

Pupil Premium Report – September 2020

The Aim

To ensure that children from disadvantaged backgrounds, at Wentworth Primary School, are able to make the same progress as, or better progress than their peers. The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

In the previous academic year (2019-20) the pupil premium allocation was spent in the following way:

- Funding of teacher to provide targeted language enrichment.
- Partial funding of experienced SENCO to support school's work in absence of Inclusion Manager.
- Funding of part of unqualified teacher salary in delivering specific high quality interventions.
- Funding of speech and language HLTA.
- Funding of Foundation stage welfare assistant to provide targeted support.
- Funding of Counsellor.
- Part funding of Wellbeing Advocate.
- Funding of MDS to run lunchtime sanctuary.
- Funding of Family Liaison Officer.
- Partial funding of Educational Psychologist's caseloads.
- Partial funding to increase number of iPads available in class for curriculum integration.
- Funding for children to access enrichment activities eg: Magical Maths, Pro-Futures football etc. FLO focus on encouraging all PP children to attend at least 2 club activities.
- Funding for respite placements as required.
- Funding of places at breakfast and after school club to provide wraparound care.
- Partial funding of PIXL initiatives.
- Partial funding of Accelerated Reading Programme.
- Mentoring programme.
- Financial support for parents to access school trips/outdoor adventurous weekend.
- Pupil review at pupil progress meetings.

- Partial funding of immersion room to provide targeted immersive experiences.
- Provision of school uniform, cost of school meals
- Setting up of Forest School to provide outdoor education and social experience.

For the current academic year report on the amount of the Pupil Premium allocation:

The allocation for the 2020-21 Academic year is £109,910

The impact on pupils of this expenditure:

Pupil progress and attainment data is not available for 2019-20 due to school closure as a result of the Coronavirus pandemic. National tests were cancelled and internal data is only available until the time of shutdown in March 2020.

Details of the main barriers to learning for those disadvantaged pupils:

Wentworth Primary School serves both West Dartford (71%) and East Crayford (29%). The 29% pupils from East Crayford account for more than 50% of the SEN and Pupil Premium registers. The school demographic has also changed as a result of the current expansion programme with the PAN having changed from 70 – 90. Expansion has now reached year 4 with only years 5 and 6 having a PAN of 70

Additional barriers to learning are identified and addressed within the School Improvement. A key factor is the number of children coming into Foundation Stage with significant needs and in particular speech and language difficulties.

How the allocation will be spent to address the barriers and why these approaches are being taken:

- Funding of specialist teacher support to increase progress of vulnerable readers.
- Funding of action research project to identify barriers to learning for our pupils and developing means of overcoming them.
- Funding of teacher to provide targeted language enrichment.
- Funding of speech and language HLTA.
- Funding of Foundation stage welfare assistant to provide targeted support.
- Funding of School Counsellor.
- Part funding of Wellbeing Advocate.
- Funding of Family Liaison Officer.
- Partial funding of Educational Psychologist's caseloads.
- Partial funding to increase number of iPads available in class for all children to access in order to support curriculum integration.
- Funding for children to access enrichment activities.
- Funding for respite placements as required.
- Funding of places at breakfast and after school club to provide wraparound care.
- Partial funding of PIXL initiatives.
- Partial funding of Accelerated Reading Programme.
- Mentoring programme.
- Increase in supply of low reading age, high interest reading books.

- Financial support for parents to access school trips/outdoor adventurous weekend.
- Funding of supply costs for pupil review at pupil progress meetings.
- Provision of school uniform.
- Support for cost of free meals.
- Development of Forest School to provide outdoor education and social experience.
- Increase in range of reading activities to encourage reluctant readers.
- To develop Early Years outdoor provision to enhance learning opportunities and support the transition from EYFS to Year 1 and National Curriculum expectations.
- To further support arts provision within the school through the creation of a theatre environment in the Key Stage 1 hall.

How the school will measure the impact of the pupil premium:

- Through pupil progress meetings to ensure pupils access appropriate interventions.
- Data review following data drops.
- Subtle identification of PP and SEND workbooks throughout the school to ensure that feedback can be instantaneous and verbal where possible, allowing for close tracking and monitoring of disadvantaged groups by SLT and middle managers.

P Langridge – Headteacher

September 2020