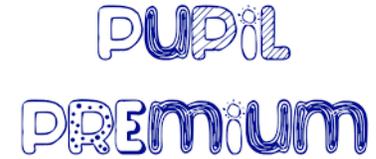




# Pupil Premium Grant 2020/21



*“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 (expected) <b>£115, 593 (actual)</b>

Attainment overview as at July 2019 (no data available for 2021)	Pupils eligible for PPF	All Pupils
<b>EYFS</b>		
% pupils achieving a good level of development	<b>67%</b>	<b>75%</b>

<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 as a result of 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 self regulation/behaviour for learning and are able to speak about themselves as effective learners	Pupils have a greater awareness of themselves as a person and a learner. They are in a good place to be able to learn and have a language to express themselves 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
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 the 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

Nature of support overview 2020/21	
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><i>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</i></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</li> </ul>	<p><b>£21952</b></p> <p>In response to lockdown and 'bubbles' at various points during the academic year, the Lead took responsibility for staying in touch with families of disadvantaged pupils - especially those on FSM - offering school places where appropriate, delivering packed lunches, ordering shopping vouchers, organising foodbank vouchers, preparing and delivering learning packs and helping with IT. <i>This ensured all of our disadvantaged pupils were safe and fed and had various opportunities to continue learning if not in school. All disadvantaged pupils were offered a place in school following the first lock down.</i></p> <p>The Lead has worked alongside a number of families. Each family has had, as a minimum, a phone call with many accessing much more regular contact and support. <i>As a result all families felt supported and felt confident to contact the school if they needed more help.</i></p>

		<p><i>that they fulfil the role of teacher.</i></p> <p>Reference: Education Endowment Fund</p>	<p>improve punctuality and attendance</p> <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>The Lead has ensured an ongoing evidence-based understanding across the school of disadvantage and best practices to narrow the attainment gap. This has been achieved through individual teacher / TA discussions as well as the needs of our PP children at the fore in CPD and meetings. <i>Since returning to school, all TAs support our disadvantaged pupils in class daily; diagnostic assessment and targeted intervention is in place for our disadvantaged pupils; and teachers carefully monitor their learning for key gaps that might have occurred in lockdown.</i></p> <p>PPF spend has continued to be monitored closely. Plans were adapted in response to lockdown and 'bubbles' closing leading to a reallocation of time and resources with an emphasis supporting individual families and children. <i>All families received the support needed whether that be food packs, IT equipment, a place in school etc.</i></p> <p>Termly data packs have not been produced in the usual way due to the absence of summative judgements due to lockdown. However, academic progress of the disadvantaged continued to be monitored closely through the use of diagnostic tools such as Star Reading, Star Maths and PM Benchmark. This informed teaching both in class and in any specific intervention. <i>Intervention is planned to meet specific need</i></p> <p>The Lead has kept abreast of developments through academic reading, school visits, online discussion forum and the HfL annual conference. Learnings have been shared with staff. <i>All staff are well informed and able to support</i></p>
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<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>	<p>£6000</p>	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment.</p> <p><i>Improving the quality of teaching - both the planning and implementation - is almost always supported by high-quality professional development.</i></p> <p><i>A sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Meaningful and manageable assessment is crucial.</i></p> <p><i>Pupils' wellbeing and social, emotional learning is not separate from their academic, curriculum-based learning.</i></p> <p>EEF reports: A tiered approach to school planning Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</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>£6000</p> <p>Ongoing focus on building staff awareness and confidence re. vulnerable pupils and best practices for supporting them and narrowing the attainment gap. This year we have had a particular focus on using diagnostic assessment tools to provide personalised information and targets. <i>All staff have tools to identify need and plan appropriate provision</i></p> <p>The staff worked collaboratively to adapt our curriculum to meet the needs of pupils who had their time in school disrupted. This was a priority. <i>Clear, consistent approaches to reintegrating children back into school and learning. All staff were focussed on revisiting key concepts taught whilst children were at home, teaching key new learning and supporting children emotionally and socially.</i></p> <p>Training around effective remote learning provision also took place. <i>Teachers were confident in remote learning approaches. These improved greatly over time.</i></p> <p>We continue to consider how to reach out to these pupils and families beyond providing intervention outside the classroom. <i>We are focussed on holistic support for families in conjunction with other services</i></p>
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Termly Pupil review meetings with SLT and inclusion team	£5000	<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>£5000</p> <p>These were held in the Autumn and Summer terms. Spring was replaced by remote discussions with teachers whilst they delivered learning from home. Summer term meetings focussed solely on PP funded pupils. <i>These meetings provided an opportunity to review interventions, pupil need and personalise support. It also provided an opportunity to consider pupil wellbeing and allowed us to build a greater understanding of pupils and challenge. The PP Ambassador and senior leaders have an accurate understanding of need at school level and pupil level.</i></p>
Reading: focused reading intervention groups	£4000	<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> <li>● Pupils will build vocabulary and strategies for building meaning</li> </ul>	<p>£4000</p> <p>Interventions could not run as planned as 'bubbles' were in place all year which prevented children mixing as they would have done previously and they had to keep to designated areas around school. Instead, we made individual provision for targeted pupils - use of kindle / chromebook to read, books for home, more frequent reading in school, additional high quality books. <i>This kept a focus on reading</i></p> <p>The school invested in myON and Accelerated Reader to make more books available to children and to target the exact ZPD of a child to help accelerate their progress. <i>Children have access to a wide range of books and are reading books which are best matched to their zone of learning (adequate stretch)</i></p>
Inclusion team: provide targeted	£16999	Small group support allows teaching to be adapted to	<ul style="list-style-type: none"> <li>● Support SEN pupils within their classes and provide support and</li> </ul>	£16707

<p>intervention to vulnerable pupils</p>		<p>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</p>	<p>advice to teachers</p> <ul style="list-style-type: none"> <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>	<p>Our teaching bases have continued to offer a nurturing learning environment and personalised curriculum to a small number of pupils with particular needs. <i>These pupils made progress against their targets and many improved social skills such as confidence, resilience and independence.</i></p> <p>In the afternoons, the inclusion team provided small group specialised intervention for identified needs. <i>This targeted provision had positive impact on children (Precision Teaching)</i></p> <p>These specialist support staff provide: Protective Behaviours, Forest School Education, S&amp;L , SpLD strategies and nurture to identified pupils (in addition to Y1, YR &amp; YN pupils who all go to Forest School weekly), plus a range of therapies and emotional support. <i>Pupils are supported to be in a good place to learn</i></p> <p>In the Spring term, during partial school lockdown, the team led a 'bubble' so that pupils could attend and learn face to face and provided online support to those pupils , who couldn't attend and who were struggling to access their class' learning. They also put together individual learning packs.</p>
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		<p>time.</p> <p>This figure* represents a 25% contribution to costs</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>	<p>£4549 6</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>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</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>	<p>£45814</p> <p>During partial lockdown in Spring term, many TAs led 'bubbles' so that disadvantaged pupils could return to school and access learning face to face. <i>Most disadvantaged pupils attended school through lockdowns.</i></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. <i>This ensures daily support for disadvantaged pupils</i></p> <p>They have all been trained in precision teaching to support all pupils and especially the disadvantaged. <i>Precision Teaching is an effective strategy for moving children on in their learning.</i></p>

		<p>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> <p>This figure* represents 25% of the overall cost of the TA workforce.</p>		
Speech and language therapist	£4100	<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"> <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 Elklan trained to maximise opportunities for developing language</li> <li>● Investment in S&amp;L programmes such as Early Talk Boost</li> </ul>	<p>£2685</p> <p>All pupils entering school have been WellComm screened including PP pupils, needs identified and targets drawn up. Provision is then planned in response. PPF pupils have been in receipt of intensive S&amp;L support either from a specialist or from specialist support staff working in school.</p> <p>The underspend reflects reduced costs as the therapists delivered a number of sessions online due to covid restrictions.</p>
Specialist therapist	£9750	<p>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</p>	<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>	<p>£9920</p> <p>Demand for this support has risen.</p> <p>Our investment in a specialist therapist continues to be of great benefit to our pupils. The structure of this provision has allowed for a varying number of sessions with certain pupils whilst providing longer term support for more complex cases. This has allowed us to support</p>

		them self-regulation and how to become effective learners		<p><i>more pupils and be more responsive. 4 ppf pupils and their families have benefitted from support this year</i></p> <p>MH support is also being provided through another provided (£450). <i>We can now reach even more families.</i></p>
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 can often prevent escalation and / or significant impact of pupils' well-being and education	<ul style="list-style-type: none"> <li>Specialist support and advice available to our disadvantaged families</li> </ul>	<p>£6212</p> <p><i>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.</i></p>
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>	<p>£28</p> <p><i>Many webinars have been provided free of charge this year.</i></p> <p><i>PP Ambassador attended annual conference which has been costed to the next financial year. The conference was able to be watched by all staff and governors. This was very powerful for consistent messages and understanding</i></p> <p><i>Academic books purchased by Marc Rowland and Mary Myatt.</i></p>
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	<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>	<p>£512</p> <p><i>Purchase of these chromebooks allowed, and continues to allow, pupils to access learning from home. This made a significant difference to families.</i></p> <p><i>The full amount was not spent as we later received an allocation from the DfE</i></p>

		Google classroom.		
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>	<p>£2291</p> <p>Overspend relates to music tuition provided by Music service that the school was not aware of and has yet been unable to reclaim</p>
<p><b>Planned total spend: £122,454 (with an estimated contribution from school of £4387 on top of expected PP income)</b>  <b>Actual spend: £121, 121 (actual income was £115,593 which was £7,455 less than budgeted income. This resulted in an increased contribution by school to PPF related costs)</b></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 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

## Summary

### Strengths

- Comprehensive support offered during periods of lockdown through provision of devices to access remote learning and opening bubbles for pupils to continue face to face learning
- Reconnect curriculum delivered by staff to support emotional wellbeing of pupils and a focus on learning priorities
- Use of diagnostic tools to identify individual learning targets

### Areas for development next academic year

- Carefully targeted academic support ,informed by the diagnostic tools, to help close academic gaps
- Focus on attendance now that schools are fully open
- Sensitive and supportive action for families and pupils to reduce non-academic barriers to success
- Provision of enrichment activities now that covid restrictions are relaxing