



Pupil premium strategy statement

School overview

Metric	Data
School name	Werrington Primary School.
Pupils in school	468
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£41,000
Academic year or years covered by statement	2021/22
Publish date	September 2021
Review date	September 2022
Statement authorised by	Mr Philip McLauchlan
Pupil premium lead	Mrs Kay Bolton
Governor lead	Mrs Anne Hunt

Disadvantaged pupil progress scores for last academic year

Measure	% at ARE or above
Reading - % at ARE or above	60%
Writing - % at ARE or above	60%
Maths - % at ARE or above	60%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 and above	57%
Achieving high standard at KS2	15%
Measure	Activity
Accurate assessment - Knowledge of starting points will enable staff to target the curriculum and their teaching approaches to maximise the potential for progress. Accountability for progress from starting point. Targeted support to improve outcomes for disadvantaged pupils	CPD – Link to Performance management/development Transition meetings Moderation activities (external & in-school) Half termly pupil progress meetings Monitoring of T&L Target setting/monitoring
Highly trained staff provide support and deliver interventions enabling pupils to catch up. Pupils need to be ready to learn and demonstrate appropriate learning	CPD – Link to Performance management/development Monitoring of interventions – target setting Positive Relationships/Behaviour Policy

behaviours so that they can access the curriculum.	
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	September 2022
Progress in Writing	Achieve above national average progress scores in KS2 Writing	September 2022
Progress in Mathematics	Achieve above average KS2 Mathematics progress score	September 2022
Phonics	Achieve above national average expected standard in Phonics Test	September 2022
Other	The self-awareness and confidence (Wellbeing) of disadvantaged pupils is 'healthy'	September 2022

Targeted academic support for current academic year

Measure	Activity
Improve the progress made by all, particularly the disadvantaged with low and high prior attainment	<p>Knowledge of starting points will enable staff to target the curriculum and their teaching approaches to maximise the potential for progress. Accountability for progress from starting points is improved. Targeted support will improve outcomes for disadvantaged pupils</p> <ul style="list-style-type: none"> ▪ Data knowledge to enrich quality teaching ▪ Pupil Progress Meetings identify disadvantaged pupils to ensure teaching is adapted accordingly ▪ Use the facilities and expertise of PET to help raise pupils' aspirations ▪ Metacognition (Learning how to learn) to be discussed and modelled across the whole school ▪ 'Retrieval Practice' embedded across the school ▪ 'Mastery' learning to be enhanced and embedded across the curriculum ▪ Develop use of/access to latest digital technology ▪ Extend opportunities for reasoning and problem solving through STEM activities

<p>To provide, monitor and review interventions and actions taken to ensure that disadvantaged pupils have made accelerated progress</p>	<ul style="list-style-type: none"> ▪ Ensure that our use of Pupil premium funding is effective and provides good value for money ▪ Targeted support from Teaching Assistant and external agencies to deliver interventions ▪ 1:1 reading comprehension support ▪ Speech and language support ▪ Specialist staff to provide behaviour support for individual and groups of pupils ▪ One-to-one tuition used as appropriate ▪ Oral language interventions to be embedded across EYFS and developed across KS1 ▪ Phonics ‘catch up’ interventions
<p>Barriers to learning these priorities address</p>	<p>Time constraints Staffing Pupil/parent engagement</p>
<p>Projected spending</p>	<p>£30,000</p>

Wider strategies for current academic year

Measure	Activity
<p>The self-awareness and confidence of disadvantaged pupils has improved / Provide Emotional Support</p>	<p>Pupils that are engaged with their education and are motivated to learn will achieve better outcomes. Remove where possible physical barriers that exist to enable pupils to be ready to learn</p> <ul style="list-style-type: none"> ▪ Enrichment activities – visits, trips, cultural events, specialist tuition ▪ Collaborative learning opportunities provided across year group/school/groups of schools ▪ Specific support for pupils to be ‘ready for learning’ i.e. ▪ Wellbeing support provided – Continue to build capacity in anticipation of increased need ▪ Transition support across year groups and phases ▪ A Counsellor will support any pupils to help remove barriers to their learning ▪ Development of Wellbeing/Nurture Room to host emotional wellbeing activities/support

	<ul style="list-style-type: none"> ▪ Providing a ‘Wellbeing Mentor’ to support pupils with emotional/mental health needs ▪ Provide CPD for all staff and volunteers to support children’s emotional needs ▪ Use of ‘Creative Education’ resources ▪ Build capacity of the team – recruit additional workers ▪ Named SLT member to oversee and deliver mental health/wellbeing initiatives for pupils and parents
<p>To identify and use strategies to close the gap between Pupil Premium and non-Pupil Premium; disadvantaged and non-disadvantaged</p>	<ul style="list-style-type: none"> ▪ Targeted support from Teaching Assistant and external agencies to deliver interventions ▪ 1:1 reading comprehension support ▪ Speech and language support ▪ Specialist staff to provide behaviour support for individual and groups of pupils ▪ One-to-one tuition used as appropriate ▪ Oral language interventions to be embedded across EYFS and developed across KS1 ▪ Phonics ‘catch up’ interventions
<p>Increased attendance rates and reduced lateness for disadvantaged</p>	<p>Attendance is key to progress</p> <ul style="list-style-type: none"> ▪ Weekly monitoring/analysis of class attendance ▪ Providing appropriate support to help parents ensure that their child attends school regularly and on time
<p>Provide a safe and engaging environment to improve behaviour at play time/Lunch time</p>	<p>Pupils who have active and engaged lunchtimes and playtimes will ready to learn and have a greater ability to engage with learning. Teaching Assistants who support children in the classroom will provide a seamless transition between structured and unstructured times</p> <ul style="list-style-type: none"> ▪ Improve and increase the equipment available. ▪ Alter the playground use to maximise space. ▪ Employ Teaching Assistants to provide support/purposeful activities at lunchtimes ▪ Improvements to the ‘dining experience’ of pupils

Increase parental involvement	<p>Evidence suggests parental support has the greatest impact on a child's academic success</p> <ul style="list-style-type: none"> ▪ Parent workshops, SATs support, fetes, exhibitions ▪ Development of a parent/community room ▪ Maintain effective parental communication – dojo, social media, website ▪ Parental support, including mental health and wellbeing support
Barriers to learning these priorities address	<p>Time constraints Staffing/Recruitment Pupil/parent engagement</p>
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resource is given over to allow for staff professional development	Use of INSET days, Planned weekly PD Meetings, 'Open door' policy and additional cover being provided by senior leaders
Targeted support	Identify/prioritise pupils for intensive one-to-one support/ interventions – Ensure that interventions are very specific focused	Transition meetings. Half termly pupil progress meetings Monitoring of interventions
Wider strategies	Engaging the families facing most challenges. Supporting emotional/wellbeing needs of pupils and families	Creation of 'Family/Community Room' Appoint additional members to Pastoral Team – 'Thrive' model

Review: last year's aims and outcomes

Aim	Outcome
ARE+ in Reading and Writing (End of KS2)	60%
ARE+ in Mathematics (End of KS2)	60%
Phonics (End of KS1)	100%