

Pupil Premium Report – September 2019

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 (2018-19) the pupil premium allocation was spent in the following way:

- Funding of teacher to provide targeted language enrichment.
- 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.
- Funding of MDS to run lunchtime sanctuary.
- Funding of Family Liaison Officer.
- Partial funding of Educational Psychologist assessments.
- Funding of HLTA's/TA's delivering PP specific focussed interventions,
- Partial funding of top up Maths resources.
- 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.
- Mentoring programme.
- Pupil review at PP meetings.
- To buy additional SENCO time focussed on the progress of a group of Foundation Stage children.
- Partial funding of increase in number of iPads available in each class to allow curriculum integration and support for SEND/PP children.

- The provision of a lunchtime homework club to provide support for children having problems undertaking homework at home.
- Partial funding of Accelerated Reading Scheme.

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

The allocation for the 2019-20 Academic year is £101,260

The impact on pupils of this expenditure:

Progress and attainment of Pupil Premium Children 2018-19

Attainment of Pupil Premium Children 2018-19

Foundation Stage			14 Pupils, 5 of which are SEN. 2 of the SEN pupils have transitioned to specialist provision.
	School (disadvantaged)	National (all)	
% GLD	21	72	
% Exceeding or Expected Literacy Goals	36	73	
% Exceeding or expected Maths Goals	43	78	

Year 1 Phonics			4 children, 0 of which are also SEN.
	School (disadvantaged)	National (all)	
% Expected Standard	75	82	

Key Stage One			10 Children, 3 of which are SEN.
	School (disadvantaged)	National (all)	
% Reading EXS+	60	75	
% Writing EXS+	60	69	
% Maths EXS+	60	76	
% Reading GDS	10	25	
% Writing GDS	10	15	
% Maths GDS	10	22	

Key Stage Two			Full contextual data available in December
	School (disadvantaged)	National (all)	
% R/W/M EXS+	35	65	
% R/W/M Higher Standard	5	10	
Reading EXS+	55	73	
Writing EXS+	60	78	

Maths EXS+	55	79	
Reading Higher Score	5	27	
Writing GDS	10	20	
Maths Higher Score	15	27	
GPS EXS+	55	78	
GPS Higher Score	20	36	
Reading Average Scaled Score	98.9	104	
Maths Average Scaled Score	101.1	106	
GPS Average Scaled Score	101.1	105	

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.

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 teacher to provide targeted language enrichment.
- Partial funding of experienced SENCO to support school's work in absence of Inclusion Manager.
- Funding part of unqualified teacher salary in delivering 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.

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

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