

School – Warwick Road Primary School							
Academic Year	2020/2021	Total PP budget		£73,975			
Total number of pupils	371	Number of pupils eligible for PP		55 FSM			
	Pupils	Reading scaled score	Reading value added	Writing scaled score	Writing value added	Maths scaled score	Maths value added
Non PP	39	108.1	+ 2.5	107.8	+1.9	109.6	+3.9
PP	12	107.4	+ 4.4	105.9	+2.5	106.0	+2.7
Date published	October 2020			Review Date	July 2021		
Pupil Premium lead	Shamsa Qureshi			Governing Body Pupil Premium Lead	Khalil Patel		

Pupil Premium utilised on:															
A.	Early identification of PP children or those at risk of underachieving														
B.	Personalised plan in place for PP children throughout school														
C.	Improve the quality of children’s life experiences														
D.	Subsidising of class trips and uniforms														
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)															
E.	Increase parental knowledge and understanding of education throughout school														
1. Desired outcomes															
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>												
A.	<p>Early identification of PP children or those at risk of underachieving</p> <p>Know which children fall in the PP category (Pre-school and EYFS)</p>		<p>Questions on parental questionnaire indicate which families are eligible for PP</p> <p>To support those parents with an application for FSM</p> <p>Raise awareness of discounts for parents if children are identified as FSM</p> <p>Signposting parents to local support groups</p> <p>Identification of those families that do not have access to ICT and can therefore not access online learning – signpost those families to ‘ let June make a difference’ and other grants</p> <p>Data used to provide insight into the exact learning needs of the children, personalised learning in place</p> <p>PP children are a focus during target setting and progress meetings</p>												
B.	<p>Personalised plan in place for PP children</p> <p>Detailed analysis identifies where gaps in learning are:</p>		<p>Reading and maths attainment to be in line with National Average</p> <p>Increase % of children attaining GD standard at end of key stages</p> <p>The gap between disadvantaged and non-disadvantaged children to be narrowed.</p> <p>PP interventions monitored ½ termly</p> <table border="1"> <tr> <td></td> <td>Reading % at AREX</td> <td>Writing % at AREX</td> <td>Maths % at AREX</td> </tr> <tr> <td>Year 1- PP</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Year 1- Non-PP</td> <td>49%</td> <td>52%</td> <td>68%</td> </tr> </table>		Reading % at AREX	Writing % at AREX	Maths % at AREX	Year 1- PP	33%	33%	33%	Year 1- Non-PP	49%	52%	68%
	Reading % at AREX	Writing % at AREX	Maths % at AREX												
Year 1- PP	33%	33%	33%												
Year 1- Non-PP	49%	52%	68%												

Year 2 - PP	43%	71%	100%
Year 2 - Non-PP	56%	59%	67%
Year 3 - PP	67%	33%	33%
Year 3- Non PP	80%	61%	66%
Year 4 - PP	44%	67%	22%
Year 4 – Non PP	62%	62%	24%
Year 5 – PP	83%	83%	33%
Year 5 – Non PP	65%	76%	28%
Year 6 – PP	63%	75%	25%
Year 6- Non PP	59%	59%	44%

Table above highlighted in red signifies the largest gap
 Gap between PP and non-PP should narrow with QFT; in addition the following support will be put in place.

Reading

Additional phonics intervention groups
 1-1 reading
 Participation in the Better Reading Programme
 Additional guided reading sessions for Y4 pupils

Writing

Y3 PP to receive additional writing sessions during PM sessions
 Pre and post intervention

Maths

Y1 – additional access to continuous provision
 KS2 – external 1-1 support to fill the gaps missed during lockdown
 Online resources purchased – mathletics and purple mash
 Pre and post interventions in place in maths

C.	Improve the quality of children’s life experiences	Increasing the number of trips/visitors/after school clubs and community events including provision to holiday clubs. Monitor PP children’s attendance to clubs Investigate further reduction with cost of school trips
D.	Increase the number of opportunities for pre-school children to participate in and gain pre-school experiences.	Attendance at toddler sessions is consistently high Sign post parents to events held through BBest

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Increase parental knowledge and understanding of education.	Parental workshops target PP families Information shared on how to improve knowledge and understanding of education. Parental visits organised through Parent Forum to further education providers Target PP families for parent courses Parent forum meetings run termly and coincide with ‘Children and Families’ Governors meeting EYFS reading workshops
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2. Planned expenditure

Academic year

2020-2021

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.

Targeted support for PP children

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Estimated Cost (£)	Review Date
Early identification of PP children or those at risk of underachieving	<ul style="list-style-type: none"> Questionnaires Identify siblings in school Raise profile of PP benefits in school & the food vouchers which are available to FSM families in non-term time and free milk 	<ul style="list-style-type: none"> Data over the last few years indicates that we have fewer families applying for funding until children are in KS2 due to universal free school meals in KS1 	<ul style="list-style-type: none"> Meeting with EYFS lead School office working with parents to help them to apply online SLT to monitor actions 	S Qureshi M.Dixon K. Darby S.Mayfield	683	Termly July 2021
Personalised plan in place for PP children Detailed analysis identifies where gaps in learning are:	<ul style="list-style-type: none"> ETAs to deliver high quality intervention. Investment into high quality texts for children (Power of Reading). Investment in concrete maths resources. Smaller class sizes. Pupil premium plans to have clear and concise actions 	<ul style="list-style-type: none"> There will be greater consistency in the quality of teaching and learning that is taking place across the school. ETAs will deliver high quality intervention (Success at Arithmetic; Better Reading Partners; Precision teaching; etc) across school in order to narrow the gap. Smaller pupil to staff ratio allowing for tailored input and feedback. This will allow for children who are not making the expected progress to be targeted. Training on SMART targets delivered by SEND specialists. 	<ul style="list-style-type: none"> Monitoring and Evaluation Lesson Observations Learning Walks Work Trawls Pupil Progress Meetings: Data 	S. Qureshi L. Rayner S. Mayfield	74,135	Termly July 2021
Improve the quality of children's life experiences	<ul style="list-style-type: none"> All children on PP are entitled to subsidised trip and residential costs. Increase the number of trips/visitors/after school clubs and community events, 	Reduced costs enable more pupils to attend trips and residential trips.	<ul style="list-style-type: none"> Attendance registers for trips/after school clubs/community events Trips planned to enrich learning opportunities e.g. theatre trips, 	K. Darby S. Qureshi S.Mayfield	1,021	July 2021

	<ul style="list-style-type: none"> including provision to holiday clubs. • Monitor PP children's attendance to clubs • Investigate further reduction with cost of school trips 		museums, parliament etc			
Increase parental knowledge and understanding of education.	<ul style="list-style-type: none"> • Welcome to...meetings will be held by each year group across the school to raise parental awareness of the end of year expectations. • Workshops will be held for parents over the course of the year to increase their knowledge and understanding of the core subjects. Parental workshops target PP families • Information shared on how to improve knowledge and understanding of education. • Parental visits organised through Parent Forum to further education providers. • Target PP families for parent courses • Parent forum meetings run termly and coincide with 'Children and Families' Governors meeting. • EYFS reading workshops 	<ul style="list-style-type: none"> • By increasing parental awareness of the strategies used in school, then they will be able to support their children with their homework more effectively. This, in turn, will further enhance the home-school partnership. 	<ul style="list-style-type: none"> • Attendance registers • Feedback from parents • Minutes taken at parent forum meetings (led by DHT) • Children and Families meeting led by parent governors and attended by DHT/HT • Reading records completed regularly, showing a greater understanding of strategies and expectations. 	S. Qureshi L. Rayner M Dixon	4,753	
Total budgeted costs					£80,592	
Pupil premium allowance for 2020/2021					£74,535	