



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

Warton St. Paul's CE Primary Academy

Pupil Premium Strategy Statement

1. Summary Information

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| School | Warton St. Paul's CE Primary Academy | | | | |
| Academic Year | 2021/22 | Total PP Budget | £46,200 | Date of Most recent PP review | July 2021 |
| Total Number of Pupils | 77 | Total Number of eligible Pupils | 35 | Date of next review of this strategy | July 2022 |

2. Current Attainment (KS2 Teacher Assessment 2019-20)

| | Pupils eligible for PP | All Pupils |
|--|------------------------|------------|
| % achieving expected in reading, writing and maths | 60% | 67% |
| % achieving expected in reading | 80% | 67% |
| % achieving expected in writing | 60% | 67% |
| % achieving expected in maths | 80% | 67% |

Headline for PPG 2019-20

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| % of PP Achieving a GLD in Reception | 50% |
| % of PP achieving the phonics check standard | 100% |
| % of PP achieving Year 2 Phonics check | 80% |
| % of PP achieving year 2 ARE in Reading | 60% |
| % of PP achieving year 2 ARE in Writing | 60% |
| % of PP achieving year 2 ARE in Maths | 60% |

The final PPG isn't confirmed yet, the budget was based on 35 x PPG Ever6 (46,200), LAC(3,800)

(January Census 2020)

| 3. Barriers | |
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| In-School Barriers (issues to be addressed at school) | |
| A | Employment of a Support Assistant who provides programmes of support to identified children to reduce / alleviate any barriers to learning. PP children are monitored at least half termly to ensure children are fully engaged with their learning and are making good rates of progress with their learning. |
| B | Teaching assistant support is targeted and planned to ensure that all children including PP children are accessing quality first teaching and additional support when required. All children's progress, including PP children, is closely monitored. Pupil progress meetings take place each half term and provision closely mapped to meet need. Appropriate action is taken when intervention is required. Outside agencies are procured when further advice / programmes of support needed. |

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| C | When required financial assistance is given so that PP children can access all extended learning opportunities such as educational visits and out of school learning activities. Free access to out of school provision has also been granted in some circumstances. |
| D | Completion of homework to a good standard and handed in on time. |
| E | Ensuring good rates of progress for all children across the curriculum. |
| F | Attendance rates are monitored on a half termly basis. |
| G | Music tuition provided to promote significant talent |
| H | Out of school provision allocated to support a child in need. |

| 4. Outcomes | | |
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| Desired outcomes and how they will be measured | | Success Criteria |
| A | Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners. | Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress. Individual support made available to parents and families when required. |
| B | PP children working below ARE | Intervention and provision is being embedded leading to pupil premium making good progress throughout the year. More PP children reach expected levels of attainment in reading, writing and maths. Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils. Use of IDL Cloud for PP children with difficulties in spelling to support quality first teaching. Additional and some 1:1 support for children in phonics / basic number skills |
| C | To provide enhanced learning opportunities and | Children take part in a variety of enrichment experiences to enhance learning and skill development. |

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| | support for the PP children as a consequence to limited resources within some families and household | Such as specialised Sports teaching, Music teaching, Forest Schools and Resilience activities. |
| D | Access to support with home learning. | Increased numbers of PP children completing their homework and increased one to one reading through the weekly provision of a homework club. This is led and organised by staff and supported by governors of the school. PP children are targeted to attend. Access to computers, school equipment and other learning resources. |
| E | Challenge for high ability PP children to ensure sustained rates of progress. | More able PP children accessing more challenging texts and reaching a high standard. Q of T improved to ensure that all children are challenged across the curriculum. |
| F | Attendance for pupil premium is monitored on a half termly basis. | Rates of attendance for PP children in line with other pupils. |
| G | Music tuition provided by school | To encourage specific talent and support self-esteem and confidence |
| H | Provide out of school care | To promote social interaction and engagement with peers. Through clubs ran by teaching members of staff. |

| 5. Planned Expenditure | | | | | |
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| Academic Year | | | | | 2021/22 |
| 1. Quality first teaching for all £2000 (Spelling scheme of work and phonics support) 28,029 | | | | | |
| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff to lead | Date of review |
| Support Phonics/Spelling teaching | Annual support programme | Programme covers all aspects of provision, to | Monitoring and evaluation of the impact of the | LD/KY | January 2022 |

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| | | support and engage Infant team. | programme on progress and outcomes by Senior staff and governors | | |
| Support for children (including PP children) with identified spelling / sentence level difficulties | Warton St. Paul's Phonics Scheme written by KY | Programme of support to be used both at home and in school | Monitor rates of progress on a termly basis | LD/KY/CD | January 2022 |
| Maintain 5 classes to keep teacher: child low. | Two Infant classes Discrete EYFS class 1 and 2 Class | Ensure all children including PP have quality teaching time with teacher | Monitoring Progress and interventions on a termly basis | LD/KY/CD | March 2022 |
| 2. Targeted Support £10,084, £2,286(Contribution towards L3) | | | | | |
| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff to lead | Date of review |
| To ensure that any barriers of learning, or potential barriers are eradicated through swift targeted intervention and support | Time table of provision / support from learning support assistants | Reducing barriers to learning ensures greater progress. Self-esteem, confident and growth mind set can only support good progress in learning | progress. Self-Specific training and time table time of the support assistant | LD | January 2022 |

| 3. Other Approaches (£1,313- music, £902.50 additional swimming, £1400 curriculum subscriptions, £185.50 other) | | | | | |
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| Desired Outcome | Chosen Action/Approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff to lead | Date of review |
| To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and household . | Ensure that provision for PP is available and that children are able to access clubs and additional opportunities across the year. | Research has shown that those children who access additional provision through school clubs, trips and enrichment perform better at school. | Monitor visitors and opportunities for all year groups to ensure a broad and balanced experiences across the year. Ensure that school trips are subsidised and additional music lessons are available where appropriate. | LD | March 2022 |
| Access to support with home learning. | Website updated with support for parents. Increase number of workshops to | One of the key reasons parents say that they don't support children is a lack of understanding | Monitoring of attendance of PP parents and impact upon homework frequency. | LD/KY/CD | July 2022 |

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| | <p>support parents with learning.</p> <p>Homework club supportive and frequency</p> <p>Additional reading sessions timetabled in every class for PP children</p> | <p>of strategies taught in school. If further information is provided parents may feel more able to support learning. Homework club to reinforce learning in school and provide a positive view of home learning.</p> | <p>Attendance of PP children at homework club.</p> | | |
| <p>Attendance for pupil premium children is closely monitored.</p> | <p>Attendance awards in place and celebrated each term, as well as letter home.</p> | <p>Excellent attendance at school has a significant impact on progress made.</p> | <p>Collaborative approach to ensure that systems are efficient and effective. Attendance will improve for PP children.</p> | <p>LD</p> | <p>November 2021 March 2022 May 2022 July 2022</p> |

Laura Dean

September 2021