



# Pupil Premium Grant 2020/21



*“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 (including nursery)	464
Total number of pupils eligible for PPF (including EYPP)	96
Total amount of PPF received	£123,048

Attainment overview as at July 2019 (no data available for 2020)	Pupils eligible for PPF	All Pupils
EYFS		
% pupils achieving a good level of development	67%	75%

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

<b>Barriers to future attainment for pupils eligible for PP</b>
Current attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils which, in many cases, have increased following the covid lockdown period
Language deficit evident across the school especially at entry into EYFS and EAL pupils joining across the school
Social and emotional intelligence - we are seeing improving behaviour for learning and self-regulation in some pupils in the PP group, however this is still behind their peers
Attendance rate for pupil eligible for PPF has historically been lower than for the non-disadvantaged group. Reduced school hours results in reduced progress
A significant percentage of pupils eligible for PPF have complex needs including SEN. 28% of these pupils also have SEN. 65% have another need

in addition to financial disadvantage.

Some families within the PP group are reluctant to work in partnership with the school. We aim to take sensitive and supportive action especially in the context of concerns around the coronavirus pandemic.

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. Strategies to catch up following lockdown period are effective	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

Focus on curriculum learning	64%
Focus on social, emotional and behaviour	16%
Focus on enrichment beyond the curriculum	10%
Focus on families / community (including attendance and extended day provision)	10%
Curriculum Focus: Increased % of PPF pupils working at age related expectations in reading, writing and maths and demonstrating improved behaviours for learning	

Planned Pupil Premium Fund spending by item / project 2019/20				
Item / Project	Cost	Rationale	Objectives	Outcome
Pupil premium lead	£21897	<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>Close engagement during challenging times - such as periods of learning from home - is clearly crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher.</p> <p>Reference: Education</p>	<ul style="list-style-type: none"> <li>● Monitor PPF spend to ensure its within budget and impact is measured</li> <li>● Set high aspirations and lead by example</li> <li>● Deepen understanding of each individual pupil's challenges and interests to identify best strategies for support</li> <li>● Hold staff accountable for raising attainment through termly consultations and ongoing dialogue</li> <li>● Put plans in place to support pupils on their return to school and in any future lockdown situations</li> <li>● Teach intervention groups</li> <li>● Work closely with families to improve punctuality and attendance</li> </ul>	

		Endowment Fund	<ul style="list-style-type: none"> <li>● Act upon research/evidence, share thinking and invest in staff training</li> <li>● Analyse termly assessment data and use it to inform decision making</li> <li>● Provide support for families</li> <li>● Raise awareness of the pupil premium and how families can apply</li> <li>● Share best practices with other schools</li> </ul>	
<p>Staff professional development</p> <p>Key areas of focus:</p> <ul style="list-style-type: none"> <li>● emotional wellbeing;</li> <li>● metacognition;</li> <li>● adapted curriculum;</li> <li>● meeting the needs of vulnerable pupils.</li> </ul>	£6000	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment.</p> <p>Improving the quality of teaching - both the planning and implementation - is almost always supported by high-quality professional development.</p> <p>A sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Meaningful and manageable assessment is crucial.</p> <p>Pupils' wellbeing and social, emotional learning is not separate from their academic, curriculum-based learning.</p> <p>EEF reports:</p>	<ul style="list-style-type: none"> <li>● Continue to raise staff awareness of PPF, key strategies and the school's aims</li> <li>● Build support staff confidence and expertise and subject knowledge through a programme of CPD for teachers and TAs</li> <li>● Hold surgeries and coaching sessions to support staff</li> <li>● Provide regular subject knowledge training and learning opportunities</li> </ul>	

		<p>A tiered approach to school planning</p> <p>Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p>		
<p>Termly Pupil review meetings with SLT and inclusion team</p>	<p>£5000</p>	<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.</p> <p>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"> <li>● Identify impact of partial school closure, return to school and how this can supported</li> <li>● Identify other barriers to learning</li> <li>● Provide appropriate and timely support</li> <li>● Review impact of previous support and intervention</li> <li>● Identify where other stakeholders and professionals need to be involved</li> </ul>	
<p>Reading: focused reading intervention groups</p>	<p>£4000</p>	<p>Research shows that a love of reading benefits learning across the curriculum at all ages.</p> <p>Our SATs results show that our pupils in receipt of PPF do not score as well as their peers in questions relating to word choice and word definition.</p> <p>Attainment gaps are likely to have increased during the period of lockdown.</p> <p>They also lack reading stamina.</p>	<ul style="list-style-type: none"> <li>● Respond to learning from LA Closing the Gap project to develop reading groups led by TAs for lower attaining pupils</li> <li>● Continue Reading gladiator groups in Y2,4 &amp; 6 for high attaining pupils eligible for PPF</li> <li>● Restart Books on the Bus for previous reading gladiators who have expressed a desire to continue reading</li> <li>● Pupils read a number of rich texts and engage in activities designed to promote a love of reading and deepen thinking about texts</li> </ul>	

			<ul style="list-style-type: none"> <li>● Pupils will build vocabulary and strategies for building meaning</li> </ul>	
Inclusion team: provide targeted intervention to vulnerable pupils	£16999	<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>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be monitored - in a manageable fashion - over time.</p>	<ul style="list-style-type: none"> <li>● Support SEN pupils within their classes and provide support and advice to teachers</li> <li>● Run small learning base for a group of pupils with complex SEN</li> <li>● Provide targeted interventions 4 x afternoons per week including nurture and forest school alongside academic support</li> <li>● Pupils individual learning needs are met</li> <li>● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils</li> </ul>	

		This figure* represents a 25% contribution to costs		
Classroom based TAs will provide in class support as well as learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics	£45496	<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>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be monitored - in a</p>	<ul style="list-style-type: none"> <li>● Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils</li> <li>● Interventions are smartly targeted, reviewed regularly and changed to reflect need</li> <li>● Class teachers, alongside phase leaders play an active part in managing intervention programme and assessing impact</li> </ul>	



		manageable fashion - over time.  This figure* represents 25% of the overall cost of the TA workforce.		
Speech and language therapist	£4100	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"> <li>● Wellcomm assessments of all EYFS pupils and pupils new to the school</li> <li>● Opportunities for focused learning and intervention identified</li> <li>● Progress of pupils reviewed regularly</li> <li>● Members of staff Ekkan trained to maximise opportunities for developing language</li> <li>● Investment in S&amp;L programmes such as Early Talk Boost</li> </ul>	
Specialist therapist	£9750	EEF shows meta-cognition and self-regulation as potentially having an 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"> <li>● Pupils are more ready to learn in the classroom</li> <li>● Emotional needs are less of a barrier to learning</li> <li>● Attitudes to learning are improved</li> <li>● SDQs and Boxall Profiles demonstrate positive impact</li> </ul>	
HABs Family support service. Specialists available to support and work with families undergoing difficulties	£6212	Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support	<ul style="list-style-type: none"> <li>● Specialist support and advice available to our disadvantaged families</li> </ul>	

		can often prevent escalation and / or significant impact of pupils' well-being and education		
Training & resources	£500	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	<ul style="list-style-type: none"> <li>● Staff to remain up to date with current research and thinking around closing the attainment gap</li> <li>● Materials such as academic books available to staff</li> </ul>	
Purchase of IT equipment	£1000	During the lockdown period, a number of families did not have access to a device (or a device was shared amongst siblings) which prevented them maximising learning via the Google classroom.	<ul style="list-style-type: none"> <li>● School to purchase a number of chromebooks to offer part funding to some families who have been identified as having no device or shared device</li> </ul>	
Enrichment activities  Range from the provision of equipment / clothing to support with school trips, music lessons and holiday clubs	£1500	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.  Removing non-academic barriers to success.	<ul style="list-style-type: none"> <li>● Nurture helps our children to develop socially and emotionally</li> <li>● Pupils are ready for learning</li> <li>● Pupil well being is improved along with their readiness for learning</li> <li>● Pupils have a broad range of learning opportunities</li> </ul>	
<b>Planned total spend: £122,454 (with an estimated contribution from school of £4387 on top of expected PP income)</b>				

**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 2021, when the overall impact of each action will be evaluated. Objectives will then be set for the academic year 2021/22.

### **Appendix: Evidence on effective support of disadvantaged pupils**

A TIERED APPROACH TO SCHOOL PLANNING 2020 2021 (EEF)

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