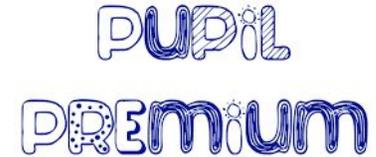




Pupil Premium Grant 2018/9

End of Year Review



“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	454
Total number of pupils eligible for PPF	91 (55 current FSM)
Total amount of PPF received	£159,106

Attainment overview as at July 2018	Pupils eligible for PPF	All Pupils
EYFS (2019)		
% pupils achieving a good level of development	67% (67%)	67% (75%)

Year 1 (2019)		
% achieving expected standard in the phonic assessment	70% (100%)	80% (85%)
KS1 (2019)		
% achieving expected standard or above in reading	59% (44.4%)	64% (70%)
% achieving expected standard or above in writing	41% (44.4%)	61% (60%)
% achieving expected standard or above in maths	41% (44.4%)	64% (68.4%)
KS2 (2019)		
% achieving expected standard or above in reading, writing and maths	50% (44%)	67% (68%)
% achieving expected standard or above in reading	72% (44%)	77% (70%)
% achieving expected standard or above in writing	67% (63%)	81% (76%)
% achieving expected standard or above in maths	67% (63%)	84% (80%)
% achieving expected standard or above in grammar, punctuation & spelling	78% (74%)	89% (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 2018) is 93.2% which is below the attendance rate for all pupils of (95.7%). 7% of the school cohort are in receipt of PPF and are persistent absentees. Reduced school hours results in reduced progress (2019 92.8% All pupils 95.9%)
A significant percentage of pupils eligible for PPF have complex needs including SEN. 33% of these pupils also have SEN. 75% 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 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 2018/9				
Item / Project	Cost	Rationale	Objectives	Outcome
Pupil premium ambassador	£20,000	<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 ● 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 	<p>£20,136</p> <p>A pupil premium review undertaken by the local authority confirmed the good practice undertaken by the school to support its disadvantaged pupils.</p> <p>The ambassador has ensured an ongoing evidence-based understanding across school of disadvantage and best practices to narrow the attainment gap. This has been achieved through, individual teacher /TA discussions as well as the ambassador bringing the needs of our PP children to the fore in CPD and meetings..</p> <p>The PPF spend has continued to be monitored closely. This was particularly challenging this year as school's PP grant figure was overstated at the start of the year and monies were clawed back</p> <p>Termly data packs have been produced</p>

			<p>making</p> <ul style="list-style-type: none"> ● Provide support for families ● Raise awareness of the pupil premium and how families can apply ● Share best practices with other schools 	<p>to enable professional discussion and challenge around the attainment and progress of PP pupils.</p> <p>Ambassador has kept abreast of developments through academic reading, school visits, online discussion forum and the HfL annual conference. Learnings have been shared with staff.</p> <p>Support staff undertook development projects throughout the year focused on improving outcomes for specific PP pupils.</p> <p>Champion has worked alongside a number of families. Each family has had, as a minimum, a phone call this year with many accessing much more regular contact.</p> <p>Closer links are being built with the governing body through newly appointed link governors.</p>
<p>TA professional development</p> <p>Key areas of focus: meeting the needs of vulnerable pupils; setting focused targets to meet specific needs; leading change.</p>	<p>£4000</p>	<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 year-long programme of development projects ● Provide regular subject knowledge training and learning opportunities 	<p>£4000</p> <p>Staff awareness and confidence re vulnerable pupils and best practices for supporting them and narrowing the attainment gap is good.</p> <p>The school has run a formalised CPD programme for its 30 support staff including subject knowledge training. They were each required to attend 6 development project sessions and lead their own projects to improve outcomes for focus disadvantaged pupils. These projects had a significant impact on staff and the pupils.</p>

<p>Termly Pupil progress meetings with SLT and inclusion team</p>	<p>£4000</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. Our ambassador 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>£4000</p> <p>As part of monitoring of pupil progress, the Spring term meetings focussed solely on pp funded pupils.</p> <p>Provided an opportunity to review interventions, pupil need and personalise support. It also allowed us to build a greater understanding of pupils and challenge. Positive impact on pupils' progress. Looking at whole school internal data, we note:</p> <p>GAP between not-disadvantaged and disadvantaged pupils at ARE has diminished by at least 10% across all 3 subjects</p> <p>GAP between not-disadvantaged and disadvantaged pupils at GDS has either stayed the same or diminished by 1 or 2 % across all 3 subjects</p> <p>A greater percentage of disadvantaged pupils have attained at ARE in all 3 subjects. This has risen by at least 10% in all 3 subjects. These are higher than national averages at the end of KS2.</p> <p>A greater percentage of disadvantaged pupils have attained at GDS in all 3 subjects.</p>
<p>Collaborative learning groups</p>	<p>£4000*</p>	<p>Three teacher focus groups to develop:</p> <ul style="list-style-type: none"> ● Parental engagement ● Curriculum design ● Effective feedback <p>These are 3 areas which research</p>	<ul style="list-style-type: none"> ● Teachers will work collaboratively to strengthen the learning community and build intellectual capital to benefit the pupils ● Teachers will be empowered to 	<p>£4000</p> <p>Each of these projects ran for the duration of the year and each brought about a positive impact on school practice and particularly for the disadvantaged group.</p>

		<p>shows can positively impact on pupil achievement, especially for pupils in receipt of PP</p> <p>This figure* is a contribution to the overall cost</p>	<p>lead change and bring about positive improvements</p> <ul style="list-style-type: none"> ● School will build knowledge through the development work ● Pupils will benefit from project aims, namely: <ul style="list-style-type: none"> ○ Improved parental engagement ○ A rich curriculum designed to meet their needs ○ More effective feedback to increase progress 	<p>Teachers themselves benefited from the professional discussion and collaboration. They also brought about changes and experimented with ideas that they could then share with others.</p> <p>There has been some permanent change in our practice as a result of these projects.</p> <p>They will continue into the next academic year.</p>
<p>Inclusion team: provide targeted intervention to vulnerable pupils</p>	<p>£15,826*</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>£17,093</p> <p>20 ppf pupils benefited from small group teaching for English and / or maths in one of our teaching bases. All pupils made progress against their targets and many improved social skills such as confidence, resilience and independence.</p> <p>There was an additional base this year for a group of 6 year 6 disadvantaged pupils who were working well below the year 6 curriculum and were disapplied from SATs.</p> <p>In the afternoons, the inclusion team provided small group intervention for identified needs.</p> <p>Theser specialist support staff provide: protective behaviours , Forest school to identified pupils (in addition to Y1, YR & YN pupils who ALL go to forest school) and a range of therapies and emotional support.</p>

				<p>Mantaray lunch club has been available for pupils in need of nurture support on a regular basis. It provides a nurturing and calm environment in which to have lunch with others. It also develops social skills. Boxall scores show a positive impact.</p>
<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 maths, reading, writing and phonics</p>	£43,681*	<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 the overall cost of the TA workforce.</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 ● Class teachers, alongside phase leaders play an active part in managing intervention programme and assessing impact 	<p>£45,827</p> <p>Classroom based TAs have supported disadvantaged pupils - especially those not receiving direct support from the inclusion team - to bridge the gaps in their learning through afternoon intervention and in-class guided work.</p>
<p>Speech and language therapist</p>	£4,200	<p>Identified language gap in school. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial</p>	<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 Elklan trained to maximise opportunities for developing language ● Investment in S&L programmes such as Early Talk Boost 	<p>£5,120</p> <p>Staff training has taken place with Elklan and Early Talk Boost to ensure high quality interactions within the classrooms. Additional training accounts for the overspend.</p> <p>All pupils entering school have been wellcomm screened including pp pupils, needs identified and targets drawn up. PPf pupils have been in receipt of intensive S&L support either from a specialist or from specialist support staff working in school.</p>

				There has been no NHS speech and language support available for the school this year.
Specialist therapist employed	£9,500	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 	<p>£9,750</p> <p>Our investment in a specialist therapist has been a great benefit to our pupils. She has met with 3 pupils over the year to provide long term support and provides informal support to other pupils and staff as well as parents.</p>
HABs Family support service. Specialists available to support and work with families undergoing difficulties	£6,212	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 / or significant impact of pupils' well-being and education	<ul style="list-style-type: none"> ● Specialist support and advice available to our disadvantaged families 	<p>£6,212</p> <p>This service is a vital one for families in need of support. Many of our pp families have received formal support with others using the telephone advice line and informal discussion.</p>
Manta-ray breakfast and lunch club and before school learning club	£6,700	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 Breakfast is provided for pupils and parents who wish to stay Some pupils do not cope well on the playground at lunchtime or need a calm place to eat lunch and talk with adults.	<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 	<p>£2,907</p> <p>Mantaray breakfast club provides a positive and nurturing start to the day particularly for poor attenders and those who are late.</p> <p>The size was scaled down to reflect the reduction in PP monies available compared to original budgets.</p>

		NFER and EEF research indicates the value of addressing family needs to improve outcomes	<p>other resources</p> <ul style="list-style-type: none"> ● Adult support on hand 	
Reading Gladiators: Reading groups run in Y2,4 & 6 for high attaining pupils eligible for PPF	£2,000	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 questions relating to word choice and word definition	<ul style="list-style-type: none"> ● Teacher to run a group in each group 1x week ● Purchase scheme for 12 pupils @ £75 per pupil ● 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>£1200</p> <p>Successful project which has had a clear impact on pupils. The group has contributed to the overall attainment and progress in reading. This is evidenced through data but, even more so, in their increased enthusiasm for reading, contributions in the group sessions and greater depth skills</p> <p>86% pupils made substantial progress with 67% now attaining at greater depth compared to 42% at the start of the year.</p> <p>Books were also read by non-disadvantaged readers. Teacher knowledge of children's literature increased.</p>
Training & resources	£500	Ambassador 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"> ● Staff to remain up to date with current research and thinking around closing the attainment gap ● Materials such as academic books available to staff 	<p>£587</p> <p>Ambassador attended Local Authority Pupil Premium conference.</p> <p>Addition funds spent on academic books and novels to promote reading.</p>
Enrichment activities Range from the	£13,407	NFER research indicates that ensuring high quality opportunities for all is effective	<ul style="list-style-type: none"> ● Nurture helps our children to develop socially and emotionally ● Pupils are ready for learning 	<p>£2,559</p> <p>Spending in this area was dramatically</p>

provision of equipment / clothing to support with school trips, music lessons and holiday clubs		in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.	<ul style="list-style-type: none"> ● Pupil well being is improved along with their readiness for learning ● Pupils have a broad range of learning opportunities 	<p>curbed during the year, following advice that the school would not receive the amount of PP grant originally budgeted.</p> <p>This has been spent on pupils, helping them and their families with a range of different needs from equipment, to trips and clubs.</p> <p>The impact is that the pupils have been able to take part in activities which may have proved too expensive. It has boosted their sense of belonging; their confidence; and self-esteem.</p>
<p>Planned total spend: £134,026 (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)</p> <p>Actual total spend: £123, 491 (less than planned as a greater sum was clawed back than originally forecast)</p>				

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 2019/20.

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

Summary of the Year

Strengths

- Personalised support for individual pupils
- Impact of Reading Gladiator on higher attaining readers
- Understanding, expertise and desire of teaching staff to address the needs of vulnerable pupils based on research-informed practice
- Improving relationships with parents

Focus areas

- Challenge of providing the same quality of support with a reduction in PP grant
- Explore how music can be used to improve outcomes for disadvantaged pupils
- Attendance, in particular persistent absenteeism