



WARREN ROAD PRIMARY

Pupil premium strategy statement

School overview

| Metric | Data |
|---|----------------------------|
| School name | Warren Road Primary School |
| Pupils in school | 827 |
| Proportion of disadvantaged pupils | 4% |
| Pupil premium allocation this academic year | £52,094 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | September 2021 |
| Review date | July 2022 |
| Statement authorised by | James Ellis |
| Pupil premium lead | Gemma Read + James Ellis |
| Governor lead | Antony Johnson |

Disadvantaged pupil progress scores for last academic year (2019 data due to no statutory assessments in 2020)

| Measure | Score |
|---------|-------|
| Reading | +5.2 |
| Writing | +1.1 |
| Maths | +4 |

Disadvantaged pupil performance overview for last academic year (2019 data due to no statutory assessments in 2020)

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | |
| Combined | 80% |
| R | 100% |
| W | 80% |
| M | 100% |
| Achieving high standard at KS2 | |
| Combined | 13% |
| R | 33% |
| W | 20% |
| M | 27% |

Strategy aims for disadvantaged pupils

| Measure | Activity | | | | | | | | | | | | |
|---|---|-----|-------|----|-------|-----------|-------|------------------|--------|-------------------|--------|--------------|---------------|
| <p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> | <ul style="list-style-type: none"> ● Provide suitable training for staff to ensure QFT meets the needs of our disadvantaged learners ● Ensure quality interventions are in place and reviewed regularly that support filling gaps in learning of our disadvantaged learners ● Ensure resources are available that support disadvantaged learners to maintain the same rates of progress as their peers ● To support families with home learning so that disadvantaged children are supported well ● Provide support for disadvantaged children in building confidence and resilience | | | | | | | | | | | | |
| <p>Priority 2</p> <p>To ensure disadvantaged children have full access to the curriculum including extracurricular activities</p> | <ul style="list-style-type: none"> ● Ensure curriculum leaders evaluate the access to the curriculum and to ensure disadvantaged children have the same opportunities as others ● Financially support families of disadvantaged families so that disadvantaged children have the same opportunities as their peers ● Support families of disadvantaged children in maintaining good levels of attendance | | | | | | | | | | | | |
| <p>Barriers to learning these priorities address</p> | <ul style="list-style-type: none"> ● Low levels of attendance ● Lack of access to resources ● Low self esteem | | | | | | | | | | | | |
| <p>Projected spending</p> | <table border="1" data-bbox="647 1350 1412 1749"> <tbody> <tr> <td>CPD</td> <td>£1000</td> </tr> <tr> <td>IT</td> <td>£3000</td> </tr> <tr> <td>Resources</td> <td>£6000</td> </tr> <tr> <td>Pastoral support</td> <td>£12000</td> </tr> <tr> <td>Education support</td> <td>£34000</td> </tr> <tr> <td>Total</td> <td>£56000</td> </tr> </tbody> </table> <p>Additional expenditure taken from GAG funding</p> | CPD | £1000 | IT | £3000 | Resources | £6000 | Pastoral support | £12000 | Education support | £34000 | Total | £56000 |
| CPD | £1000 | | | | | | | | | | | | |
| IT | £3000 | | | | | | | | | | | | |
| Resources | £6000 | | | | | | | | | | | | |
| Pastoral support | £12000 | | | | | | | | | | | | |
| Education support | £34000 | | | | | | | | | | | | |
| Total | £56000 | | | | | | | | | | | | |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | Achieve above national average progress scores in KS2 Reading (0) | July 2021 |
| Progress in Writing | Achieve above national average progress scores in KS2 Writing (0) | July 2021 |
| Progress in Mathematics | Achieve above national average progress scores in KS2 Maths (0) | July 2021 |
| Phonics | Exceed national average expected standard in PSC | July 2021 |
| Other | Ensure attendance of disadvantaged pupils is above 95% | July 2021 |

Targeted academic support for current academic year

| Measure | Activity | | | | | | | | | | | | |
|---|--|----------|---------|---------------------------------|--------|-----------|-------|-----------|------|-----------|-------|----|-------|
| Maintaining high levels of progress at the end of KS2 | <ul style="list-style-type: none"> Targeted support from T or TA following regular assessment periods providing relevant resources for use at home to support progress Ensure children have access to and are prompted to read high quality texts | | | | | | | | | | | | |
| Ensuring DA children achieve well in the PSC | <ul style="list-style-type: none"> Effective use of resources available Phonics integrated into all aspects of the curriculum to consolidate discrete teaching Effective assessment supporting progress through phases | | | | | | | | | | | | |
| Barriers to learning these priorities address | School closure and remote learning has caused considerable disruptions to children's learning. Disadvantaged children have required more support than their peers to maintain progress | | | | | | | | | | | | |
| Projected spending | <table border="1"> <tbody> <tr> <td>KS1 HLTA</td> <td>£10,000</td> </tr> <tr> <td>REception and Year 1 TA support</td> <td>£15000</td> </tr> <tr> <td>S&L £7000</td> <td>£9000</td> </tr> <tr> <td>Staff CPD</td> <td>£500</td> </tr> <tr> <td>Resources</td> <td>£6000</td> </tr> <tr> <td>IT</td> <td>£3000</td> </tr> </tbody> </table> | KS1 HLTA | £10,000 | REception and Year 1 TA support | £15000 | S&L £7000 | £9000 | Staff CPD | £500 | Resources | £6000 | IT | £3000 |
| KS1 HLTA | £10,000 | | | | | | | | | | | | |
| REception and Year 1 TA support | £15000 | | | | | | | | | | | | |
| S&L £7000 | £9000 | | | | | | | | | | | | |
| Staff CPD | £500 | | | | | | | | | | | | |
| Resources | £6000 | | | | | | | | | | | | |
| IT | £3000 | | | | | | | | | | | | |

Wider strategies for current academic year

| Measure | Activity |
|---------|----------|
|---------|----------|

| | | | | | | | |
|--|---|---------------|-------|--------------------|-------|-----|------|
| Ensuring disadvantaged children have access to a broad and balanced curriculum | <ul style="list-style-type: none"> Ensuring resources cater for all learners across the curriculum Providing access to extracurricular activities Supporting attendance to trips and residential | | | | | | |
| Supporting the self esteem of disadvantaged children | <ul style="list-style-type: none"> Providing clear opportunities for children to communicate - listening ear, family worker, lunchtime club Targeted support for both children and their families through the schools early help and external providers | | | | | | |
| Barriers to learning these priorities address | <p>Impact of school closure and periods of isolation</p> <p>Poor attendance</p> <p>Lack of engagement from family</p> | | | | | | |
| Projected spending | <table border="1"> <tr> <td>Family worker</td> <td>£8000</td> </tr> <tr> <td>Lunch time support</td> <td>£4000</td> </tr> <tr> <td>CPD</td> <td>£500</td> </tr> </table> | Family worker | £8000 | Lunch time support | £4000 | CPD | £500 |
| Family worker | £8000 | | | | | | |
| Lunch time support | £4000 | | | | | | |
| CPD | £500 | | | | | | |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring staff are aware of the disadvantaged children they are catering for and consistent use of the resources provided | <p>Effective sharing of information through MIS system and staff meetings</p> <p>Regular monitoring allows for analysis of use of resources to meet the needs of DA children</p> |
| Targeted support | Ensuring the target support 'fills the gap' for that specific child leading to improvements in progress or access. | <p>Regular assessment analysis for DA children</p> <p>Regular pupil progress reviews and actions set for each year group</p> |
| Wider strategies | <p>Engagement with the support provided by the child and the family</p> <p>Maintaining high levels of attendance</p> | <p>Highly effective family worker</p> <p>Regular reviews of support ny pastoral team</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|-----|---------|
|-----|---------|

| | |
|--|---|
| <p>Sustain the high levels of achievement in reading, writing, GPS and mathematics of the disadvantaged group with focus on closing the gap in writing</p> | <p>DA children's achievement was in line with or above the national averages. Progress scores for DA children were all above the national average.</p> <p>Writing data showed high performance compared to national. The percentage of children achieving exp. was 12% lower than all children but there was no significant difference in progress.</p> |
| <p>Specialist speech and language support provided for children identified as needing additional support – children achieve individual targets set.</p> | <p>Highly effective support led to accelerated progress for targeted children with speech and language difficulties.</p> <p>88% of children passed the phonics screening in Year 1 with 2 DA children passing due to support.</p> <p>A greater focus will be on identifying and supporting these needs in EYFS.</p> |
| <p>Provide disadvantaged children with full access to wider ranging experiences: school visits including the Year 6 residential visit to the Isle of Wight, musical tuition, sports clubs and other cultural activities.</p> | <p>All children had access to all the educational visits and residentials on offer.</p> <p>All DA children were able to participate in sporting and musical extracurricular activities through the year.</p> |