

# Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	Werrington Academy				
Academic Year	2019-20	Total PP budget	£30,360	Date of most recent PP Review	July 2019
Total number of pupils	66	Number of pupils eligible for PP	22 (33%)	Date for next internal review of this strategy	Oct 2019

	<i>Pupils eligible for PP (your school)</i>
Percentage achieving in reading, writing and maths	KS1 100% KS2 33%
Percentage achieving in reading	KS1 100% KS2 67%
Percentage achieving in writing	KS1 100% KS2 67%
Percentage achieving in maths	KS1 100% KS2 33%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Percentage of pp pupils attaining ARE in Maths is lower than non pp pupils	
B.	The number of pp pupils attaining GDS in Reading is lower than non-pp pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	High percentage of pp children have experienced trauma and require emotional support	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of pp pupils in Maths	Percentage of pupils attaining ARE in Maths is in line with non-pp pupils
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS in Reading	Percentage of pp pupils achieving GDS in Reading increased
C.	Ensure emotional support is in place through the TIS intervention	PP pupils in a better position to learn leading to improved progress and attainment
4. Planned expenditure		
Academic year	£30,360	
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?
A. Improved progress and attainment for pp pupils in Maths	Focus teaching on PP pupils through questioning and feedback  Targeted deployment of pp Teacher	Throughout the school the percentage of pupils eligible for PP meeting ARE in Maths is less than pupils not eligible for pp. PP Teacher to focus on individual teaching programmes for these pupils. Work in partnership with class teacher.	Class Teachers to provide quality first teaching and feedback.  PP Teacher to work with individuals whose attainment or progress is not in line with national averages for non-pp pupils.	PP Teacher	Cost: £10,122
B. Improved progress for high attaining pupils in Reading	Ensure planning shows challenge for the more able.  Targeted deployment of pp Teacher	The number of pp pupils meeting GDS is less than the national figure for all pupils in Reading. Targeted deployment of PP Teacher to stretch and challenge more able pupils. Work in partnership with class teacher to develop teaching in class.			
Total budgeted cost					£10,122
ii. Targeted support					
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?
A. Improved progress and attainment for pp pupils in Maths  B. Improved progress for high attaining pupils in Writing	TA support in classes for pp children	Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.	Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.	Class teachers	Termly  45 hours per week X 38 weeks  Total: £19,368

<b>Total budgeted cost</b>					<b>£21,344</b>
<b>iii. Other approaches</b>					
<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>
Pupil's emotionally and mentally prepared for learning	Weekly support for identified pupils working through an individualised programme	Support for pupils emotionally. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing</p>	TIS lead	<p>Termly</p> <p>2 hrs a week X 38 weeks</p> <p>Total £871</p>
<b>Total budgeted cost</b>					<b>£871</b>

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
A. Improved progress and attainment for pp pupils in Maths	Focus teaching on PP pupils through questioning and feedback  Targeted deployment of pp Teacher	At the end of Key Stage One 100% of pp pupils met age related expectations in mathematics  At the end of Key Stage Two 33% of pp pupils met age related expectations in mathematics  Over the last three years pupils 91% of pupils have reached the expected standard in Mathematics at the end of key stage two compared to 79% nationally  78% of pupils in the school at the end of the academic year were working at the expected standard in Mathematics. 17% were achieving Greater Depth Standard.	<ul style="list-style-type: none"><li>- Attend Babcock training focusing on Writing</li><li>- Subject leaders to model quality first teaching and feedback strategies for greater impact in Maths and Writing</li><li>- Continue to use staff meetings and INSET days to deliver training alongside peer study and support lessons to embed consistency and expectations</li><li>- Continue Pupil progress meetings to identify barriers and next steps termly and on-going support required</li><li>- For pp pupils where progress has not been accelerated, chronologies shown significant barriers to learning that have had a negative impact</li><li>- Leaders will support with targeted groups next year linked to AIP priorities</li><li>- Learning Tutor to support impact in key areas in KS2 not just Y6- early intervention to maintain good progress and attainment prior to end of KS2</li><li>- All staff currently working on the foundation curriculum and how to ignite curiosity and develop capabilities in areas where there are currently barriers in the future.</li></ul>	Cost: £10,122
B. Improved progress for high attaining pupils in Writing	Ensure planning shows challenge for the more able.  Targeted deployment of pp Teacher	At the end of the academic year only 6% of pupils reached GDS in Writing. 47% made expected progress and 20% made more than expected progress.		
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not	Lessons learned (and whether you will continue with this approach)	Cost

		eligible for PP, if appropriate.		
<p>A. Improved progress and attainment for pp pupils in Maths</p> <p>B. Improved progress for high attaining pupils in Writing</p>	TA support in classes for pp children	<p>At the end of Key Stage One 100% of pp pupils met age related expectations in mathematics</p> <p>At the end of Key Stage Two 33% of pp pupils met age related expectations in mathematics</p> <p>Over the last three years pupils 91% of pupils have reached the expected standard in Mathematics at the end of key stage two compared to 79% nationally</p> <p>78% of pupils in the school at the end of the academic year were working at the expected standard in Mathematics. 17% were achieving Greater Depth Standard.</p> <p>At the end of the academic year only 6% of pupils reached GDS in Writing. 47% made expected progress and 20% made more than expected progress.</p>	<ul style="list-style-type: none"> <li>- Attend Babcock training focusing on Writing</li> <li>- Subject leaders to model quality first teaching and feedback strategies for greater impact in Maths and Writing</li> <li>- Continue to use staff meetings and INSET days to deliver training alongside peer study and support lessons to embed consistency and expectations</li> <li>- Continue Pupil progress meetings to identify barriers and next steps termly and on-going support required</li> <li>- For pp pupils where progress has not been accelerated, chronologies shown significant barriers to learning that have had a negative impact</li> <li>- Leaders will support with targeted groups next year linked to AIP priorities</li> <li>- Learning Tutor to support impact in key areas in KS2 not just Y6- early intervention to maintain good progress and attainment prior to end of KS2</li> </ul> <p>All staff currently working on the foundation curriculum and how to ignite curiosity and develop capabilities in areas where there are currently barriers in the future.</p>	<b>£21,344</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupil's emotionally and mentally prepared for learning	Weekly support for identified pupils working through an individualised programme	<ul style="list-style-type: none"> <li>- Visible Learning Case studies evidence the impact of TIS support on pupils attitudes to learning</li> <li>- The percentage of behaviour incidents recorded on My Concern for PP pupils decreased from the beginning of the year to the Summer term.</li> <li>- PP pupils attended Song Fest and a Shakespeare performance at Plymouth Theatre Royal showing increased confidence and higher self esteem</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a rigorous, pro-active approach continue with regular EWO support</li> <li>- Continue parental engagement strategies • Ensure more timetabled sessions for TIS next year</li> <li>- All classes to undertake a class TIS assessment so pupils' needs can be identified and provision put in place at the start of the academic year</li> </ul>	<b>£871</b>
--	--	---	--	-------------