

# Worthington Primary School Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
<b>School</b>	Worthington Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	19,800	<b>Date of most recent PP Review</b>	Sep 19
<b>Total number of pupils</b>	69	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	June 20

2. Current attainment – KS2 SATS Results 2019		
3 children	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	0%	87.5% (65%)
<b>% making expected progress in reading (as measured in the school)</b>	0%	87.5% (73%)
<b>% making expected progress in writing (as measured in the school)</b>	100%	87.5% (78%)
<b>% making expected progress in mathematics (as measured in the school)</b>	100%	87.5% (79%)
2b. Current Attainment – KS1 SATS Results 2019		
1 child	<i>Pupils eligible for PP(your school)</i>	<i>All pupils (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	0%	83%
<b>% making expected progress in reading (as measured in the school)</b>	0%	83%
<b>% making expected progress in writing (as measured in the school)</b>	0%	83%
<b>% making expected progress in mathematics (as measured in the school)</b>	0%	100%
2c. Current Attainment – whole school (end of June 2019 Data) 15 children		
<i>Attainment /Progress measured using statutory assessments (EYFS/KS1/2)</i>	<i>Pupils eligible for PP(your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<i>Attainment /proaress in vears 1.3.4.5 measured usina Worthinaton Yearlv Proaress Tracker and TAF</i>		
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	33%	
<b>% making expected progress in reading (as measured in the school)</b>	40%	70%
<b>% making expected progress in writing (as measured in the school)</b>	53%	65%
<b>% making expected progress in mathematics (as measured in the school)</b>	60%	69%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Rates of progress for PP children in Reading are below that of their peers.	
<b>B.</b>	A number of PP children have a range of social and emotional difficulties.	
<b>C.</b>	60% of PP children are also on the SEND register (1 EHCP)	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Continued opportunities for pupils to develop their experiences, aspirations and talents.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	In reading, daily reading takes place and PP children will be heard to read 1-1 3x a week. Improved communication is evident when responding to comprehension questions. Pupils can use a wider range of vocabulary to accurately explain their thinking. More practise is given to improve children's reading fluency and speed. New fiction books have been bought for KS2.	Pupils eligible for PP grant make at least as much progress as their peers across the school in reading.
<b>B.</b>	Increase in engagement and readiness to learn observed amongst PP pupils experiencing social and emotional difficulties.	Pupils eligible for the PP grant will confidently come into school on time and show they are ready to learn.
<b>C.</b>	Children experiencing social and emotional difficulties will receive ELSA intervention with an ELSA trained specialist.	PP children will overcome their social and emotional difficulties which will then impact on their learning in the classroom.
<b>D.</b>	SEND children will receive specific learning targets and support within the classroom and during interventions to improve their attainment and progress in Reading, writing and Maths	PP children who are also SEND will make progress in their learning.

## 5. Review of expenditure

Previous Academic Year

2018/2019

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Deployment of a PP LSA for 5 days a week for small group and 1:1 tuition to deliver focused in class support / bespoke intervention linked to classroom learning across the whole school.	To ensure the standards achieved by those pupils eligible for PP continues to at least match that of other pupils to narrow the gap.	<p>In KS2 100% of PP children met the expected standard in Maths and writing.</p> <p>High impact on standards: focussed, child centred, collaborative approach based on a dialogue about the pupils present and future learning needs.</p> <p>All PP children made some progress in their learning in Reading, writing and Maths.</p>	<p>Positive impact on learning and progress in Maths and Writing in KS2.</p> <p>However, the impact was not great enough across the school for the approach to continue</p>	£14,700

### ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To provide PP children with the opportunity to develop a skill otherwise unavailable to them due to cost to parents.	To boost self-esteem, encourage teamwork and problem solving strategies, promoting independence and resilience.	<p>1 child has learnt to play the flute, which they are continuing to learn this year 19/20.</p> <p>It has boosted their self-esteem and confidence.</p>	Children do always value this support and it will continue to be offered in the future in necessary.	£1130

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure a personalised use of PP to purchase additional resources accessible to PP pupils to ensure the standards achieved by those pupils eligible for the PP continues to at least match that of other pupils to narrow the gap.	PP funding used to purchase:  After school clubs  Swimming lessons  Subsidise offsite trips and extra-curricular days	PP children accessed the fund ensuring all pupils benefitted from additional interventions sourced appropriately for maximum impact.	Children participated in after school, clubs. Cost to parents may make these clubs prohibitive.  All children go swimming and trips to enhance their learning. It gives the children first-hand experience in order to have a greater understanding of the topic and an opportunity to visit places they would otherwise not be able to visit.  This is hugely beneficial to the children and will continue next year.	£1070

<p>To ensure a personalised use of PP to purchase additional resources accessible to PP pupils to ensure the standards achieved by those pupils eligible for the PP continues to at least match that of other pupils to narrow the gap.</p>	<p>PP funding used to purchase:</p> <ul style="list-style-type: none"><li>Specialist curriculum resources</li><li>Outdoor learning equipment</li><li>Communication and motor skills resources to support children in early years who have communication difficulties</li></ul>	<p>PP children accessed the fund ensuring all pupils benefitted from additional interventions sourced appropriately for maximum impact.</p>	<p>The children have hugely benefited from speech and language support.</p>	<p>£4600</p>
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## 6. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure PP pupils develop their language skills and receive quality speech and language support	PP children will be able to speech clearly and fluently.	A number of children start school with speech and language difficulties.	We buy into 'A time to talk' which is a fantastic speech and language therapist who comes into school once a term to work with the children, class teacher, TA's and parents.	JSB (senco)  Cost: £450	Half termly at PP progress meetings  Feedback and reports from the speech therapist and the class teacher.
To provide support for children with specific learning, emotional, social or behavioural difficulties.	ELSA TA will deliver personalised support for PP children 2 afternoons a week. ELSA TA to deliver personalised support for PP/SEND children 2 afternoons a week.	A number of children have social and emotional and behavioural difficulties who need 'time to talk' and a specific intervention.	The trained TA has timetables slots to take groups. A room has been given over to use for these interventions. Planning and progress meeting happen every term and regular meetings with class teachers will take place.	NC and JSB  Cost £9885	

<p>To ensure children are secure in achieving age related expectations through first quality teaching.</p> <p>To ensure the standards achieved by those PP children continues to at least match that of the other pupils to narrow the gap.</p>	<p>Provide high quality CPD for all teaching in reading, writing and maths.</p>	<p>PP children failed to meet the standard in Reading and SPAG last year.</p> <p>QFT linked to performance management objectives/teaches standards – observations, moderation/data analysis demonstrates the impact of QFT led by the class teacher</p>	<p>CPD monitored</p> <p>CPD sessions feedback to staff</p> <p>Lesson observations</p>	<p>NC</p> <p>£1800</p>	<p>Regular review of quality of PP teaching through: Lesson observations Case studies Data Analysis Book reviews Pupil progress meetings</p>
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**Total budgeted cost**

**12,135**

## ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To ensure PP pupils develop their language skills and recognition of spelling patterns to enhance comprehensions and inference in reading and organisation and composition in writing.</p>	<p>A specific spelling intervention will be delivered each week in the classroom and homework on spellings will be set.</p> <p>Children will be able to spell every day common words in their writing</p>	<p>A number of children have difficulty with spelling.</p>	<p>Each class will use the new spelling programme such as spelling shed.</p> <p>Children will learn their spellings each week and spellings within the English books will be better</p> <p>Children at the end of yr. 6 will receive greater than 10 in the spelling test</p> <p>NFER spelling tests each term</p>	<p>NC EP</p> <p>£600</p>	<p>Termly meeting at PP review meetings</p> <p>Tests scores</p> <p>Data analysis</p>

To boost self-esteem, encourage team work and problem solving strategies, promoting independence and resilience.	Provide PP pupils with a range of experiences such as the residential, trips, after school clubs, music lessons.	PP children will have the same opportunities as Non PP children.	These children will be given the same opportunities as everybody else. Questionnaires to the children, School council meetings	NC £2870	Termly review of impact on pupil resilience, confidence, self-esteem and progress.  Case studies review
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**Total budgeted cost**    **3470**

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To continue to ensure a personalised use of PP to support wider learning opportunities	To fund enrichment activities across the school to enhance their everyday skills and knowledge such as cooking, first aid etc.	PP review demonstrated effectiveness of this approach in continuing to widen learning opportunities.	Termly review meeting to discuss wider opportunities School council meetings Parents feedback	NC  Cost £1000	Termly review of spending and impact on pupil's opportunities  Case studies.
To ensure PP children have access to high quality literature which can be used for reading and reading for pleasure.	PP children will enjoy reading and will feel able to confidently read a text fluently and accurately.	0% of PP children achieved the expected standard at the end of KS2 (2019) Reading for pleasure was not a choice.	High quality reading books for KS2 purchased and available in class.  Continue to hear the PP children read 3x a week	NC EP  £1100	Termly reading test  Reading age assessments  Regular reading

To purchase educational resources to aid learning in the classroom to ensure PP pupils continue to make expected progress.	PP children will have access to a wide range of educational resources such as: IT resources SEND resources Maths and writing equipment Uniform EYFS outdoor resources	PP review demonstrated effectiveness of this approach in continuing to broaden breadth of resources to develop progress made by PP pupils.	Ongoing review by SLT Ongoing research into, and resourcing of, the most effective intervention approaches.	SLT Class teacher  Senco  £2095	Termly review of spending and impact on pupil progress.
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Total budgeted cost **4195**

**7. Additional detail**

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