

WDT Primary Strategy - Pupil Premium Strategy

School overview

Metric	Data
School name	Widnes Academy Primary Academy
Pupils in school	(including Nursery)
Proportion of disadvantaged pupils	Without Nursery 77/154 – 50% With Nursery (this figure will be added at a later date as portal had not been updated).
Pupil premium allocation this academic year	EYPP – £1335 Rec - Y6 - £92,805 Carry over from previous year- £17,700 LAC Funding - £2300 TOTAL - £112,805
Academic year or years covered by statement	2020-2023
Publish date	30 th September 2020
Review date	September 2023
Statement authorised by	
Pupil premium lead	Laura Kirchin
Governor lead	Chris Fone

Disadvantaged pupil progress scores for last academic year

Data taken from academic year 2018-2019 as no data for academic year 2019-2020 due to Covid.

Measure	PP
Reading	-2.21
Writing	-3.99
Maths	-0.51

Disadvantaged pupil performance overview for last academic year

Data taken from academic year 2018-2019 as no data for academic year 2019-2020 due to Covid.

Measure	All pupils	PP
Meeting expected standard RWM Combined at end of KS2	68%	63%
Achieving high standard RWM at end of KS2	0	

Measure Meeting expected standard at end of KS1	All pupils	PP
Reading	74%	78%
Writing	68%	67%

Maths	74%	78%
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Measure Meeting expected standard at end of KS2	All pupils	PP
Reading	71%	69%
Writing	79%	69%
Maths	89%	88%

Year One Phonics Screening Check	All pupils	PP	National Average for all pupils
2018-2019	86%	70%	82%

EYFS Outcomes 2019-2019 Data	All pupils	PP	National Average
Good level of development (GLD)	76%	57%	71.5 %
Reading	76%	57%	77%
Writing	76%	57%	74%
Number	79%	57%	80%
Shape	79%	57%	82%

Behaviour data	Strengths	Weaknesses
No exclusions for the year 2018-2019	<p>Ofsted report Jan 2018 stated, <i>pupils' good behaviour is impacting positively on their progress in learning.</i></p> <p><i>There is little disruptive behaviour but when it is displayed it is dealt with quickly. Pupils say that they are encouraged to make the right choices.</i></p>	Different cohorts with particular needs/difficulties.

Strategy aims for disadvantaged pupils

Measure	Activity
Strategy Aim - 1	To ensure outcomes for Pupil Premium pupils move closer to the National average for non-PP pupils in Reading, Writing and Maths
Strategy Aim - 2	To ensure that the curriculum meets the needs of all learners including the most vulnerable.
Strategy Aim 3	To ensure the quality of provision for personal development and welfare is of a high quality for all pupils including those pupils who are PP eligible. Ensuring that they are safe, supported and attending.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ❖ Speech, Language and communication needs across school ❖ High Percentage of SEND/Pupil Premium Pupils across the school ❖ Low aspirations/ low expectations ❖ Parental engagement ❖ Social, Emotional and Mental Health needs ❖ Mobility

	<ul style="list-style-type: none"> ❖ Covid gap ❖ Access to remote learning ❖ Pupils enter school in EYFS at a very low baseline due to varying vulnerabilities ❖ Attendance and punctuality ❖ Access to home work ❖ Financial- difficulty paying for visits, extended activities etc
Projected spending	£ 112, 805

Teaching priorities for current academic year

Priorities	Target	Target date
Progress in Reading	To move closer to achieving national average in Reading by the end of Key Stage 2.	Sept 22
Progress in Writing	Achieve closer to national average progress scores in KS2 Writing.	Sept 22
Progress in Mathematics	Achieve closer to national average KS2 Mathematics progress score.	Sept 22
Phonics	For PP children to move closer to achieving national average in the Year 1 phonics screening check.	Sept 22
EYFS	For PP children to move closer the national figure for GLD.	Sept 22

Other	Improve attendance of disadvantaged pupils to be in line with national average (96%)	Sept 22
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Quality Teaching for all - current academic year

Measure	Activity
Priority 1	Ensure the curriculum in EYFS supports all pupils in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading. (EEF information reports the importance of oral language skills).
Priority 2	Embed the Literacy Tree approach to the teaching of English, ensuring that the most vulnerable pupils access high quality texts and thus impacts on their reading and writing outcomes.(EEF improving Literacy documents highlight the importance of quality texts).
Priority 3	Work with local North West Maths Hub, investing in high quality CPD for staff.
Priority 4	Improve the quality of curriculum and teaching and learning in wider curriculum areas to enable all pupils achieve well in all subjects developing a range of knowledge and skills for future education/life.
Priority 5	Ensure that the teaching of vocabulary is a priority within all curriculum areas. (EEF information reports the importance of oral language skills).
Barriers to learning these priorities address	<ul style="list-style-type: none"> ❖ Speech and Communication, to include oracy. ❖ Poverty and narrow experiences of life outside school ❖ High levels of SEND/range of multiple needs ❖ Attitudes to school attendance and punctuality ❖ Covid gap ❖ Engagement with home learning ❖ Access to homework ❖ Parental support

	<ul style="list-style-type: none"> ❖ Attendance/ punctuality ❖
Projected spending	£31,105

Targeted Academic Support - current academic year

Measure	Activity
Priority 1	To identify gaps in pupils learning and intervene to help them to close the gap.(Small groups and 1:1 being identified as the most effective way to accelerate progress).
Priority 2	Develop the role of the TA supporting the delivery of quality first teaching within the classroom.
Priority 3	To ensure that speech and language difficulties are identified early and a programme of support is in place. (EEF information reports the importance of oral language skills).
Priority 4	Embed phonics interventions for targeted children.
Priority 5	Embed social and emotional support so that children are ready to learn. (EEF document “Improving Social and Emotional Learning” highlights the importance of supporting children within this area).
Barriers to learning these priorities address	<ul style="list-style-type: none"> ❖ Speech and Communication, to include oracy ❖ Poverty and narrow experiences of life outside school ❖ High levels of SEND/range of multiple needs ❖ Low aspirations ❖ Transition between classes and phases ❖ Covid gap ❖ Access to remote learning ❖ Parental engagement ❖ Social and emotional needs

Projected spending	£ 65,000
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Wider Strategies - current academic year

Measure	Activity
Priority 1	To improve attendance and punctuality of Pupil Premium children through offering a free breakfast club provision.
Priority 2	Embed the role of the Learning mentor to support children with social and emotional needs thus impacting on learning outcomes. (EEF document “Improving Social and Emotional Learning” highlights the importance of supporting children within this area).
Priority 3	To extend access to sports opportunities.
Priority 4	To extend the opportunities to access cultural experiences.
Priority 5	Continue to fund a Speech and Language Therapist to support and offer CPD.
Priority 6	Continue to develop the use of outdoor learning, especially within the local area to enhance the curriculum offer.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ❖ Childhood obesity ❖ Language delay ❖ Covid gap ❖ Financial ❖ Lack of opportunities outside of school. ❖ Low aspirations/expectations ❖ Social distancing
Projected spending	£17, 700

Monitoring and Implementation

Area	Challenge	Mitigating action
Quality Teaching for All	<ul style="list-style-type: none"> ❖ In EYFS, ensuring enough time is provided to allow for the EYFS/KS1 Lead to drive improvements. ❖ Ensuring enough time is provided to allow for the analysis of provision. ❖ For quality maths CPD to be sources during Covid. ❖ To ensure that the subject leaders responsible for the curriculum have designated time to monitor the implementation of the curriculum offer ❖ Ensure that the school invests in evidence-based research and complimenting CPD 	<ul style="list-style-type: none"> ❖ Management release time ❖ Additional cover provided by senior leaders, staff meetings and directed time. ❖ Online CPD to be sourced.
Targeted Support	<ul style="list-style-type: none"> ❖ Ensure staff monitor the impact of teaching interventions. ❖ Ensure access to professional development (CPD) for Teaching Assistants to support quality first teaching ❖ Ensure the provision of a Speech and Language Therapist is regular and provides the school with the necessary support 	<ul style="list-style-type: none"> ❖ Ensuring that TA;s have access to high quality CPD. ❖ School to fund a Speech and Language therapist to ensure that contact is regular. ❖ Staff CPD ❖ Ensure cover for TA’s and consider working patterns

	<ul style="list-style-type: none"> ❖ Ensure the consistency of approach when teaching phonics through high quality CPD. ❖ Learning mentors time is not compromised. 	
Wider Strategies	<ul style="list-style-type: none"> ❖ The loss of free magic breakfast. ❖ Staff absence impacting of Learning Mentors time. ❖ Covid and social distancing ❖ Parental support ❖ Ensure the provision of the Speech and Language Therapist is regular and provides the school with the necessary support. ❖ Attitudes to school attendance and punctuality. 	<ul style="list-style-type: none"> ❖ Ensure provision of Magic Breakfast is viable and continues to support the most vulnerable pupils in school.4 ❖ Investigate the opportunity for none contact sports and socially distanced activities. ❖ As time from the LA Speech and Language service is reduced school must ensure that they continue to pay for this service.

Appendices

Year Group 2019/20	Number of Pupils Eligible for Pupil Premium
Nursery	
Reception	10/26 – 38%
Year 1	7/17- 41%
Year 2	11/28 – 39%
Year 3	10/19 – 53%

Year 4	11/21 - 52%
Year 5	12/19 - 63%
Year 6	16/24 - 67%

