64% of Pupil Premium pupils achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> • Use of Toe by Toe to support teaching of reading 	Books and assessment data are used to identify target pupils.		
Y4		83% of Pupil Premium pupils achieve ARE in reading, writing and	<ul style="list-style-type: none"> • GPVS intervention groups – daily focus on spelling. 			



Warren Primary Academy

		maths.	<ul style="list-style-type: none"> • Use of Toe by Toe to support teaching of reading Maths intervention group – initial focus is on number and calculations moving on to reasoning 			
Y5		75% of Pupil Premium pupils achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> • GPVS intervention groups – daily focus on spelling. • Maths intervention groups focused on Maths reasoning 			
Y6		60% of Pupil Premium pupils achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> • Maths intervention groups focused on Maths reasoning. • Individual interventions – reading stamina and comprehension • After school booster sessions 			
Whole school	Family Support worker	<p>Lower rates of persistent absence for all pupils</p> <p>Increased parental engagement in all aspects of school</p> <p>Establish good practices</p>	<p>Monitor and follow up attendance/absence</p> <p>Further develop links with families in EYFS and pre EYFS</p>	<p>Around 50% of our persistent absentees are pupil premium children. A single point of contact who can both challenge and support with attendance will raise attendance and ensure an on-going change in attitude</p>	<p>Attendance</p> <p>Parent questionnaires</p> <p>Pupil progress data</p>	£5,000



Warren Primary Academy

		as families enter school Increased pupil attainment and progress				
Whole school	Parental engagement worker to continue to build on the relationships between school and families.	Establish and continue positive relationships between home and school Embed the importance of parents role in child's education Empower parents to support children Support targeted children to further develop positive attitudes towards school Increased pupil attainment and progress	Parent workshops Pupil workshops Monitor and follow up attendance/absence of vulnerable groups	Some parents express concern about poor experiences of school when they were young, and feel concern for understanding how to help their children. We have evidence that other factors in lives of the family have impact on the behaviour and learning of children.	Attendance Parent questionnaires Pupil progress data	£8385
Whole school	Allocate funding to support pupils to access enrichment, visits and sports clubs to ensure	Increased pupil attainment and progress Increased participation in sports activities and in	Provide high quality after school sports clubs Subsidise/support funding for curriculum linked enrichment	Opportunities are given for all pupils to access enrichment activities. All pupils have the opportunity	Parent questionnaires Pupil questionnaires	£16000



Warren Primary Academy

		<p>general health and fitness</p> <p>Wide variety of enrichment activities and visits provided and accessed by all pupils leading to increased pupil engagement</p> <p>All pupils have the opportunity to attend Y6 residential visit</p>		<p>to access high quality sports coaching. Evidence from the EEF toolkit suggests that sports participation can have a larger effect on mathematics learning when combined with a structured numeracy programme</p>	<p>Pupil progress data</p> <p>Attendance at clubs</p>	
Whole school	<p>Allocate funding to support pupils to access music tuition</p>	<p>All pupils to have the same opportunities to access music tuition</p> <p>Increased pupil attainment and progress – links between music tuition and children's cognitive abilities, language-based reasoning, short-term memory and planning - which lead to improved academic performance</p>	<p>Specialist music tuition provided</p> <p>Purchase and maintenance of musical instruments</p>	<p>Evidence from the EEF toolkit states some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness. In addition, wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>Pupil questionnaires</p> <p>Pupil progress data</p>	£10000
Whole school	<p>Allocate funding to support families with the cost of uniform</p>	<p>Provision of school uniform to ensure inclusion of all pupils, leading to increased:</p> <ul style="list-style-type: none"> - pupil well being 	<p>Provide school uniform</p> <p>Provide PE/sports kit for curriculum PE and sports clubs</p>	<p>Uniform helps children feel a sense of belonging in the school community and helps children have high expectations of themselves</p>	<p>Parent questionnaires</p> <p>Pupil questionnaires</p>	£4000



Warren Primary Academy

		- pupil self esteem and confidence		along with a sense of pride. There are circumstances where a child or family are in need of support in other ways that help ensure school learning is effective.		
Whole school	Sports Mentor	<p>Structured play opportunities provided at play and lunchtimes.</p> <p>Opportunities provided for children are to express and discuss issues which may be a barrier to learning</p> <p>Develop and embed positive learning behaviours</p> <p>Increased pupil attainment and progress</p>	<p>Playtime and lunchtime activities</p> <p>1 to 1 support/mentoring</p>	External factors are presenting barriers to learning for some children. This has manifested in a variety of ways including behavioural and emotional. Previous intervention by the sports mentor has led to an improvement in learning behaviours and attainment of pupils.	<p>Behaviour logs</p> <p>Pupil progress data</p> <p>Learning walks</p>	£9000
Whole school	Provide yoga nurture therapy to identified pupils across the school	<p>Reduce stress for pupils</p> <p>Increase confidence levels</p> <p>Improve learning behaviours</p> <p>Increase rates of self-</p>	Yoga nurture specialist trained to deliver	<p>This is used across school to:</p> <ul style="list-style-type: none"> • Manage challenging behaviour • Reduce stress for pupils • Increase confidence levels • Improve learning behaviours 	<p>Pupil questionnaires</p> <p>Learning walks</p> <p>Pupil progress data</p>	£4000



Warren Primary Academy

		discipline and self-reflection		<ul style="list-style-type: none"> Increase rates of self-discipline and self-reflection <p>The EEF toolkit identifies social and emotional interventions have an identifiable and valuable impact on learning, social relationships in school, and attainment itself.</p>		
Whole school/ staff	Allocate funding to access Educational Psychology service training	<p>Increase confidence levels</p> <p>Improve learning behaviours</p> <p>Increase rates of self-discipline and self-reflection</p> <p>Increased pupil attainment and progress</p>	Staff to attend ARNA (Anxiety-Related Non-Attendance) and ELSA (Emotional Literacy Support Assistant) training	The EEF toolkit identifies social and emotional interventions have an identifiable and valuable impact on learning, social relationships in school, and attainment itself.	Learning walks Pupil progress data	£1000
				Total		£101385

Date: October 2018

Pupil Premium Leader: Paul Tibble