

### School Allocation of Pupil Premium 2016-2017

Warren Academy has an allocation of £105,093 pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – further improve teaching and learning
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

<b>Total number of pupils on roll</b>	234
<b>Total number of pupils eligible</b>	48

<b>Barriers to future attainment</b>	
<u>External-Barriers</u>	
a) Low attendance at school	
b) High levels of emotional needs due to a disrupted home life for some identified children	
c) Wider experiences for some children are limited	
d) financial barriers	
<u>In-School Barriers</u>	
a) emotional issues and low self-esteem	
b) Pupil Premium children not achieving as highly as non-pupil premium	
c) Parental support for out of school learning	

<u>Actions to Overcome Barriers</u>	<u>Cost</u>	<u>Rationale</u>	<u>Proposed Impact and Measures</u>	<u>Impact</u>																																													
<b><u>Actions-(External Barriers)</u></b>																																																	
Additional teaching time in order to increase personalised learning and feedback.	£29,000	First quality teaching has the greatest impact on moving learning forwards. Sutton Trust research. Intervention by class teachers has proven most effective during the past year as it targets immediate intervention and high quality feedback	Pupil premium children attain in line with their peers.	<p>Reported data:</p> <p>EYFS</p> <table border="1" data-bbox="1599 325 2136 437"> <thead> <tr> <th></th> <th>Warren PP</th> <th>Warren non PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>4/4</td> <td>24/28</td> </tr> </tbody> </table> <p>Y1 Phonics</p> <table border="1" data-bbox="1599 510 2136 622"> <thead> <tr> <th>Phonics screen</th> <th>Warren PP</th> <th>Warren non PP</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>7/9</td> <td>20/21</td> </tr> </tbody> </table> <p>Y2</p> <table border="1" data-bbox="1599 730 2101 989"> <thead> <tr> <th>Subject</th> <th>Warren PP</th> <th>Warren non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9/11</td> <td>18/19</td> </tr> <tr> <td>Writing</td> <td>8/11</td> <td>18/19</td> </tr> <tr> <td>SPAG</td> <td>8/11</td> <td>18/19</td> </tr> <tr> <td>Maths</td> <td>8/11</td> <td>18/19</td> </tr> </tbody> </table> <p>Y6</p> <table border="1" data-bbox="1599 1062 2101 1426"> <thead> <tr> <th>Subject</th> <th>Warren PP</th> <th>Warren non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6/9</td> <td>20/22</td> </tr> <tr> <td>Writing</td> <td>8/9</td> <td>20/22</td> </tr> <tr> <td>SPAG</td> <td>8/9</td> <td>18/22</td> </tr> <tr> <td>(spelling test average score)</td> <td>12/20</td> <td>11/20</td> </tr> <tr> <td>Maths</td> <td>8/9</td> <td>21/22</td> </tr> </tbody> </table>		Warren PP	Warren non PP	GLD	4/4	24/28	Phonics screen	Warren PP	Warren non PP	Passed	7/9	20/21	Subject	Warren PP	Warren non PP	Reading	9/11	18/19	Writing	8/11	18/19	SPAG	8/11	18/19	Maths	8/11	18/19	Subject	Warren PP	Warren non PP	Reading	6/9	20/22	Writing	8/9	20/22	SPAG	8/9	18/22	(spelling test average score)	12/20	11/20	Maths	8/9	21/22
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<p>a) Family Support worker employed:</p> <ul style="list-style-type: none"> <li>-monitor attendance</li> <li>-first day calling/letters / meetings and home visits</li> <li>-change parental attitude to school attendance</li> </ul>	<p>£5,000</p>	<p>Around 40% 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>At least 96% attendance by pupil premium children. Parental attitude change to school and learning</p> <p><b>Monitoring</b> Informally on a weekly basis. Three weekly monitoring.</p>	<p>67% of persistent absentees are PP (each PA is 33%).</p> <p>Pupil premium attendance last year was</p>
<p>b) Family support worker employed:</p> <ul style="list-style-type: none"> <li>-Build positive relationships between home and school</li> <li>- work with parents to understand the importance of their role in child's education</li> <li>-empower parents to support children</li> <li>- organise family focussed events</li> <li>-be a first point of call for parents</li> </ul>	<p>£5,000</p>	<p>Some parent express concern about poor experiences of school when they were young, and feel concern for understanding how to help their children.</p> <p>We have evidence that other factors in lives of the family have impact on the behaviour and learning of children.</p>	<p>Parents take an active role in their child's education. Children are 'ready to learn' on entry to school at the start of the day.</p> <p>Children's academic achievement is in line with non-pupil premium children and they make accelerated progress to achieve this</p> <p><b>Monitoring</b> Targeted families to be monitored for impact academic and emotional.</p>	
<p>c) Opportunities for wider experiences are funded</p> <ul style="list-style-type: none"> <li>- school trips</li> <li>- extra-curricular clubs</li> </ul>	<p>£12,000</p>	<p>Evidence that some children were missing school on days of school trips</p>	<p>All pupil premium children access wider opportunities</p> <p><b>Monitoring</b> termly</p>	<p>All children access visits out of school or visitors into school to enrich provision. The LEAD events (STEM/athletics etc) are aimed at raising aspirations for our children.</p>
<p>Music tuition</p>	<p>£8,000</p>	<p>Pupil premium children are not disadvantaged by charging for certain clubs or music tuition</p>	<p>Pupil premium children access creative opportunities beyond the curriculum</p>	<p>Children are offered music tuition in a range of instruments.</p>
<p>d) Uniform provided. Other subsidised expenses</p> <ul style="list-style-type: none"> <li>-uniform provided annually</li> <li>-Other on a 'need' basis</li> </ul>	<p>£4,000</p>	<p>Uniform helps children feel a sense of belonging in the school community and helps children have high expectations of themselves along with a sense of pride.</p> <p>There are circumstances where a child</p>	<p>To ensure inclusivity and children's sense of well being</p> <p>Pupil premium children are in correct uniform</p>	<p>Uniform, PE kits and swimming kits were offered to families.</p>

or family are in need of support in other ways that help ensure school learning is effective.

**Actions-(In-School Barriers)**

a) ELSA training and support  
 -work with identified children on a one to one basis to provide extra literacy support / play therapy to support their emotional needs.  
 -work with groups of children on specific identified needs  
 - Development of ELSA room and resources to support targeted children

£15,000

External factors are presenting barriers to learning for some children. This has manifested in a variety of ways including behavioural and emotional

Children are able to express and discuss issues which may be a barrier to learning.  
 Children are more equipped to learn.  
 Children make expected or better progress  
**Monitoring**  
 Start and end assessment graphs provided by the ELSA training service

Resources purchased supported emotional literacy and identification of emotions/feelings. Children could use resources, e.g. puppets, games, flashcards, posters, toys to enable them to communicate openly and honestly.  
  
 All children known to have challenging home lives had access to sessions.  
 All children who needed emotional support, either flagged up from staff or parents, received initial assessment sessions and then were seen on an individual case basis.

b) interventions  
 Provision to close the gap – in core subjects

£10,000

Intervention by L3 TA to accelerate progress for groups of pupil premium children as soon as gaps are identified.

Pupil premium children attain in line with their peers.  
**Monitoring**  
 Pupil progress meetings 6 x a year  
 Data pack analysis

End of year outcomes (%)

	Progress		Attainment	
	Expected	>expected	ARE	GD
SPAG	69	24	64	8
SPAG Non PP	90	19	90	11
Writing	78	27	64	11
Writing Non PP	87	19	78	11
Reading	67	25	72	12
Reading Non PP	87	12	93	13
Maths	87	20	77	10
Maths Non PP	85	16	88	11

<p>c) High quality teaching of reading</p> <ul style="list-style-type: none"> <li>- CPD programme in place</li> <li>-Online program – Bug Club</li> <li>-After school PP reading and phonics booster clubs</li> <li>-training for teaching of reading</li> <li>-support from LEAD practitioners</li> </ul>	<p>£14,000</p>	<p>Reading has been the lowest area of achievement and shown least progress. It is the key priority on the SDP. High quality teaching is required throughout the school.</p> <p>Parents find this area the hardest to support their children with so we started a pupil premium reading club and invested in bug club and online tool.</p>	<p>Reading data improved at EYFS, KS1 and KS2 assessment</p>	<p>Children have been given access to computers at school so that they are not disadvantaged by not having one at home.</p> <p>PP children have been invited to reading clubs x2 per week (with their parents) to boost their engagement in reading and their comprehension.</p>
<p>c) Family learning events</p> <ul style="list-style-type: none"> <li>-Reading</li> <li>-Maths</li> <li>-Computing</li> </ul>	<p>£1500</p>	<p>Parental support has been sometimes limited due to parents not knowing how to help, rather than not wanting to.</p> <p>These evening events supported parents with practical strategies and examples of how to support their child with maths/reading age appropriately and how they can use computing to support their child's learning.</p>	<p>Parental engagement increases. Pupils' accuracy with homework and support at home increases.</p> <p>Pupils see the point to learning as something that they can also practise out of school.</p>	<p>Family evening events were organised to support and encourage parents to help their children in:</p> <p>Reading Maths Use of computers</p> <p>These events were well attended (each had between 35 and 55 families). PP families were specifically invited.</p>