

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Warwick Bridge Primary
Pupils in school	123
Proportion of disadvantaged pupils	18/123 = 14.6%
Pupil premium allocation this academic year	£25,210
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	Stuart Walsh
Governor lead	Phil Brown

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A due to school closures
Writing	N/A due to school closures
Maths	N/A due to school closures

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	12.5%

Measure	Activity
Priority 1	PP children showing progress in line with that of their peers, as demonstrated through assessment data from core subjects. Provision meets needs of PP children by ensuring favourable staff:child ratio and ensuring that appropriate targeted interventions and disproportionate teacher and TA time are in place.

Priority 2	To increase PP attendance, punctuality and readiness to start the school day – in line with non-PP peers.
Barriers to learning these priorities address	<p>Profound medical needs impacting upon educational outcomes.</p> <p>Some unfavourable levels of response to set work during spring school closure impacting negatively upon progress.</p> <p>Contactability and engagement of key parents and delivery of children to Before and After School Clubs.</p> <p>Disproportionate PP in higher age groups: 75% in KS2; 60% in UKS2 alone and 40% in Year 6.</p>
Projected spending	£25,210

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Summer 2021 (reviewed Sep)
Progress in Writing	Achieve national average progress scores in KS2 Writing	Summer 2021 (reviewed Sep)
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	Summer 2021 (reviewed Sep)
Phonics	Achieve national average expected standard in Phonics Screening Check	Summer 2021 (reviewed Sep)
Other	Improve and support attendance of PP children to be more in line with school average (95.3% in 2018-19)	Summer 2021 (reviewed Sep)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Proportion of funded TA time to support PP children during core subject lessons and to provide pre- and post-learning and interventions. Teacher and SLT-led interventions including Reading Recovery, Maths Intervention and targeted SENCO support.
Priority 2	Work to ensure attendance is supported including provision for children in need of off-site learning.
Barriers to learning these priorities address	Broadened skills and knowledge gaps following variable engagement in learning during school closure. Medical and emotional needs leading to significant absence.
Projected spending	£20,535

Wider strategies for current academic year

Measure	Activity
Priority 1	Provision of Breakfast Club for named individuals to provide readiness for learning.
Priority 2	Extra-curricular activities, music tuition and resources to support learning and development for individuals. Further succession-planning in terms of school resources.
Barriers to learning these priorities address	Parental engagement to ensure pupils on site. Ensuring uptake of provision. Ensuring resources are designed for highest impact.
Projected spending	£4,675

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Training focusing on developing staff practice to raise outcomes, notably in	Use of INSET days and additional SLT cover to support CPD. Planning for each

	<p>core subjects but supported by the school curriculum.</p> <p>Ensure removal of barriers so that all academic needs can be met: that teachers plan to support individual needs of PP children and provide disproportionate teacher and TA time.</p>	<p>lesson to explicitly feature reference to PP provision.</p>
Targeted support	<p>TA interventions including pre- and post-learning for core subjects as appropriate. Reading Intervention programme for targeted individuals.</p>	<p>Timetabling of interventions developed by class teachers with support from SENCO; latter to monitor twice-yearly and to inform parents of provision. RI administered by qualified teacher working as TA – this represents value for money for PP children.</p>
Wider strategies	<p>Ensure that all pupils are well-fed and ready to learn.</p> <p>Work to encourage attendance where possible; support parents and children to achieve this.</p>	<p>Liaise closely with families to ensure that children are in attendance and fed to support learning. Children who can not attend for medical or mental health reasons are supported to learn off-site. Monitored by SLT.</p>

Review: last year's aims and outcomes (*Note: school closures limited impact*)

Aim	Outcome
<p>Ensure opportunities are provided for PP children, upon entry to the school, to progress in line with peers through comprehensive initial assessment to identify needs and suitable timetabled interventions to address gaps relating to attainment.</p>	<p>Accurate and timely attainment data recorded during autumn term; PP children clearly indicated on intervention timetables. Progress data limited due to school closures.</p>
<p>To develop oral language skills of children eligible for PP in EYFS, Year 1 and throughout the school. Work</p>	<p>S&L objectives planned in to teaching sequences; all children timetabled for show and tell sessions.</p>

<p>with subject leaders and class teachers to raise the profile of speaking and listening and to embed them in learning.</p>	<p>Progress across academic years in line with expected standards using the WBS assessment framework.</p>
<p>PP children – notably in UKS2 - showing progress in line with that of their peers, as demonstrated through assessment data from core subjects. Provision meets needs of PP children by ensuring favourable staff:child ratio and ensuring that appropriate targeted interventions are in place.</p>	<p>PP children in all classes given suitable timetabled interventions as appropriate. A suitable staff:child ratio with support staff disproportionately favouring these pupils.</p>