

## Pupil Premium Strategy Statement 2019 - 2020

**Warmingham CE Primary School** - Warmingham CE Primary School is approximately 2 miles from Middlewich and sits in the rural village of Warmingham. It is one of 3 schools within the Rural Church Schools Academy Trust. It is a one form entry school with 74 children on roll. Our school culture of a 'caring Christian family where we grow together' begins with the needs of the child and reaches out to the family and to the future. We want Warmingham CE Primary School to be a place where we all inspire a love of learning and respect for all, where individuals are encouraged to reach their full potential.

We currently have **9 pupil premium children** on roll. This is **12.16%** of the school.

At Warmingham CE Primary School we adopt a robust approach to Pupil Premium spending. This consists of ensuring quality teaching is happening in every class and that every teacher is supported to keep improving. Targeted academic support will be given to children where necessary. A wide-range of other strategies will be given to individual children to meet their needs.

1. Summary information					
<b>School</b>	Warmingham CE Primary School				
<b>Financial Year</b>	2019-20	<b>Total PP budget</b>	£14,820	<b>Date of most recent PP Review</b>	Oct 2019
<b>Total number of pupils</b>	74	<b>Number of pupils eligible for PP</b>	9 (inc 3 LAC)	<b>Frequency of internal reviews of this strategy</b>	Termly

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.	
<b>B.</b>	PP pupils are increasingly subject to emotional health and wellbeing issues which is impacting on learning	
<b>C.</b>	Access to extra-curricular activities off site in the local area is difficult	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	Single parent families: 5/9 of PP are living in single parent/split family households 3/9 have additional SEND needs – 2 EHCPs and 1 School Support	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gap between pupil premium children and their peers in combined data has narrowed by 4% by July 2020	Combined data has narrowed by 4% by July 2020
<b>B.</b>	Higher rates of progress across KS2 for middle and high attaining pupils eligible for PP.	Pupils eligible for PP identified as middle and high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.

4. Planned expenditure					
Academic year		2019-20 £14820 See website for full pupil premium plans - <a href="http://www.warminghamce.cheshire.sch.uk/page/pupil-premium/5747">http://www.warminghamce.cheshire.sch.uk/page/pupil-premium/5747</a>			
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?
<b>To increase the proportion of PP pupils attaining ARE in writing to at least 75%</b>	<p>Through quality first teaching of IPEEL approach.</p> <p>Staff CPD</p> <p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Providing 1:1 or small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning.</p>	End of Key stage data shows some disadvantaged pupils attain lower than their peers. Particularly in writing.	<p>Robust monitoring of literacy</p> <p>Staff CPD on using IPEEL</p> <p>Appraisals</p> <p>Data analysis</p> <p>Pupil progress reviews</p> <p>Attitude to learning reviews.</p> <p>Bespoke staff CPD</p>	<p>SLT</p> <p>Literacy lead</p> <p>Pastoral Manager and SENCO</p>	<p>Termly: December</p> <p>April</p> <p>July</p>
<b>Total budgeted cost</b>					£4416

<b>ii. Targeted support</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>
<b>SEND and PP children- gap to be narrowed to peers</b>	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	SEND and PP children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children on the autistic spectrum	To improve the skills, knowledge and understanding with the aim of raising standards and diminishing the difference.  Monitor and observe teaching and track progress of targeted children. PPP meetings. SENCo monitoring.	SENCO SLT	Termly: December April July
<b>Total budgeted cost</b>					£4416

<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>
<b>To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.</b>	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool connections/ resilient classrooms.	To provide children with the experience/skill to be able to self-regulate their feelings and to develop a bank of strategies to use independently.	Pupil surveys  Behaviour logs	SLT Pastoral lead	Termly: December April July  £776
<b>To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.</b>	Financial support for children to take part in residential visits/	To promote enthusiasm for learning by delivering an exciting and engaging curriculum.  Financial Support for Educational Visits	PP pupils identified regularly by staff and monitored through Pupil progress reviews and attitude to learning reviews.	SLT	Termly: December April July  £1860
<b>Total budgeted cost</b>					<b>£2,636</b>

iv. LAC/Post LAC Support					
<b>Needs identified of LAC/Post LAC children in school</b>	PP TA to deliver personalised curriculum support for LAC/post LAC children	LAC/ post LAC children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children	Monitor and observe teaching and track progress of targeted children. PPP meetings. SENCo monitoring.	SLT	£3352
<b>Total budgeted cost</b>					£3352

## 5. Review of expenditure

**Actual Expenditure:** £17320.00 (an additional £2500 was spent on providing 1:1 support for one of the Post LAC children)

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
<p><b>To increase the proportion of PP pupils attaining ARE in writing to at least 75%</b></p>	<p>Through quality first teaching of IPEEL approach.</p> <p>Staff CPD</p> <p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Providing 1:1 or small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning.</p>	<p><b>Mid-Year (Pre COVID-19) Reception</b> – One child (LAC) Writing 100% ARE with 100% making good progress.</p> <p><b>Year 1</b> – One child (LAC) Writing – 100% ARE with 100% making good progress.</p> <p><b>Year 2</b> – One child (PP) Writing – 100% ARE with 100% making outstanding progress.</p> <p><b>Year 3</b> – One children (PP) Writing 100% ARE with 100% making outstanding progress.</p> <p><b>Year 4</b> – Two children (PP plus EHCP and the other LAC plus SEN Support) Writing 0% ARE with 50% making good progress and 100% making outstanding progress.</p> <p><b>Year 5</b> – One child (PP plus EHCP &amp; LAC) Writing 0% ARE with 100% making expected progress.</p> <p><b>Year 6</b> – One child (PP) Writing 0% ARE making outstanding progress</p> <p><b>Whole School Writing</b> All PP – 50% ARE Non SEND PP – 83% ARE</p>	<p>The introduction of IPEEL has had a significant impact on standards across the school from September 2019 to March 2020.</p> <p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. This has also meant that staff now have a greater awareness of the PP children in their class. Where necessary additional interventions have been put in place to ensure our PP children make at least good progress.</p> <p><b>Next Steps:</b> Embed IPEELL – Approach to be continued 2020/2021</p> <p>PP children and those with SEN will be the focus for monitoring in 2020/2021.</p>	<p>£4416.00</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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>
<b>SEND and PP children- gap to be narrowed to peers</b>	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	<p><b>Year 4</b> – Two children (PP plus EHCP and the other LAC plus SEN Support) Writing 0% ARE with 50% making good progress and 100% making outstanding progress.</p> <p><b>Year 5</b> – One child (PP plus EHCP &amp; LAC) Writing 0% ARE with 100% making expected progress.</p>	<p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. This has also meant that staff now have a greater awareness of the PP children in their class. Where necessary additional interventions have been put in place to ensure our PP children make at least good progress.</p> <p><b>Next Steps:</b> Embed IPEELL – Approach to be continued 2020/2021 Pathways to Progress – Reading &amp; Writing Intervention</p> <p>PP children and those with SEN will be the focus for monitoring in 2020/2021.</p>	£4416.00

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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>
<b>To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.</b>	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention.	TAs delivered Resilient classrooms and Cool Connections to targeted children.  Increased resilience in class.  Creative Action Team – Pet Therapy block of 6 weeks.	Lockdown has had an impact on the children’s social and emotional well-being. This will continue to be a priority for the next few years.  PP families were contact weekly throughout Lockdown. Where necessary, children were invited to attend our key worker provision. 4/8 attended.  Applied for and were granted 6 weeks of Pet Therapy from the Creative Action Team.	£776
<b>To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.</b>	Financial support for children to take part in residential visits.	All children were able to attend residential because of financial support provided.	This had a significant impact on the children’s self-esteem and resilience.  <b>Next Steps:</b> Increase number of opportunities for the children to learn out of the classroom whilst continuing to offer a range of visit including yearly residential for Y1 to Y6.	£1860
<b>iv. LAC/Post LAC</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated 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>
<b>Needs identified of LAC/Post LAC children in school</b>	PP TA to deliver personalised curriculum support for LAC/post LAC children.	LAC/ post LAC children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children	Additional TA hours needed to provide 1:1 support throughout the day to support the emotional well being of one of the children. Requested additional hours at annual review.  Lockdown has had an impact on the children’s social and emotional well-being. This will continue to be a priority for the next few years.  PP families were contact weekly throughout Lockdown. Where necessary, children were invited to attend our key worker provision. 4/8 attended.  Applied for and were granted 6 weeks of Pet Therapy from the Creative Action Team.	£2500  £3352  Total £5852

**6. Additional detail**

An additional £2500 was spent on providing much needed 1:1 emotional support for on of our post LAC children to top-up the additional money we receive from their EHCP.