

Pupil Premium Strategy Statement – Warwick Bridge School 2019-20

1. Summary information					
School	Warwick Bridge Primary				
Academic Year	2019-20	Total PP budget	£28,660	Date of most recent PP Review	Jul 2019
Total number of pupils	123	Number of pupils eligible for PP	20: 16%	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP / Warwick Bridge overall</i>	<i>National Average</i>
% achieving expected standard or above in reading, writing & maths	0% / 50%	65%
% making expected progress in reading	25% / 60%	73%
% making expected progress in writing	75% / 85%	78%
% making expected progress in mathematics	0% / 65%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Significant pupil mobility with PP children new to the school requiring ongoing interventions.
B.	Language skills on entry to EYFS have been lower for PP children (historically) than their non-PP peers. Unaddressed, this can have the capacity to affect progression in reading and writing in subsequent years.
C.	60% of PP children are in UKS2 – smaller class in Y6 plus TA support and additional teacher interventions for reading and maths planned for this year to address this.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Low overall attendance for PP with 20% persistently absent compared to 5.38% for non-PP children and 8.28% across the school in 2018-19. However, this 20% is a significant improvement on 44.44% as recorded in the preceding year. PP attendance for the same year: 89.94%. Non-PP attendance: 96.43%. Overall attendance: 95.3%.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	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.	Accurate and timely attainment data recorded during autumn term; PP children clearly indicated on intervention timetables. Progress in line with peers throughout Early Years and KS1/2 phases, based on data from EYFS Framework and WBS Assessment Framework respectively.
B.	To develop oral language skills of children eligible for PP in EYFS, Year 1 and throughout the school. Work with subject leaders and class teachers to raise the profile of speaking and listening and to embed them in learning.	S&L objectives planned in to teaching sequences; all children timetabled for show and tell sessions. Progress across academic years in line with expected standards using the WBS assessment framework.
C.	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.	PP children in all classes given suitable timetabled interventions as appropriate. A suitable staff:child ratio with support staff disproportionately favouring these pupils.
D.	Build on the success of raising PP attendance to be more in line with non-PP children. Aim to reduce persistent PP attendance to below 15% initially.	Persistent absence lower than 15% for PP children by the end of July 2020. Build on established highly-developed liaison with, and support for, parents through ongoing communications, parent forum meetings, consultation meeting follow-ups. Continue to afford attendance a high profile.

5. Review of expenditure				
Previous Academic Year		2018-19 (PP budget of £23,080)		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To improve levels of attainment in reading, writing and maths for PP children	<p>To continue to build on the success of Accelerated Reader using Reading Intervention to target specific children with reading difficulties. Key readers, some of who were PP.</p> <p>To use Power of Reading to enthuse and inspire children in their reading and writing.</p> <p>Use of Reading Intervention.</p> <p>Staff trained to deliver the Maths Recovery programme to support these needs.</p>	<p>Writing: 75% (3 children) PP achieved end of KS2 EXS. The remaining child has made excellent progress but is new to school.</p> <p>Although PP children throughout school (apart from 3) are WTS, all are making progress with 31.3% making better than expected progress.</p> <p>Qualitative evidence in books of PP children, along with work scrutines, shows that PoR has led to a broader and more creative approach to English teaching.</p> <p>Reading: 18.8% PP children throughout school at EXS or above. AR test & quiz results, combined with WBS assessment framework and test results showing progress for all PP children in all year groups.</p> <p>Cumbria Reading Intervention: 4 x chn in receipt of this programme have made significant progress with less dependence on adult-centred reading behaviour recorded and constantly progressing text levels. Changes of staff due to absence has provided a barrier.</p> <p>Maths: PP funding will not cover further Maths Recovery training so the programme is discontinued. Analysis from test data and work scrutines shows that arithmetic is strong whereas reasoning is an area to develop.</p>	<p>English: 2019-20: Build on writing success and develop reading by using Literacy Shed teaching techniques as per recent training and access to resources. Initial impact of PoR was less favourable in some year groups before staff agreed on the most suitable approaches to make the best use of it as a teaching aid. Continue with this.</p> <p>Reading: AR to be continued. It will now be used in conjunction with <i>Literacy Shed</i> and <i>Strive for Five</i> in order to further encourage habitual reading at home.</p> <p>From September 2019, reading intervention will be implemented by a current staff member with a good attendance track record.</p> <p>Move to White Rose maths to address need for reasoning focus in this subject.</p>	<p>£3,500 + <u>£3,380</u></p> <p>£6,880</p> <p>(PoR non-PP funded)</p>

<p>Improved oral language skills in EYFS and KS1/2</p>	<p>An EY environment rich in language impacting upon language development.</p> <p>Adults modelling an extensive range of vocabulary.</p> <p>Stimulating language-rich activities (PoR).</p> <p>Show and tell time, regular reading in class, daily language games.</p> <p>Small group role-play work building language skills.</p>	<p>All of the outcomes are being achieved through the EY curriculum, as evidenced through classroom observations.</p> <p>The profile of vocabulary has been raised throughout the school and now plays a more central role in classrooms.</p> <p>Teachers report a more stimulating, language-rich approach to the delivery of English as a subject as a result of the integration of PoR; this is supported by evidence from work scrutinies.</p> <p>Show and tell is a regular feature of all classrooms with all children given opportunities to develop their language skills in this way. Records indicate full participation.</p> <p>Role-play areas in EY are observed to be integrated and in use daily.</p>	<p>Good practice to be maintained and further encouraged throughout the school, notably vocabulary modelling in all subjects, and show and tell opportunities.</p> <p>Maintain the profile of vocabulary and build on this as children progress through the school.</p> <p>Continue to use PoR and other schemes, but selectively: ensure full curriculum coverage by making effective use of desirable elements and supplementing these with further curriculum areas.</p> <p>Show and tell has developed by inviting parents to te sessions. This has provided very favourable feedback from parents. Continue.</p> <p>Maintain and develop role-play opportunities in EY across the year.</p>	<p>(A proportion of £14,300 support staff time, as accounted for below is deployed here)</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To increase writing and reading ability of PP children.	<p>In class interventions/ precision teaching (notably Y2/3 class).</p> <p>Reading intervention. £2,500</p> <p>Clicker purchased specifically to support PP writers but used for all pupils.</p> <p>£2,200 – school licence (non-PP funded)</p>	<p>Reading Intervention has had a positive impact on the individuals involved with additional progress shown and it has since been rolled out to other children.</p> <p>Cumbria Reading Intervention: 4 x chn in receipt of this programme have made significant progress with less dependence on adult-centred reading behaviour recorded and constantly progressing text levels. Changes of staff due to absence has provided a barrier.</p> <p>The use of Clicker 7 is embedded as the default word processor and children are supported by it in their learning. Staff report a greater engagement in learning from the affected children.</p>	<p>Will continue as appropriate. Both programmes have produced favourable outcomes and so will be continued.</p> <p>From September 2019, Reading Intervention will be implemented by a current staff member with a good attendance track record.</p>	<p>£14,380</p> <p>(RI accounted for above)</p> <p>(Clicker non-PP funded)</p>
Improved oral language skills in EYFS/KS1/2	<p>Small group work – narrative therapy catch up group</p> <p>Small group work focusing on phonic skills, speaking and listening</p>	<p>Narrative therapy in previous year found to have some impact on individuals as reported by staff members and the children themselves. However, we no longer have staff trained in narrative therapy.</p> <p>Focus on phonics / speaking and listening found to have more significant results as demonstrated through WBS assessment framework data.</p>	<p><i>Choose to Cope</i> programme is now being implemented by the SENCO in place of narrative therapy.</p> <p>The valuable focus on phonics / speaking and listening will continue.</p>	<p>£1,500</p> <p>(a proportion of £14,300 support staff time, as accounted for above is also deployed here)</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Free / subsidised breakfast club and after school care.	To increase PP punctuality and readiness to start the school day.	Qualitative impact: children in school, cared for and happy – learning well as a consequence. Individuals who were coming to school tired / hungry are now reported as being happier and more energised and are participating and achieving more during lessons.	Will continue this for those targeted individuals and others as appropriate.	£260
Music tuition, educational visits and out of school activities (enrichment activities).	PP children are given the option to participate in music tuition sessions with the intention that this increases their confidence and general participation skills. Educational visits and other enrichment activities are provided for PP children where appropriate.	Qualitative impact: there have been numerous successful musical performances. These have given children opportunities to flourish in subjects away from the core curriculum and to perform in front of an audience. Evidence from <i>The Importance of Music</i> (DfE, 2011) on the overall impact of musical education on children. Educational visits including a residential visit for PP children have impacted on self-esteem and have led to favourable responses from parents and children.	We will continue to make music tuition and educational visits funding available to children in receipt of Pupil Premium.	£1,495

<p>SENCO and staff CPD</p>	<p>Increased awareness of strategies for supporting learning, especially for PP children.</p>	<p>Ensured that the needs of all children are considered and met. Information cascaded to colleagues, including approaches to working memory and autistic spectrum condition.</p>	<p>Continue to attend SENCO forum, cluster SENCO meetings and to cascade knowledge to colleagues.</p>	<p>£985</p>
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6. Planned expenditure

Academic year

2019-2020 (PP budget of £28,660)

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Appropriate staff CPD including SENCO and subject leadership training. Develop roles of subject leaders and staff leading end of key stage assessment to ensure appropriate provision for PP children. Staff CPD: £1,605	Develop classroom practice for all staff in line with current recommendations. To ensure that the needs of children are being met in all subjects in all classes and that their progress is in line with that of their peers.	EEF evidence that developing staff capability has a significant positive impact on attainment for all pupils including those in receipt of Pupil Premium funding.	Good practice routinely shared and cascaded to all staff as appropriate. Review and assess impact of training during appraisal process and ensure that staff are booked onto appropriate sessions, notably those focused around the Pupil Premium and matters relating to it.	SW/MA	Termly

<p>Continue to develop progress in English and Maths for PP children.</p> <p>Reading intervention delivery: £3,230</p> <p>Maths Recovery delivery: £4,485</p>	<p>Closing of the attainment gap between PP and non-PP children.</p>	<p>Historically, relatively slow progress in core subjects in some classes.</p> <p>Impact of AR and PoR has been positive and so will continue.</p> <p>Maths to now focus on the development of reasoning skills through inclusion of the White Rose programme as an additional teaching tool.</p>	<p>Employment of teacher (at HLTA rate) one day per week to implement targeted reading interventions.</p> <p>Employment of teacher trained in Maths Recovery 0.5 days per week to implement targeted interventions.</p> <p>Further develop parental engagement to encourage support with English skills at home. Subject leader, SENCO and Head Teacher to monitor provision to maintain quality teaching and effective interventions including the reading intervention.</p> <p>PP children to have needs met in maths through use of PP-funded staffing hours to teach in small focused groups and to deliver Maths Recovery.</p>	<p>SW/MA/ NH/SD</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£9,320</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
<p>SENCO & TA-targeted interventions, e.g. Choose to Cope programme, Five-Minute Box, work with readers, maths and SPaG interventions.</p> <p>TAs: £10,080</p> <p>SENCO interventions: £3,765.40</p> <p>SENCO Resources: £700</p>	<p>Plugging gaps in knowledge and providing opportunities for PP children to achieve in a comparable manner to their peers. Address emotional and well-being concerns to increase confidence and participation in school life and beyond.</p>	<p>EEF evidence that staff intervention presents a significant impact on attainment and progress. Some PP children may have limited opportunities for learning outside of school.</p>	<p>SENCO / Head Teacher / subject leader monitoring and analysis of data (now three times annually). Planning to ensure that PP children receive regular, appropriate intervention and guaranteed teacher & TA time during lessons.</p> <p>SENCO intervention to implement anxiety-management programme and maintain dialogue with stakeholders including parents, class teachers and TAs.</p>	<p>SW</p>	<p>Termly and following assessment / implementation periods.</p>
<p>Increase phonic knowledge and reading ability of children in receipt of PP.</p> <p>Proportion of £3,230 for reading intervention (accounted for above).</p>	<p>All children (inc. PP) achieving success in phonic screening and showing good progress in reading as demonstrated through data.</p>	<p>Visible progress as a result of the targeted reading intervention. Historically favourable results for all children taking part.</p>	<p>Continue to ensure that we have adequate staff numbers trained to implement the intervention. SENCO to monitor implementation and impact.</p> <p>Analysis of reading progress data.</p>	<p>SW</p>	<p>Termly and following assessment periods.</p>
Total budgeted cost			<p>£14,545.40 (The reading intervention, costing £3,230 and already factored in to point #i, above, will also contribute to this)</p>		

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Music and sport tuition</p> <p>Music: £1,210</p> <p>Gymnastics and other clubs: £1,000</p>	<p>PP children are given the option to participate in music tuition and gymnastics sessions with the intention that this increases their confidence and general participation skills.</p>	<p>There have been numerous successful performances and events in the past, which have led to increased confidence and participation in learning activities. This gives children the opportunity to flourish in subjects away from the core curriculum, to develop skills and to perform in front of an audience.</p>	<p>Children to participate in performance in front of an audience and to show increased confidence levels as well as heightened participation in the core, foundation and school curricula. Children to develop confidence and ability by improving skills in foundation and school curriculum areas.</p>	<p>MA/SW</p>	<p>Termly</p>
<p>Breakfast / After School Clubs</p> <p>£585</p>	<p>Adequate nutrition for learning based on evidence of impact. No child being hungry at school.</p>	<p>EEF evidence and other bases for the impact of nutrition on cognitive ability. Some children were coming to school hungry so we seek to address this by providing breakfast.</p>	<p>SW to monitor in conjunction with class teachers. Daily checks on children's attendance at Breakfast / After School Club and on their participation in learning.</p>	<p>SW</p>	<p>Termly</p>
<p>Educational visits and residential trips</p> <p>£1,000</p>	<p>Enrich children's life experiences by ensuring that they have access to off-site activities alongside their peers. All children in attendance at visits and residential trips.</p>	<p>lotc.org.uk – evidence for the positive impact of learning outside the classroom.</p> <p>Nick Gibb MP: letter to Outdoor Education Advisers Panel, March 2011, referencing, "arrangements for visits which do not disadvantage children from less well-off families."</p>	<p>Liaise with parents as appropriate to ensure that they are aware of the available funding.</p> <p>Ensure that no child misses out on valuable learning experiences.</p>	<p>SW</p>	<p>Ongoing review – 'as and when' basis.</p>

Purchase of materials including AR texts targeted for PP children. £1,000	Further encourage a love of learning by providing new, appealing texts aimed at PP children. These may be lower ZPD but higher maturity level,	Evidence supporting the implementation of AR system plus impact of reading on overall learning. Address some lower performance amongst PP children in this subject.	Involve children in selection of texts; aim for a broad range; choose texts that address the needs of our PP children.	SW/NH	Termly
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Total budgeted cost				£4,795
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7. Additional detail

Our full Pupil Premium Policy Statement can be found on our school website <https://www.warwickbridge.cumbria.sch.uk/information/pupil-premium/>