

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Warmsworth Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£93593	<b>Date of most recent PP Review</b>	January 2018
<b>Total number of pupils</b>	452	<b>Number of pupils eligible for PP</b>	58	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (National ALL PUPILS %)</i>
<b>EYFS</b> <b>% of pupils achieving GLD</b>	n/a	72%
<b>Y1 Phonics Screening</b> <b>% of pupils meeting the standard</b>	67%	83%
<b>Y2 Phonics Screening</b> <b>% of pupils meeting the standard</b>	0%	62%
<b>KS1 Reading</b>	80%	76%

<b>% of pupils meeting the expected standard</b>		
<b>KS1 Writing</b> <b>%of pupils meeting the expected standard</b>	80%	70%
<b>KS1 Maths</b> <b>% of pupils meeting the expected standard</b>	80%	76%
<b>KS2 Reading</b> <b>% of pupils achieving scaled score 100+</b>	91%	75%
<b>KS2 Writing</b> <b>% of pupils achieving expected standard+</b>	91%	78%
<b>KS2 Maths</b> <b>% of pupils achieving scaled score 100+</b>	91%	75%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Significant attainment gaps and slower progress made in 2017-18 by pupils who are eligible for PP in the current year 3 in maths and reading, year 5 in maths and year 6 in reading, writing and maths. There is also a high correlation between PP and SEN pupils in these year groups.
<b>B.</b>	Proportion of the pupils eligible for PP not accessing reading beyond the school day which is having a detrimental effect on their reading progress in line with that of their peers.
<b>C.</b>	Emotional issues for a proportion of pupils (majority eligible for PP) have detrimental effects on their academic progress and that of their peers

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates for pupils eligible for PP is lower than other pupils
<b>E.</b>	Free school meals entitlement in the EYFS and KS1 means that some families do not register their Pupil Premium entitlement.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress across all Key Stages for pupils eligible for PP particularly those in year 3 in maths and reading, year 5 in maths and year 6 in reading, writing and maths.	Pupils eligible for PP make similar or better progress as 'other' pupils, particularly in identified year groups and subjects. Moderated school data and pupil progress meetings will identify improvements in performance of SEND pupils and boys (including those in receipt of PP).

<b>B.</b>	Rates of progress in reading in all year groups for pupils eligible for PP accelerated due to increased reading and access to high quality reading sessions.	<p>Pupils eligible for PP make similar or better progress as 'other' pupils nationally across all key stages in reading. Measured by teacher assessments, in house/cross school moderation and end of key stage tests and benchmarking against national data.</p> <p>Schools data and pupil progress meetings will identify improvements in performance of boys (including those in receipt of PP).</p>
<b>C.</b>	Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.	Fewer incidences of behaviour recorded. Increased engagement in lessons observed and improved attitudes to learning.
<b>D.</b>	Attendance and persistence absence rates for all pupils and PP pupils are improved with positive impact on accelerated progress.	<p>Reduce the number of persistent absentees among pupils eligible for PP to national average or below.</p> <p>Overall PP attendance improves to meet the school expectations of 96% in line with 'other' pupils.</p>
<b>E.</b>	All entitled families register pupil premium entitlement therefore pupil premium funding reflects all pupils with eligibility.	Pupil premium funding is maximised and used to improve outcomes for pupils in school.

## 5. Planned expenditure

**Academic year**

**2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	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 implementation ?
<p>Higher rates of progress across all Key Stages for pupils eligible for PP particularly those in year 3 in maths and reading, year 5 in maths and year 6 in reading, writing and maths.</p> <p>Rates of progress in reading in all year groups for pupils eligible for PP accelerated due to increased reading and access to high quality reading sessions.</p>	<p>Designate additional experienced teachers to work with individual/small groups of pupils.</p> <p>Use coaching to develop and improve the delivery of interventions for identified pupils.</p> <p>Provide interventions to address pupils' needs on a small group and individual basis.</p> <p>Continue with EYFS speech and language, physical skill development</p>	<p>To improve quality first teaching to impact on achievement of all pupils and PP in particular to diminish attainment differences.</p> <p>To support and develop new and existing support staff in their delivery of interventions to accelerate progress of PP and SEND pupils who may be falling behind.</p> <p>To narrow gender gaps as majority of PP and SEND pupils are boys.</p> <p>To address the limited progress of a proportion of PP pupils in reading, ensuring they access quality texts and reading sessions in school in line with that of their peers.</p>	<p>Hold termly pupil progress meetings (half-termly for reading) to measure progress and set future targets for staff and pupils.</p> <p>Complete subject impact reports which will evidence progress and set future actions.</p> <p>Use data analysis, lesson observations and work scrutiny's to ensure quality first teaching for all pupils.</p>	<b>SLT</b>	<p style="text-align: center;"><b>December 2018</b></p> <p style="text-align: center;"><b>April 2019</b></p> <p style="text-align: center;"><b>June 2019</b></p>

	<p>interventions and daily reading for all PP pupils in EYFS.</p> <p>Provide opportunities for additional reading session for pupils to address and narrow their gaps.</p>				
<b>Total budgeted cost</b>					<b>£63593.00</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<p>Targeted pupils with emotional and behavioural difficulties are supported to successfully manage their behaviour so that they and other pupils can access learning.</p>	<p>Ensure additional Social, Emotional and Mental Health Support for those in need.</p> <p>Provide alternative learning opportunities for pupils at risk of under achievement, low self-esteem.</p> <p>Provide free-of-charge peripatetic music teaching to promote 'arts' based curriculum and increase pupil engagement.</p> <p>Ensure free access to extra-curricular activities, including after school clubs, visits and visitors to remove financial barrier to access.</p>	<p>All these actions are aimed at improving the behaviour, confidence and self-esteem of targeted pupils – which will then impact on their learning (and that of others.)</p> <p>Improved behaviour, confidence and self-esteem will then positively affect pupil achievement for pupils at risk of under achievement.</p> <p>Children attending the nurture groups will demonstrate greater engagement in lessons as a result of improved self-esteem and self-control.</p> <p>Equality of access is vital to ensure that all pupils can access valuable extra-curricular activities, including learning to play a musical instrument and access to specialist music teaching and remove financial barriers that may exist.</p>	<p>Evaluate SEND/ PP provision on a half termly basis and amend accordingly.</p> <p>Plan and deliver quality SEMH interventions to achieve positive outcomes.</p> <p>Use data analysis, lesson observations and work scrutiny's to ensure quality of lessons and interventions for all pupils.</p> <p>Deploy additional experienced teachers to work with selected children following termly pupil progress meetings in addition to daily whole class teaching. Attainment and progress of these pupils to be tracked closely.</p>	<p>SLT</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>

<p>All entitled families register pupil premium entitlement therefore pupil premium funding reflects all pupils with eligibility.</p>	<p>Administration Department to work with Deputy Headteachers to develop a system for parents to register/access funding.</p>	<p>Many parents of pupils eligible for funding do not apply due to receiving Universal Free School meals in KS1. This means that increased additional support for these pupils could be funded more effectively through PP if their entitlement was registered.</p>	<p>Increase in the number of pupils eligible for PP observed and showing a true reflection of deprivation levels within the school.</p> <p>Profile of PP raised so that all parents are aware of the funding and how it is spent</p>	<p>HS KN / EN</p>	<p>September 2018 February 2019 May 2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>£15000.00</b></p>

### iii. Other approaches

Desired outcome	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 implementation ?
Attendance and persistence absence rates for all pupils and PP pupils are improved with positive impact on accelerated progress.	Administration Department to work with Deputy Heads to develop regular tracking of pupils.  Free access to extra-curricular activities, including after school clubs, music lessons, visits and visitors.	Pupils with poor attendance and punctuality miss vital learning time during the school day. Attendance and punctuality will be monitored and parents supported on an individual basis as required, to promote an attendance rate of at least 97% for each pupil.	Monitor pupils' attendance and punctuality weekly against individual and whole school targets.  Inform parents of pupils on an individual basis, as required.	HS KN / EN	December 2018 March 2019 June 2019
All children to be well equipped for the school day.	Access to additional resources as required for individual children e.g. uniform and equipment.	To ensure that all pupils feel valued as a member of the school community.	Staff are vigilant in their observations of pupils needs and respond proactively if equipment or uniform is needed.	Class teachers	December 2018 March 2019 June 2019
<b>Total budgeted cost</b>					<b>£15000.00</b>