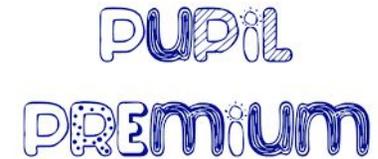




Pupil Premium Grant 2019/20



“Wormley C of E Primary School consists of visionary leadership, a detailed and responsive approach to the needs of its pupils and the wider community, a secure commitment to addressing disadvantage early, an exemplary commitment to parental engagement and outstanding resilience and aspiration to high standards and quality outcomes for its learners. The quality of leadership and management at this school is of an extremely high standard. Systems are extremely robust in all aspects of school life. The whole team are reflective of their practice and always looking for how to further improve their provision for the learners.”

“Wormley C of E Primary School can feel proud of its advocacy and commitment towards endeavouring to diminish the difference between its vulnerable learners and their more affluent peers. There are many examples of outstanding practice within the school’s provision. It was a great privilege to have the opportunity to evaluate the depth of thought, and appropriateness of the provision in place to support its vulnerable learners.” Hertfordshire Improvement Partner, 2018

Summary Information	
Total number of pupils on roll	456
Total number of pupils eligible for PPF	75
Total amount of PPF received	£129,360

Attainment overview as at July 2019	Pupils eligible for PPF	All Pupils
EYFS		
% pupils achieving a good level of development	67%	75%

Year 1		
% achieving expected standard in the phonic assessment	100%	85%
KS1		
% achieving expected standard or above in reading	44.4%	70%
% achieving expected standard or above in writing	44.4%	60%
% achieving expected standard or above in maths	44.4%	68.4%
KS2 (2019)		
% achieving expected standard or above in reading, writing and maths	44%	68%
% achieving expected standard or above in reading	44%	70%
% achieving expected standard or above in writing	63%	76%
% achieving expected standard or above in maths	63%	80%
% achieving expected standard or above in grammar, punctuation & spelling	74%	50%

Barriers to future attainment for pupils eligible for PP
Current attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils
Language deficit evident across the school especially at entry into EYFS
Social and emotional intelligence - poor behaviour for learning and self-regulation in some pupils in the PP group
Attendance rate for pupil eligible for PPF (for the academic year ending July 2019) is 92.8% which is below the attendance rate for all pupils of (95.9%). 28 pupils are persistent absentees of whom 14 (50%) are in receipt of pupil premium. Reduced school hours results in reduced progress
A significant percentage of pupils eligible for PPF have complex needs including SEN. 47% of these pupils also have SEN. 76% have another need in addition to financial disadvantage.

Some families within the PP group are reluctant to work in partnership with the school

Desired outcomes	Success criteria
Pupils demonstrate improved behaviour for learning and speak about themselves as successful learners	Pupils are ambitious and believe in their potential to succeed Pupils are engaged in learning and feel part of the learning process Pupils are reflective about themselves and their learning Pupils show a greater understanding of themselves as learners through their attitudes and the language they use
The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing	Pupil assessment data shows generally improved trends over time Increased percentage of pupils working at age related expectations in reading, writing and maths Interventions are carefully planned and regularly monitored for impact All staff have high expectations of all pupils
The average attendance of PPF pupils meets the 96% school target	The number of absences decreases The percentage of persistent absenteeism decreases There is no gap between the attendance of PP and non-PP pupils Pupils enjoy coming to school
Families will work in partnership with the school and feel part of the school community	The school actively seeks to support hard to reach parents and begins to understand the barriers to partnership working There is open and regular dialogue between staff and families Families understand how they can support their children's learning Increased numbers of families attend and support school events Families feel they have their voices heard and can contribute to the success of the school

Nature of support overview 2018/9

Focus on curriculum learning	70%
Focus on social, emotional and behaviour	18%

Focus on enrichment beyond the curriculum	7%
Focus on families / community (including attendance and extended day provision)	5%
Curriculum Focus: Increased % of PPF pupils working at age related expectations in reading, writing and maths	

Planned Pupil Premium Fund spending by item / project 2019/20				
Item / Project	Cost	Rationale	Objectives	Outcome
Pupil premium lead	£21,663	<p>Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.</p> <p>Reference: Education Endowment Fund</p>	<ul style="list-style-type: none"> ● Monitor PPF spend to ensure its within budget and impact is measured ● Set high aspirations and lead by example ● Deepen understanding of each individual pupil's challenges and interests to identify best strategies for support ● Hold staff accountable for raising attainment through termly progress meetings and ongoing dialogue ● Teach intervention groups ● Work closely with families to improve punctuality and attendance ● Act upon research/evidence, share thinking and invest in staff training ● Analyse termly assessment data and use it to inform decision making ● Provide support for families 	

			<ul style="list-style-type: none"> ● Raise awareness of the pupil premium and how families can apply ● Share best practices with other schools 	
<p>Staff professional development</p> <p>Key areas of focus: meeting the needs of vulnerable pupils; setting focused targets to meet specific needs; leading change.</p>	£4500	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment.</p> <p>EEF report: Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p>	<ul style="list-style-type: none"> ● Raise staff awareness of PPF, key strategies and the school's aims ● Build support staff confidence and expertise through a programme of CPD for teachers and TAs ● Hold surgeries and coaching sessions to support staff ● Provide regular subject knowledge training and learning opportunities 	
<p>Termly Pupil progress meetings with SLT and inclusion team</p>	£4500	<p>NFER research identified as having a whole-school ethos for attainment for all and meeting individual needs are effective strategies in improving attainment for PPF pupils. Our PP lead ensures a specific focus on pupils eligible for PP at each meeting (1 day per year group per term) and leads a PP review in the Spring term.</p>	<ul style="list-style-type: none"> ● Identify barriers to learning ● Provide appropriate and timely support ● Review impact of previous support and intervention ● Identify where other stakeholders and professionals need to be involved 	
<p>Reading gladiators: focused reading intervention groups</p>	£4000	<p>Research shows that a love of reading benefits learning across the curriculum at all ages. Our SATs results show that our pupils in receipt of PPF do not score as well as their peers in</p>	<ul style="list-style-type: none"> ● PP lead to lead on the LA Closing the Gap project working with 5 year 6 pupils ● Reading gladiator groups run in Y2,4 & 6 for high attaining pupils eligible for PPF 	

		<p>questions relating to word choice and word definition. They also lack reading stamina.</p>	<ul style="list-style-type: none"> ● Book club for last year's reading gladiators who have expressed a desire to continue reading ● Pupils read a number of rich texts and engage in activities designed to promote a love of reading and deepen thinking about texts ● Pupils will build vocabulary and strategies for building meaning 	
<p>Inclusion team: provide targeted intervention to vulnerable pupils</p>	<p>£17,820*</p>	<p>Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.</p> <p>This figure* represents a 25% contribution to costs</p>	<ul style="list-style-type: none"> ● Run Learning Bases (Pelicans, Puffins, Albatross and Squids) for vulnerable pupils requiring tailored support. 5 x mornings per week ● Provide targeted interventions 4 x afternoons per week including nurture and forest school alongside academic support ● Pupils individual learning needs are met ● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils 	
<p>Classroom based TAs will provide in class support as well as learning interventions bespoke to the needs of pupils to bridge the gaps in</p>	<p>£47,424*</p>	<p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.</p> <p>This figure* represents 25% of</p>	<ul style="list-style-type: none"> ● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils ● Interventions are smartly targeted, reviewed regularly and changed to reflect need 	

maths, reading, writing and phonics		the overall cost of the TA workforce.	<ul style="list-style-type: none"> ● Class teachers, alongside phase leaders play an active part in managing intervention programme and assessing impact 	
Speech and language therapist	£4,200	Identified language gap in school. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial	<ul style="list-style-type: none"> ● Wellcomm assessments of all EYFS pupils and pupils new to the school ● Opportunities for focused learning and intervention identified ● Progress of pupils reviewed regularly ● Members of staff Ekklan trained to maximise opportunities for developing language ● Investment in S&L programmes such as Early Talk Boost 	
Specialist therapist employed	£10,000	EEF shows meta-cognition and self-regulation as potentially having 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners	<ul style="list-style-type: none"> ● Pupils are more ready to learn in the classroom ● Emotional needs are less of a barrier to learning ● Attitudes to learning are improved ● SDQs and Boxall Profiles demonstrate positive impact 	
HABs Family support service. Specialists available to support and work with families undergoing difficulties	£6,442	Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and	<ul style="list-style-type: none"> ● Specialist support and advice available to our disadvantaged families 	

		/ or significant impact of pupils' well-being and education		
Manta-ray breakfast and lunch club and before school learning club	£2,000	<p>Morning manta-rays provides a calm start to school in mornings for those pupils that need it. It also aims to improve low attendance and / or poor punctuality</p> <p>Breakfast is provided for pupils for those that want it and parents who wish to stay</p> <p>Some pupils do not cope well on the playground at lunchtime or need a calm place to eat lunch and talk with adults.</p> <p>NFER and EEF research indicates the value of addressing family needs to improve outcomes</p>	<ul style="list-style-type: none"> ● Opportunity for pupils to have a more settled start to the day by meeting in a calm environment ● Breakfast provided ● Attendance and punctuality will improve ● Calm nurturing environment at lunchtime ● Opportunity for pupils to complete home learning tasks and independent learning ● Provide access to computers and other resources ● Adult support on hand 	
Training & resources	£500	<p>PP lead and other staff (as appropriate) to attend relevant courses and research groups - including the annual pupil premium conference - to build capacity and improve teaching & learning for pupils in receipt of PPF</p>	<ul style="list-style-type: none"> ● Staff to remain up to date with current research and thinking around closing the attainment gap ● Materials such as academic books available to staff 	
Enrichment activities	£2,500	<p>NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.</p>	<ul style="list-style-type: none"> ● Nurture helps our children to develop socially and emotionally ● Pupils are ready for learning ● Pupil well being is improved along with their readiness for learning ● Pupils have a broad range of 	

lessons and holiday clubs			learning opportunities	
Planned total spend: £125,549 (in addition £25,080 has been set aside to cover expected claw back over the year due to reduced numbers of pupils eligible for PPF)				

Date for review

The impact of pupil premium spend on individual pupils and the PPF cohort as a whole is reviewed each half term and next steps are planned for individuals and groups. The date of the next review of the school's pupil premium strategy will be July 2019, when the overall impact of each action will be evaluated. Objectives will then be set for the academic year 2020/21.

Appendix: Evidence on effective support of disadvantaged pupils

EEF: Closing the attainment gap

NFER: seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment

EEF report: Making Best Use of Teaching Assistants

Marc Rowland: A practical guide to the pupil premium

Marc Rowland: Learning without labels - Improving outcomes for vulnerable pupils

Daniel Sobel: Narrowing the Attainment Gap

Ian Gilbert: The Working Class