

Pupil Premium Strategy Statement 2020-2021

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 three schools within the Rural Church Schools Academy Trust. It is a one form entry school with 74 children currently on roll (PAN of 77). 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 **8 pupil premium children including 4 previously LAC** on roll. This is **10.38%** 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					
School	Warmingham CE Primary School				
Financial Year	2020-21	Total PP budget	£14,760	Date of most recent PP Review	July 2021
Total number of pupils	74	Number of pupils eligible for PP	8 (inc 4 LAC)	Frequency of internal reviews of this strategy	Termly

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.	Pupils who are eligible for PP are making less progress than other pupils. This prevents sustained high achievement.	
B.	PP pupils are increasingly subject to emotional health and wellbeing issues which is impacting on learning.	
C.	Access to extra-curricular activities off site in the local area is difficult.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Single parent families: 5/8 of PP are living in single parent/split family households 6/8 have additional SEND needs – 2 EHCP (1 of the LAC) and 4 SEN Support (1 of the LAC) – one of which we are currently in the process of applying for an EHCP (LAC child)	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 2021
B.	Higher rates of progress across the school 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 the school in maths, reading and writing.

4. Planned expenditure					
Academic year	2020-21 £14760 from PP Fund				
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?
To increase the proportion of PP pupils attaining ARE in reading to at least 75%	<p>Through quality first teaching of Pathways to Progress</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 reading.	<p>Robust monitoring of reading.</p> <p>Staff CPD on Pathways to Read to ensure a systematic approach to the teaching of reading which supports teachers with identifying gaps in learning before planning next steps.</p> <p>Bespoke staff CPD as needed</p> <p>Monitor Teaching Standards Track Progress - Data analysis Intervention Records Pupil Progress Reviews Pupil Voice Staff Appraisals</p>	SLT Maths Lead Pastoral Manager and SENCO	Termly: December April July
Total budgeted cost					£3411

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?
SEND and PP children- gap to be narrowed to peers.	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	60% of our PP children also have additional SEN. 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 Teaching Standards Track Progress - Data analysis Intervention Records Pupil Progress Reviews Pupil Voice Staff Appraisals	SENCO SLT	Termly: December April July
Total budgeted cost					£4850

iii. Other approaches					
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?
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	<p>Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool connections/ resilient classrooms.</p> <p>Creative Action Team – Pet Therapy for vulnerable children.</p>	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.	<p>Pupil surveys</p> <p>Behaviour logs</p> <p>Observations of the children</p> <p>Monitor Teaching Standards</p> <p>Track Progress - Data analysis</p> <p>Intervention Records</p> <p>Pupil Progress Reviews</p> <p>Pupil Voice</p> <p>Staff Appraisals</p>	SLT Pastoral lead	<p>Termly: December April July</p> <p>£2500</p>
To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.	Financial support for children to take part in trips	<p>To promote enthusiasm for learning by delivering an exciting and engaging curriculum.</p> <p>Financial support for educational trips.</p>	PP pupils identified regularly by staff and monitored through Pupil progress reviews and attitude to learning reviews.	SLT	<p>Termly: December April July</p> <p>£200</p>
Total budgeted cost					£2700

iv. LAC/Post LAC Support					
Needs identified of LAC/Post LAC children in school	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 including 1:1 support during lessons and play/lunchtime.	Monitor and observe teaching and track progress of targeted children. Adoption Team Support Meetings Monitor Teaching Standards Track Progress - Data analysis Intervention Records Pupil Progress Reviews Pupil Voice Staff Appraisals	SLT	£3799
Total budgeted cost					£3799

5. Review of expenditure

Actual Expenditure: £18695

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
To increase the proportion of PP pupils attaining ARE in reading to at least 75%	Pathways to Read	<p>Child 1 – PLAC Made good progress and meet the required standard for the phonics screening. Working below ARE in Reading</p> <p>Child 2 – FSM & SEN This child has significant emotional and behaviour difficulties, and was unable to cope within a mainstream classroom. The child transferred to a specialist behaviour unit initially for a period of six weeks. After this initial period, it was felt that she needed an additional block. After a period of transition back into school, it was evident that that child wouldn't be able to cope in a mainstream setting. A needs assessment is currently in place. The school funds the child's place - £250 per week.</p> <p>Child 3 – PLAC Made good progress and meet the required standard for the phonics screening. Working at ARE in reading.</p> <p>Child 4 - FSM Made good to outstanding progress. Working at ARE in Reading.</p> <p>Child 5 – PLAC & SEN Needs assessment completed Summer 2021 – 20 hours awarded. Making good progress Working below ARE in Reading because of SEN</p> <p>Child 6 – EHCP Making good to outstanding progress</p>	<p>The introduction of Pathways to Progress has had a positive impact on standards across. However, this progress was affected by the school closures during the lockdown.</p> <p>Pupil Progress Meetings focused on PP children to ensure they were making good to outstanding progress. All staff 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>	£3411

		<p>Working well below ARE because of SEN.</p> <p>Child 7 – Ever 6 & SEN Working well below ARE in Reading because of their SEN. Currently working towards applying for a needs assessment for the child.</p> <p>Child 8 – PLAC & EHCP This child struggled returning to school after lockdown. They needed a lot of additional support to cope within a classroom environment. After an interim review, additional hours were granted (32.5hrs). Working below ARE in Reading.</p> <p>Although the majority of these children didn't achieve ARE in reading, 6 out the 8 made at least good progress. For the other two children, their emotional well-being was our priority.</p>		
--	--	--	--	--

ii. Targeted support				
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
SEND and PP children- gap to be narrowed to peers	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	<p>Child 2 – FSM & SEN This child has significant emotional and behaviour difficulties, and was unable to cope within a mainstream classroom. The child transferred to a specialist behaviour unit initially for a period of six weeks. After this initial period, it was felt that she needed an additional block. After a period of transition back into school, it was evident that that child wouldn't be able to cope in a mainstream setting. A needs assessment is currently in place. The school funds the child's place - £250 per week.</p> <p>Child 5 – PLAC & SEN Needs assessment completed Summer 2021 – 20 hours awarded.</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.	£4850

		<p>Making good progress Working below ARE in Reading, Writing & Maths because of their SEN.</p> <p>Child 6 - EHCP Making good to outstanding progress Working well below ARE in Reading, Writing & Maths because of their SEN.</p> <p>Child 7 - Ever 6 & SEN Working well below ARE in Reading, Writing & Maths because of their SEN. Currently working towards applying for a needs assessment for the child.</p> <p>Child 8 - PLAC & EHCP This child struggled returning to school after lockdown. They needed a lot of additional support to cope within a classroom environment. After an interim review, additional hours was granted (32.5hrs). Working below ARE in Reading.</p>		
--	--	--	--	--

iii. Other approaches				
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
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool connections/ resilient classrooms.	<p>Child 8 - PLAC & EHCP This child struggled returning to school after lockdown. They needed a lot of additional support to cope within a classroom environment. After an interim review, additional hours was granted (32.5hrs). Working below ARE in Reading. School funded a fulltime TA until the additional hours were granted.</p> <p>Child 2 - FSM & SEN This child has significant emotional and behaviour difficulties, and was unable to cope within a mainstream classroom. The child transferred to a specialist behaviour unit</p>	<p>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.</p> <p>Where necessary, children were invited to attend our key worker provision. 4/8 attended.</p>	£4334
	Creative Action Team – Pet Therapy for vulnerable children.			£1250

		<p>initially for a period of six weeks. After this initial period, it was felt that she needed an additional block. After a period of transition back into school, it was evident that that child wouldn't be able to cope in a mainstream setting. A needs assessment is currently in place. The school funds the child's place - £250 per week.</p> <p>All PP Children All of the children assessed pet therapy during lock down – this was either done in school if they were part of our key workers provision or remotely if they were at home.</p>		
To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.	Financial support for children to take part in trips.	N/A because of COVID restrictions		
iv. LAC/Post LAC				
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
Needs identified of LAC/Post LAC children in school	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.	<p>Child 8 - Additional TA hours needed to provide 1:1 support throughout the day to support the emotional wellbeing of one of the children.</p> <p>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.</p> <p>All four child attended our key worker provision.</p>	£4850
6. Additional detail				

