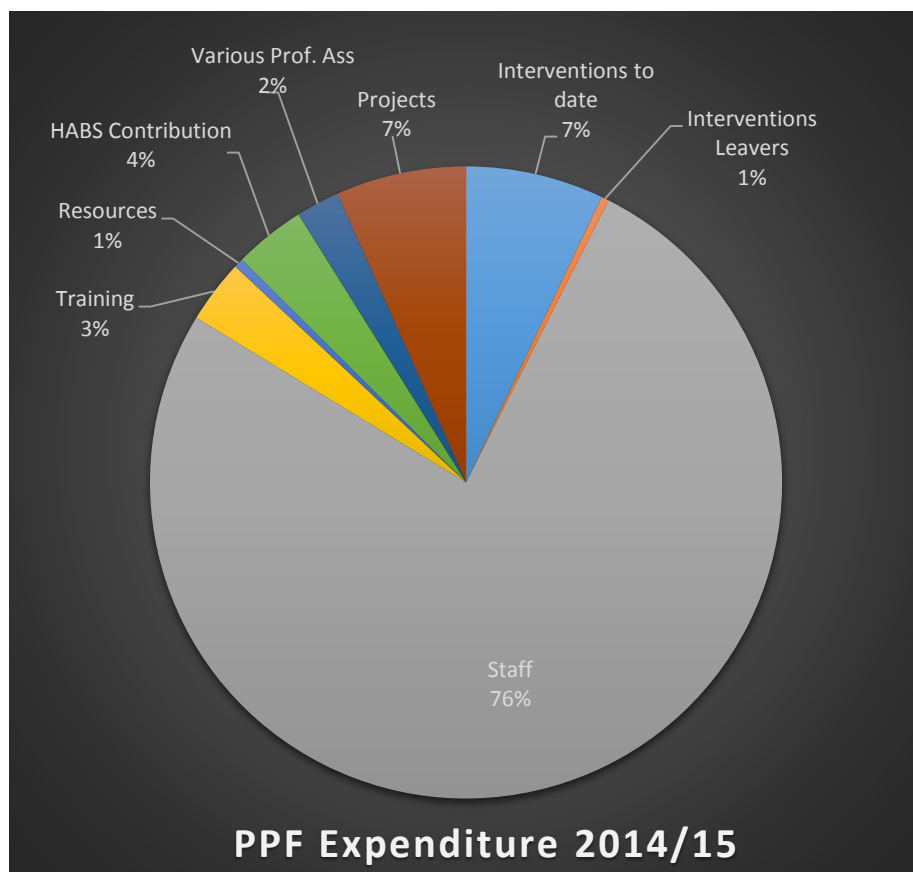


Pupil Premium update for Resources Committee May 2015

Income 2014/15 £152,100.00

Expenditure	
Interventions to date	11740.95
Interventions Leavers	639.5
Staff	126896.4
Training	5401
Resources	795.87
HABS Contribution	6083
Various Prof. Ass	3682
Projects	11113.6
Balance	-1723.36



Pupil Premium Self-Evaluation 2014-15

In March 2015, the Leadership team completed a detailed review of the Pupil Premium Funding using the documents published by the DfE. Below is a summary of the areas identified in the schools analysis. These have been specifically targeted this academic year.

- To improve the percentage of PPF children exceeding age related expectations in 5 Key areas of the EYFS (PSE, CL, PD, Lit & Maths)
- To improve the percentage of PPF children meeting age related expectations in PSE, social learning and behaviour
- To improve the percentage of PPF children meeting age related expectations in reading, writing and maths
- To improve the percentage of PPF children exceeding age related expectations in reading, writing and maths
- To improve the percentage of PPF children meeting age related expectations in phonics/GPS

A detailed update of the pupils' progress against these objectives is contained in the school's documentation. A final review on pupils will be available after the end of the academic year. Below is an update on Y2 and Y6 pupils using the end of Spring information.

End of Key Stage Updates

Year 2 Information updated March 2015	Context <ul style="list-style-type: none"> 15 PPF children 7 children are PPF and have SEND 1 child has and EHCP 	
Provision <ul style="list-style-type: none"> Targeted phonics teaching Additional phonics support Targeted reading Speech therapist and support staff Additional SEND teacher (4xam/week) Learning plan TLDW project: reading Resources eg Numicon, Cuisenaire Targeted maths HLTA SLE support with planning 	<ul style="list-style-type: none"> Rainbow Words (Home learning) Setting in Maths in Spring 2/Summer 1 Writing intervention (1x/week) Within Guided Reading sessions chn are exposed to suitable L3 texts/materials 1:1 support Additional PE sessions Additional forest school 1:1 adult support 	<ul style="list-style-type: none"> Learning plan Staff CPD: Social learning Social learning projects Enrichments days Outreach support from Middleton EP Play therapy Lunch club Adjustments to the environment eCAF Individual risk and behaviour plan
<p style="text-align: center;">Reading Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 6/10 (60%) pupils who achieved a good level of development at the end of Reception making good progress 5/15 (33%) pupils were only emerging at the end of Reception and are making good progress relative to their starting point 3 children who did not achieve a GLD at end of Reception are exceeding progress and will achieve L2B+ <p><u>Attainment</u></p> <ul style="list-style-type: none"> 10/15 (67%) currently L2+ 8/8 (100%) of children who are PPF but not SEND will achieve L2+ 5 children currently below are making good progress relative to their starting point 		
<p style="text-align: center;">Writing Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 7/10 (70%) pupils who achieved a good level of development at the end of Reception making good progress 5/15 (33%) pupils were only emerging at the end of Reception and are making good progress relative to their starting point <p><u>Attainment</u></p> <ul style="list-style-type: none"> 10/15 (67%) currently L2+ 8/8 (100%) of children who are PPF but not SEND will achieve L2+ 7/7 children who achieved a good level of development at the end of Reception are L2+ 5 children currently below are making good progress relative to their starting point 		
<p style="text-align: center;">Maths Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 3/7 (44%) pupils who achieved a good level of development at the end of Reception making good progress 1 child who was emerging at end of reception is now L2+ 2 children who did not make a GLD are making good progress and will achieve 2B+ 6/15 (40%) pupils were only emerging at the end of Reception and are making good progress relative to their starting point <p><u>Attainment</u></p> <ul style="list-style-type: none"> 10/15 (67%) currently L2+ 8/8 (100%) of children who are PPF but not SEND will achieve L2+ 7/7 children who achieved a good level of development at the end of Reception are L2+ 5 children below are making good progress relative to their starting point 		

Year 6 Information updated March 2015	Context <ul style="list-style-type: none"> 16 PPF children (1 child has no KS1 data) 3 children are PPF and have SEND 	
<ul style="list-style-type: none"> Weekly Booster Reading Additional 1:1 /small group GAPS intervention Adult support in class plus pre teaching where needed Peer support Grammar books Resources on tables Staff CPD: Social learning Social learning projects Enrichments days 	<ul style="list-style-type: none"> Targeted maths groups on Wednesday afternoon (all) Booster group after school Daily small group maths teaching Adult and peer support in class (all) Targeted maths revision guides (all) Designated area to defuse incidents 	<ul style="list-style-type: none"> Booster groups Grammar books Weekly homework Enterprise Projects Maths booster after school Reading support (in school in pm) Social Learning Leadership Projects Additional PE Nominated midday staff to support on the playground
<p style="text-align: center;">Reading Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 12/15 (80%) pupils have already made expected progress from KS1 3/3 children with SEND are making expected progress <p><u>Attainment</u></p> <ul style="list-style-type: none"> 16/16 (100%) on track to achieve L4+ 		
<p style="text-align: center;">Writing Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 11/15 (73%) pupils have already made expected progress from KS1 3/3 children with SEND have already made expected progress from KS1 <p><u>Attainment</u></p> <ul style="list-style-type: none"> 14/16 (88%) on track to achieve L4+ 2/3 children with SEND on track to achieve L4+ 		
<p style="text-align: center;">Maths Achievement</p> <p><u>Progress</u></p> <ul style="list-style-type: none"> 11/15 (73%) pupils have already made expected progress from KS1 1/3 children with SEND have already made expected progress from KS1 <p><u>Attainment</u></p> <ul style="list-style-type: none"> 13/16 (81%) on track to achieve L4+ 1/3 children with SEND on track to achieve L4+ 		

Pupil Premium Planned Spending Summary 2015/16

Income 2015/16 £157,080.00

At Wormley Primary we use the funding in a wide range of ways to support the development and achievement of the pupils. We know that in order to be academically successful, children have to be socially and emotionally secure and ready to learn. Below you will find a summary of the range of interventions and a breakdown of how we plan to spend it this financial year.

Staffing	We employ a team of specialist support staff including 2 HLTAs, secondary school tutors, speech therapists, play therapist, SEND Inclusion Assistants and apprentices that support PPF pupils. Some pupils are provided 1:1 or small group support either daily or weekly aimed to support progress in a specific area of learning or development. Children are identified at Pupil Progress meetings, strategies agreed and progress closely monitored.
Interventions	Wormley provides a wide range of targeted interventions such as therapy, social and emotional programmes and wider curriculum experiences. An example of these include; play therapy, speech and language therapy, extra PE, financial assistance to access trips and music tuition. Teachers also hold booster sessions out of school hours at times in the year.
Resources	Appropriate resources will be purchased as identified to improve children's progress and development. For example, Maths resources such as Numicon, Cuisenaire Rods and Deines Blocks or speech and language resources such as the Welcomm screening pack. We also plan to improve the reading resources and continue to invest in mathematics.
HABS contribution	Hoddesdon and Broxbourne Schools (HABS) is a team of three family support workers that are funded by the local schools and the Local Authority. They provide a range of specialised support for a number of families. The family workers liaise directly with other outside agencies and support the work of the INCO and the Designated Child Protection Officer. This year an inclusion assistant will be partly seconded to the HABS team to enhance the schools exposure to a skilled professional to lead parenting workshops and lead well-being programmes for pupils.
Training & CPD	Staff have engaged with a range of professional development opportunities that focus on raising the achievement of pupils. An example of these include Teacher Led Development Work (HertsCam & in school), phonics and spelling training & special needs, including behavioural, social and emotional, training. In addition to this, high quality Collaborative Professional Development will be provided to all staff, including half-termly Lite Bites for support staff, and various support materials developed as a result.
ICT	We have recently used PPF to purchase desktop computers for the library to increase children's opportunities to use technology inside and outside of class hours. This year we plan to update our digital technology and software programmes to assist individual instruction programmes. Children have been motivated by the introduction of iPads and other technologies that are enabling them to learn in new and exciting ways. For children with complex or special education needs, technologies allow them greater access to learning tasks.
Projects	To target particular children there have been a few specific projects, such as Young Enterprise which have focused on developing positive attitudes and high aspirations of children to improve their readiness to learn. In 2015/16 we will continue to take part in the Social Learning project, Shakespeare School Festival, Pie Corbett Storytelling and the Arts project and continuing to develop the highly successful Forest School and outdoor learning