

# Waddington Redwood Primary Academy Pupil Premium Strategy Statement 2019 -2022

## School overview

Metric	Data
School name	Waddington Redwood Primary Academy
Pupils in school -November 2019	281
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£66,640
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Fiona Kent
Pupil premium lead	Fiona Kent
Governor lead	Suzie Charman

## Disadvantaged pupil progress scores for last academic year 2018-19

Measure	Score
Reading	-0.78
Writing	+0.06
Maths	-2.71

## Disadvantaged pupil performance overview for last academic year 2018-19

Measure	Score
Meeting expected standard at KS2	57%
Achieving high standard at KS2	7%

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 21.
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve at least national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to at least 97%	Sept 21

## Tier 1: Teaching Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Achieve higher rates of progress across the school for pupils eligible for the PP, particularly in reading and mathematics.
Priority 2	Improve mathematical subject knowledge and pedagogy skills for all staff.
Barriers to learning these priorities address	<p>Low level entry of PP pupils, particularly in CLL</p> <p>Access to cultural capital and life experiences</p> <p>Low confidence and self-esteem</p> <p>Fluency in reading</p> <p>Limited vocabulary</p> <p>Home support</p> <p>Attendance/lateness</p>
Projected spending	£10,100

## Tier 2: Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group maths and literacy interventions for disadvantaged pupils falling behind age-related expectations.
Priority 2	Buy and embed the use of phonics reading books for reception and key stage one so that pupils have a phonics book matched to their phonics ability alongside an age appropriate reading book.
Barriers to learning these priorities address	Home support Reading fluency Quality of the reading resources
Projected spending	£29,504

## Tier 3: Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance for PP pupils so that it is above the national average.
Priority 2	Ensure that adequate provision is in place for the social and emotional needs for PP, particularly those with SEN.
Barriers to learning these priorities address	Engaging families, attendance and lateness
Projected spending	£25,020

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time is given for professional development.	Consultant booked for twilight sessions and INSET day.
Teaching	Designing a new curriculum that is based on the principles of cognitive theory.	Staff training on curriculum design. Purchase material to support the progression and assessment framework.
Targeted support	Identifying the correct pupils for interventions.	Training for staff on gap analysis and trained staff to deliver the evidence based interventions.

Wider strategies	Engaging pupils and families who face the most challenges.	Establishing actions plans and seeking support from outside agencies.
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## Review: 2018-19 aims and outcomes

Aim	Outcome
Ensure that adequate provision is in place for the social and emotional needs for PP, particularly those with SEN.	All PP pupils who expressed an interest were able to access all school trips and attend the residential visits in years 4 and 6. Rewards for improved attendance were given and for pupils who achieved targeted milestones. PP pupils attended after-school clubs. Uniform was offered to all families in receipt of PP. The impact of pastoral support was evidenced through reduced behaviour incidents and attendance at just over 95% for PP pupils.
Identified gaps in learning addressed	Catch up Maths: All pupils on the intervention made progress to varying degrees, the least amount being 7 months and the most amount being 5 years. Seven pupils caught up with their chronological age, and five of those exceeded their expected chronological age. Catch up Literacy: All pupils on the literacy intervention made progress.
Improve language skill of pupils eligible for the PP	72% of pupils achieved a Good Level of Development at the end of the EYFS. This was in line with the national average and demonstrated good progress from September 2018.
Improved attainment for pupils eligible for the PP in writing	At the end of KS2 PP pupils made positive progress in writing. 71% achieved the expected standard in writing and 9% achieved the greater standard.
Increase attendance rates for pupils eligible for the PP	At the end of July 2019, PP attendance rates stood at 95.08%, this was less than the 97% target that the academy set. This will continue as a priority for 2019-20.