

Pupil premium strategy statement

School overview

Metric	Data
School name	Robert Wilkinson Primary Academy
Pupils in school	509 (year 1 to 6)
Proportion of disadvantaged pupils	6.2% 32 pupils (year 1 to 6)
Pupil premium allocation this academic year	£59,080
Academic year or years covered by statement	2018- 2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	Gail Brown
Pupil premium lead	Chris Evans
Governor lead	Kelsey Clarke Davies

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.1
Writing	-0.6
Maths	+0.7

Disadvantaged pupil performance for last academic year in RW&M Combined

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	11%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the progress gap between PP pupils and Non PP pupils (< -0.7 FFT)	July 20
Progress in Writing	To close the progress gap between PP pupils and Non PP pupils (<-0.5 FFT)	July 20
Progress in Mathematics	To close the progress gap between PP pupils and Non PP pupils (<-0.5 FFT)	July 20
Phonics	Both pupils in year 1 achieve national standard	July 20
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	Raise reading attainment and progress thus fostering a love of reading for pleasure 1. Quality wave 1 use of Reading for Real principals to immerse children in the meaning and background of a book/text before developing skills (small group support where required) 2. Targeted intervention/ pre teach/phonics/ fluency support for those who are off track to reach expected 3. High quality reading material purchased to stimulate interest 4. On-line reading intervention for Y5/6 pupils as necessary
Priority 2 Writing	Raise Writing attainment and progress through 1. Quality wave 1 teaching with improved cross curricular writing opportunities linked to 1st hand experience whenever possible 2. A focus upon developing GD opportunities where appropriate 3. Targeted intervention/ pre teach/talk for writing/phonics support/ extension for those who are off track personal target in every year group across school
Barriers to learning these priorities address	An increased interest and stamina for reading alongside a love of reading for pleasure To develop regular reading opportunities at home. Remove the barrier of low phonics/ spelling/ fluency ability in stopping pupils from achieving
Projected spending	30k to support assistant teachers and additional programmes and resources to support learning 5K to ensure SLT and Middle Leaders monitor effectiveness of school systems 5k to improve reading resources linked to themes, interests and phonic appropriateness of the school

Wider strategies for current academic year

Measure	Activity
Priority 1	Social & Emotional Wellbeing To increase the range of services and experiences available to support resilience and mental health.
Priority 2	To ensure equality and opportunity of life experience for pupils across the whole school through ignition days/ celebrations/ educational visits and hands on opportunities (eg: visits by authors/live arts)
Barriers to learning these priorities address	Enable pupils to feel happy, safe and secure in an environment where they feel they have the resilience to try their best and learn from mistakes thus applying it to all areas of their life. Enable those with reduced life experience to develop vocabulary and to be able to contribute to whole class learning. Build confidence in themselves and their relationships with others
Projected spending	25k to support WEB development, training and resources

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>All staff know, monitor and track their PPG progress.</p> <p>Pupil progress meetings held each cycle to identify, evaluate and plan for further intervention as required.</p> <p>Time for subject leaders to monitor wave 1 teaching and progress of all pp children</p>	<p>Use of INSET days to give quality time for evaluating the needs of PPG pupils and then monitor progress through the year.</p> <p>Head of School time to be spent creating accountable systems and for tracking progress.</p> <p>Planned Subject Leader time to focus upon monitoring teaching and give supportive feedback where necessary.</p> <p>Monitoring systems created and implemented to ensure all PP pupils in EVERY year group will have the opportunity to :</p> <p>Broaden vocabulary and deepen understanding.</p> <p>Receive deeper questioning to enhance reasoning skills and understanding of concepts</p> <p>Receive effective feedback to move learning forward</p>
Targeted support	<p>Intervention programmes planned and recorded on provision map</p> <p>Staff CPD to ensure effective 1st wave teaching and intervention programmes</p> <p>Time for subject leaders/team leaders to monitor quality of intervention programmes including delivery and impact</p>	<p>Ensure quality time is planned for staff to analyse data /books and pupil voice in order to plan, record and evaluate appropriate intervention for pupils who are off track.</p> <p>Ensure Staff Meeting calendar includes quality CPD focused upon.</p> <p>Planned time for intervention evaluation to be built into data analysis sessions.</p>
Wider strategies	<p>Ensure parents of disadvantaged pupils who are off track for the expected standard are informed, meet class teachers regularly, understand how they can support their child and have the opportunity to see their child's work at regular intervals..</p>	<p>Ensure a coordinated approach is taken to enable this to happen.</p>

Review: last year's aims and outcomes

Aim	Outcome
To raise attainment for all PP children to ensure it is in line or above national for reading, writing and maths in KS1 and KS2.	School PP KS2 Reading - In line with National Expectations Writing - Below National Expectations Maths - In line with National Expectations School PP KS1 Reading all 4 in line with National Expectations Writing 50% in line with National Expectations Maths 100% in line with National Expectations
Developing resilience and supporting SEMH needs of our PP pupils.	All PP pupils have access to school check in systems, restorative sessions and a pastoral team support in their phase.
To continue to improve the attendance of PP in line with national.	Through improved and developing systems, attendance of PP pupils is in line with national expectations.