



Warren Wood Primary Academy Pupil Premium Report – Annual Report 2019/2020

- Currently 43% of our pupils are Pupil Premium
- Received grant £191,400 for Pupil Premium 2018 - 2019
- Pupil Premium books are identified so that there is a greater focus on these pupils with marking and progress (green)
- Pupil Premium pupils are the main focus of discussion at pupil progress meetings, along with SEN
- Pupil Premium pupils are tracked on weekly behaviour logs/records and also Pupil Premium attendance was logged for parents' evening
- Pupil Premium Lead tracks all Pupil Premium pupils against interventions and impact

Overview of the Government Aims

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium allocation is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

Our Aims at Warren Wood

At Warren Wood Primary Academy we work closely with families to provide opportunities for children to reach a good level of progress and attainment in all areas of the curriculum including 'Skills for Life'. This enables the children at Warren Wood to have the confidence and self-esteem to follow their interests for the future in their academic achievement and in their personal interests. Warren Wood believe that all children should reach their full potential and the school supports this by giving the children an experience that they would otherwise be unable to do by bringing in events into the school or arranging schools trips. Visitors are encouraged to share their own experiences through 'Skills for Life' assemblies and workshops.

Spending for 2018/19

PP Area	PP Spend	What Has It Been Used For?	Impact
GAT Maths Lead Intervention and staff training Support	1500	<ul style="list-style-type: none"> • Targeted interventions for small groups of children (termly) • Resources 	<ul style="list-style-type: none"> • All pupil premium, children targeted with these intervention have made at least expected progress.
Bus Library project	2500	<ul style="list-style-type: none"> • To continue to extend bus use for pupils to develop motivation and reading skills 	<ul style="list-style-type: none"> • The library bus staffed at lunchtimes to allow children greater access • Children are keen to access this provision demonstrating an increased love of reading • Evidence of engaging reluctant readers • PP reading progress in line with whole school
Additional Literacy Resources	3800	<ul style="list-style-type: none"> • Handwriting resources • Books • Grammar programme for Year 1 - Year 6 • Phonics resources • Accelerated Reader • Bedrock Vocabulary 	<ul style="list-style-type: none"> • The data shows the students from disadvantaged backgrounds are improving their academic vocabulary and that the gap between them and their peers is narrowing • AR testing has motivated children who are accessing this resources at home and school. • Progress in reading and writing for PP children is in line with whole school
Pupil Progress Meetings (PPMs) for	8600	The new format of PPMs are now known as Raising Standards in Leadership (RSL) meetings and take place every week with	<ul style="list-style-type: none"> • Each of PiXL's tailored programmes provides a wealth of classroom strategies and resources and brings

all classes to be fortnightly		<p>each class teacher meeting with SLT once every 2 weeks</p> <p>The meetings are to help to ensure that students make excellent progress across our curriculum and work with groups and individuals to ensure that barriers to progress are removed to make sure academic standards at our school are always improving and no student is left unsupported.</p>	<p>school leaders and specialists together at regular conferences to share ideas and support.</p> <ul style="list-style-type: none"> • Progress is supported by rigorous tracking and signposting of pupils to additional intervention and services including those addressing attendance and wellbeing (such as counselling)
Pupil Premium Leader Time	8000	<p>To lead effective RSL meetings</p> <p>To support and advise on strategies to support PP children</p> <p>To ensure that PP has a high profile within school</p> <p>To ensure teachers are trained on and informed of pupil premium initiatives through effective CPD</p>	<ul style="list-style-type: none"> • Pupil Premium leader attends all and leads effective pupil progress meetings • Teachers more aware of next steps • Collaboration between Data, SEN provision and pastoral/attendance supports children holistically
Booster Teaching GAT	57500	<ul style="list-style-type: none"> • Maths more able – to work with more able children and extend them to achieve working at greater depth • Maths borderline – to support borderline children and help them to achieve expected in Maths • English – to support children in achieving expected or a higher standard in reading and writing • Performing Arts, Art and French to build confidence, self-esteem and enjoyment in all curriculum subjects 	<ul style="list-style-type: none"> • Booster teaching has given pupils exposure to a wide curriculum and rich learning experiences. • In our recent Ofsted report, inspectors said: <i>“The curriculum is planned so that it meets the needs and interests of all children. Leaders are well supported by the multi-academy trust. Subject experts from different schools in the trust are used in a highly effective way. They work with teachers so that their knowledge of different subjects improves. This has helped teachers to plan clear sequences</i>

			<i>of lessons with ambitious goals in a wide range of subjects. The well-designed curriculum provides most pupils with the knowledge and skills they need to achieve well. For example, in physical education (PE), pupils develop their skills in a wide range of sports.”</i>
PIXL	4500	<ul style="list-style-type: none"> • PIXL to be extended to and used across KS1 as well as KS2 • CPD for staff 	<ul style="list-style-type: none"> • Reading , Writing progress in line pp/whole school
Trips/Visitors	4000	<ul style="list-style-type: none"> • Pupil Premium children to be subsidised for trips and experiences throughout the academic year • No pupils are disadvantaged due to financial constraints 	<ul style="list-style-type: none"> • The curriculum offers pupils a wide range of experiences to support their learning, including trips and visitors. • No pupil has been unable to attend any trip due to financial • Trips have included: Year 6 residential, Bridge Building, Cinderella Pantomime visit and Young Voices at the O2. • These experiences are used well to develop pupils’ extended writing skills.”
Free Breakfast Club for Pupil Premium Children	£6840	<ul style="list-style-type: none"> • To continue to provide free breakfast for Pupil Premium children • To support PP children and their families. 	<ul style="list-style-type: none"> • PP pupils do not pay for breakfast club • PP pupils have benefited from this. 36 of the children who attend breakfast club are pupil premium. • Identified group have shown increased punctuality and readiness to learn.
Play Therapy Trust counsellor employed	£10250	Qualified counsellor employed across trust to work at Warren Wood Primary Academy every afternoon in order to provide more children with this valuable service with PP children targeted for support where needed.	<ul style="list-style-type: none"> • Vulnerable pupils with complex issues given a space to talk about their thoughts and feelings in a safe environment. It supported them to share any worries or problems they may have

			<p>and to build their confidence and self-esteem</p> <ul style="list-style-type: none"> Increased pupil wellbeing evident from feedback from counsellors and teachers
SEASS	£3492	<p>To continue to raise attendance figures To work with students and families to support them to attend school regularly</p>	<ul style="list-style-type: none"> Increase in attendance from previous year. Figure at end of Year 2017/2018 was 94.5%. 2018/2019 was 95.8
Employment of full time Sports Mentor to join the pastoral team alongside Behaviour + Learning Mentors + Welfare Officer + Contribution to salary	£43315	<ul style="list-style-type: none"> Sports mentor to offer support and guidance to children who experience difficulties with their learning. Using sport as a medium through which to work closely with individuals who are struggling with social, emotional or behavioural problems that affect their ability to learn. Sports mentor to complete training as a trained Emotional Literacy Support Assistant (ELSA) in order to provide tailored support for pupils. Day to day support of individual pupils and also their parents/carers To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To support pupils with developing coping strategies for dealing with anxiety and stress 	<ul style="list-style-type: none"> The curriculum offers pupils a wide range of experiences to support their learning, including trips and visitors. No pupil has been unable to attend any trip due to financial Trips have included: Year 6 residential, Beach trip for FS, Kent Life These experiences are used well to develop pupils' extended writing skills."

Good To Be Green	£3500	<ul style="list-style-type: none"> • Purchase of good to be green recording boards, stickers and also whole school reward e.g. School disco, cinema experience etc. • Monitoring • CPD training 	<ul style="list-style-type: none"> • Improvement in behaviour evident from behaviour logs. • PP pupils engage well with the GTBG system and are well supported • Improved behaviour statistics – less red cards • Children had science experiences , Mr Wiz the magician, cinema experience
Y6 Breakfast club for SATs	£300	<ul style="list-style-type: none"> • Improvement of outcomes for PP children in the SATS 	<ul style="list-style-type: none"> • There was an overall improvement in those pupil achieving combined in the SATS (51% in comparison with 40% the year before)
Student financial support/Uniform fund	£1600	<ul style="list-style-type: none"> • For Pupil Premium parents to access the fund for uniform • To support families without effecting their existing benefits 	<ul style="list-style-type: none"> • Due to the fund all pupils had access to uniform regardless of financial constraints
Contribution to additional support staff and resources in the EYFS	£15000	<ul style="list-style-type: none"> • To give PP children entering the Foundation Stage a better start in achieving the three prime areas with a focus on communication and language skills 	<ul style="list-style-type: none"> • 53% of pupils achieved the GLD with PP in line with peers • Screening for speech and language for all pupils in FS • Early identification of SEN has allowed for targeted early intervention in areas such as speech and language and pupils have made good progress.
11+ coaching sessions	£675	<ul style="list-style-type: none"> • For Pupil Premium to access to 1:1 and small group tutoring 	<ul style="list-style-type: none"> • There has been an increase in the number of pupils passing the 11+ (2018/2019 – 11 children, 2017/2018 – 6, 2016/2017)

			<ul style="list-style-type: none"> • 3 of these children were pupil premium and benefitted from both group and 1:1 tuition
Contribution to the cost of recruitment and retention of quality teaching and support staff,	£8000	<ul style="list-style-type: none"> • This contribution is focused on our aim to recruit, retain and provide extra staff support in terms of teaching in all areas of the school 	<ul style="list-style-type: none"> • Fully permanently staffed in all year groups • Higher retention rates • More continuity for pupils • Improved behaviour outcomes • Improved pupil progress •
Continued professional development.	£1400	<ul style="list-style-type: none"> • Investing time and resource into improving professional learning can transform workforce morale, improve teacher efficacy and ultimately boost outcomes for students regardless of their background. • Quality of teaching has a particular impact on PP children 	<ul style="list-style-type: none"> • Feedback from staff survey suggests staff confidence in their own professional development
Forest skills staffing and resources	£1425	<ul style="list-style-type: none"> • Using this as a medium through which to work closely with individuals who are struggling with social, emotional or behavioural problems that affect their ability to learn. • To encourage team building and social/cooperation skills • 	<ul style="list-style-type: none"> • Increased access to the curriculum for PP children • Higher parental engagement including those of children who are PP. • Improved behaviour statistics – less red cards
New Curriculum Lead in place	£20000	<ul style="list-style-type: none"> • To provide consistency and collaboration across the Trust • To provide CPD opportunities for staff • To support and implement a curriculum in line with guidance 	<ul style="list-style-type: none"> • In our recent Ofsted report, inspectors said: <i>“The curriculum is planned so that it meets the needs and interests of all children. Teachers are quick to spot children who need extra help with their</i>

		<ul style="list-style-type: none"> To increase enjoyment and motivation of pupils through an enriched curriculum. 	<i>learning. They help children to catch up quickly."</i>
	Total: £206,197		

Record of Pupil Premium Grant Spending by initiatives 2019/2020 - £191,400 (indicative)

Chosen Action	Reason
GAT Maths Lead Intervention and staff training Support	<ul style="list-style-type: none"> • Targeted interventions for small groups of children (termly) • Resources
Bus Library project	<ul style="list-style-type: none"> • To continue to extend bus use for pupils to develop motivation and reading skills
Additional Literacy Resources	<ul style="list-style-type: none"> • Handwriting resources to improve presentation • Books • Grammar programme for Year 1 - Year 6 • Phonics resources • Accelerated Reader • Bedrock Vocabulary
Additional Maths Resources	<ul style="list-style-type: none"> • Continue use of X Table Rockstars programme for all pupils to access at home and school– using technology enhance the acquisition of times table knowledge and the fast and accurate recall of times table facts. • To improve pupils’ attitudes to learning times tables and promote enjoyment.
Pupil Premium Leader Time	<ul style="list-style-type: none"> • To lead effective RSL meetings • To support and advise on strategies to support PP children • To ensure that PP has a high profile within school • To ensure teachers are trained on and informed of pupil premium initiatives through effective CPD
Booster Teaching GAT	<ul style="list-style-type: none"> • Maths more able – to work with more able children and extend them to achieve working at greater depth • Maths borderline – to support borderline

	<p>children and help them to achieve expected in Maths</p> <ul style="list-style-type: none"> English – to support children in achieving expected or a higher standard in reading and writing Performing Arts, Art and French to build confidence, self-esteem and enjoyment in all curriculum subjects
PiXL Development of new tracking system	<ul style="list-style-type: none"> PIXL to continue. Use of PIXL therapies to provide rigorous intervention and monitoring of impact. Improved system for assessment and gap analysis/intervention CPD around this.
BSquared programme to be purchased	<ul style="list-style-type: none"> To track small steps of progress in vulnerable pupils who are underachieving and provide targeted intervention around their gaps in knowledge.
Trips/Visitors	<ul style="list-style-type: none"> Pupil Premium children to be subsidised for trips and experiences throughout the academic year No pupils are disadvantaged due to financial constraints
Free Breakfast Club for Pupil Premium Children	<ul style="list-style-type: none"> To continue to provide free breakfast for Pupil Premium children To support PP children and their families. To extend breakfast club to more pupils
Play Therapy Trust counsellor employed	<ul style="list-style-type: none"> Qualified counsellor to continue to work at Warren Wood Primary Academy every afternoon in order to provide more children with this valuable service with PP children targeted for support where needed.
Increased home visits to take place for those not attending school	<ul style="list-style-type: none"> To continue to improve attendance figures.
SEASS	<ul style="list-style-type: none"> To continue to raise attendance figures To work with students and families to support them to attend school regularly
Continued employment of full time Sports Mentor to join the pastoral team alongside Behaviour +	<ul style="list-style-type: none"> Sports mentor to offer support and guidance to children who experience difficulties with their learning. Using sport as a medium through which to work closely with individuals who are struggling with social, emotional or behavioural problems that affect their ability to learn. To work with pupils as a trained Emotional Literacy Support Assistant (ELSA).

Learning Mentors + Welfare Officer + Contribution to salary	<ul style="list-style-type: none"> • Day to day support of individual pupils and also their parents/carers • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading • to increased confidence and attainment in the classroom • To support pupils with developing coping strategies for dealing with anxiety and stress • To increase home visits for those not attending school
Emotional Literacy support Assistant to be trained and in place	<ul style="list-style-type: none"> • To build the capacity of the school to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed.
Good To Be Green	<ul style="list-style-type: none"> • Purchase of good to be green recording boards, stickers and also whole school reward e.g. Magician reward • Monitoring • CPD training
Y6 Easter School and Y6 Breakfast club for SATs	<ul style="list-style-type: none"> • Teaching and GAT staff to support further development for Year 6 children • Improvement of outcomes for PP children in the SATS
Uniform fund	<ul style="list-style-type: none"> • For Pupil Premium parents to access the fund for uniform • To support families without effecting their existing benefits
Contribution to additional support staff and resources in the EYFS	<ul style="list-style-type: none"> • To give PP children entering the Foundation Stage a better start in achieving the three prime areas with a focus on communication and language skills
11+ coaching sessions	<ul style="list-style-type: none"> • For Pupil Premium to access to 1:1 and small group tutoring
Contribution to the cost of recruitment and retention of quality teaching and support staff,	<ul style="list-style-type: none"> • • This contribution is focused on our aim to recruit, retain and provide extra staff support in terms of teaching in all areas of the school

Continued professional development.	<ul style="list-style-type: none"> • Investing time and resource into improving professional learning can transform workforce morale, improve teacher efficacy and ultimately boost outcomes for students regardless of their background. • Quality of teaching has a particular impact on PP children
Forest skills staffing and resources	<ul style="list-style-type: none"> • Using this as a medium through which to work closely with individuals who are struggling with social, emotional or behavioural problems that affect their ability to learn. • To encourage team building and social/cooperation skills •
New Curriculum Lead in place	<ul style="list-style-type: none"> • To provide consistency and collaboration across the Trust • To provide CPD opportunities for staff • To support and implement a curriculum in line with guidance • To increase enjoyment and motivation of pupils through an enriched curriculum.
Retention of existing staff. Through development and career opportunities.	<ul style="list-style-type: none"> • Continuity of staffing helps support the aims of the trust and provision for pupils.
Training and deployment of TAs.	<ul style="list-style-type: none"> • TAs will be deployed across the school using their specialist knowledge and skills to support all pupils. TAs from evergreen, for example, will provide speech and language support across school for staff and pupils. • TAs working directly with Occupational Therapists, Speech and Language Therapists and other professional will enhance provision and promote continued professional development.
School to start at 8.30 from September 2019	<ul style="list-style-type: none"> • Time for additional interventions. Promote punctuality and attendance.

