

**Worth Primary School**  
**Pupil Premium Strategy Statement 2019-20**

1. Summary Information					
School	Worth Primary School				
Academic Year	2019/20	Total PP budget	£13,200	Date of most recent PP Review	July 2019
Total number of pupils	67	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2020

2. Current Attainment												
KS2 2019 Test Summary Information (unvalidated) There were no PP children in Year 6												
Disadvantaged <i>No Pupil Premium Children</i>	Expected standard %						Higher threshold %					
	Worth		Kent TBC		National TBC		Worth		Kent TBC		National TBC	
	D	All	D	Non	D	Non	D	Non	D	Non	D	Non
Reading	-						-					
Writing	-						-					
GPS	-						-					
Mathematics	-						-					
RWM Combined	-						-					
KS2 2018/9 Progress Measure Averages												
Group Focus / pupil number				Reading			Writing			Maths		
Pupil Premium												
Non Pupil Premium												

3. Barriers to Future Attainment (for pupils eligible for PP)	
In-school Barriers	
A.	Emotional well-being of PP children-identified children suffer from low self-esteem or families have mental health issues
B.	30% of Pupil Premium also have diagnosed SEN

<b>C</b>	50% of Pupil Premium children have school mobility	
<b>External Barriers</b>		
<b>D.</b>	Attendance below that of non PP children and number of persistent absentees	
<b>4. Desired Outcomes</b>		<b>Evaluation</b>
<b>A.</b>	To accelerate progress of SEN and PP children across the school	Evidence through PP meetings Reading Ages Work scrutiny Class provision maps
<b>B.</b>	To address emotional issues of identified PP children through counselling, nurture and emotional literacy support	Assessments at beginning and end (Boxall) Case studies Provision maps
<b>C.</b>	To widen real life learning experiences of PP children, improving vocabulary and enriching learning.	Evidence through work scrutiny Writing and reading assessments
<b>D.</b>	To improve attendance of PP children to at least 96%	Monitoring attendance weekly

<b>5. Planned Expenditure</b>	
<b>Academic year</b>	
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
<b>i. Quality of Teaching for All</b>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Training on ASD, attachment and ADHD  £500 plus £500 cover	Building on last year's training on dyslexia and classroom strategies, similar training will be planned for attachment, ADHD and ASD.  Specific training for TAS working with these children	Pupil progress meeting to assess data and learning walks to evaluate implementation	TS	Term 2,4 and 6 Governor monitoring Term 6
A,B,C	Whole school training outstanding learning £1000	Whole staff training planned for October within the collaboration on outstanding learning including mind pits, growth mind set, learning hooks	Initial training planned and follow up through staff meetings and monitoring  Discussions with staff	JH	Term 4 Governor monitoring Term 6
<b>Total budgeted cost</b>					<b>£2000</b>

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A, B	Extra adult support in Yr 5/6 Teacher (Tues am) £4,000 Yr 3 /4 sports coach (Tues am) £2000  Providing specific literacy and numeracy support for KS2 children	This was successful last year and needs to be maintained in the coming year. Ensure SEN/PP continue to make good progress Catch up for new PP children	Pupil Progress meeting SEN reviews Monitoring- classroom and books Provision mapping	JH	Term 2,4 and 6 Governor monitoring Term 6
C	TA delivering targeted emotional and well-being support for identified children £4,000	SEMH training undertaken during last academic year. Initial work at the end of 2018/19 proved to be successful  Provision planned for 2019/20	Case studies Pupil and parent conferencing Behaviour logs Attendance Provision Maps	TS	At the end of every term
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Monitoring</b>
C	Learning opportunities planned to hook children into learning. Teaching from this to focus on deepening learning and knowledge £1000	Survey shows the children at Worth have very limited real life experiences e.g. going to a castle, walking in the woods, growing plants. The aim is to bring learning alive, create active learners and deepen vocabulary	Looking at planning to develop as staff the real life learning opportunities  Pupil conferencing  Work scrutiny	JH	Term 4 and 6 to Governors

D	Attendance strategies through the project 96 Termly awards £500	Although attendance for PP in 2018/9 was still low- 7/11 is above 95% and only 2 are below 90% Strategies introduced last year to be maintained- targeting the two families (an improvement was seen at the end of last year)	Weekly monitoring of attendance and reporting to Governors on a termly basis.	TS	Every week Reporting to Governors Termly
<b>Total budgeted cost</b>					<b>£1500</b>

1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A and B	To use 1-1 across the school to deliver support for PP. Monitored through pupil progress meetings. PE Coach working in 3/4 £3900 Extra TA employed £4000	Training throughout year. Very successful use of strategies in the Year ¾ class. Evident in data  New TA for this class to have training for the coming year.	New TA and Sports coach for the coming year. Training to be delivered so that this can be continued in class.	£7,900

A and C	<p>Training for two TAs in SEMH to provide targeted support for children</p> <p>£2000 TA support. Mornings to be timetabled to support learning and emotional well-being issues Year 2 and 4 £3000</p>	<p>One TA left, after a long period of ill health</p> <p>The other TA trained and started to work with identified children. Still early days to assess impact</p>	<p>Programme of support to be developed over the next academic year. Expertise of current trained ELSA TA to share ideas/resources with SENCO, teachers and support staff.</p>	£5000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D	<p>To continue to improve attendance of PP children PP children were PA last academic year Continue with project 95 strategy</p>	<p>High level of monitoring- still disappointing. Two children bringing attendance down. One is improving through attendance awards. The other is linked to anxiety 7/11 is good</p>	<p>Maintain into the next academic year. Introduce Super Hero awards termly for 2019-20.</p>	£200

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## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)