

Worth Primary School
Pupil Premium Strategy Statement 2018-9

1. Summary Information					
School	Worth Primary School				
Academic Year	2018/9	Total PP budget	£13,500	Date of most recent PP Review	Sept 2018
Total number of pupils	62	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2019

2. Current Attainment												
KS2 2018 Test Summary Information (unvalidated)												
Disadvantaged 2 FSM Ever Cohort of 9	Expected standard %						Higher threshold %					
	Worth		Kent		National		Worth		Kent		National	
	D	All	D	Non	D	Non	D	Non	D	Non	D	Non
Reading	100	91	63	77		75	50	64	18	30		28
Writing	75	82	68	81		78	0	27	11	22		20
GPS	100	91	61	76		78	50	64	18	32		34
Mathematics	75	91	61	75		76	0	27	11	24		24
RWM Combined	75	82	50	66		64	0	9	4	11		10
KS2 2017/18 Progress Measure Averages												
Group Focus / pupil number				Reading			Writing			Maths		
Pupil Premium				5.915			0.3075			1.8525		
Non Pupil Premium				9.4128			7.0757			7.7871		

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.	40% of Pupil Premium also have diagnosed SEN

C	50% of Pupil Premium children have school mobility	
External Barriers		
D.	Attendance below that of non PP children and number of persistent absentees	
4. Desired Outcomes		Success criteria
A.	To improve progress in Reading, Writing and Numeracy throughout the Key Stage 2 for PP children	All pupil premium children are making at least expected progress in each key stage
B.	To improve progress of SEN and PP children across the school	All Pupil Premium/ SEN children are making expected progress- this is evidenced against data and books
C.	To address emotional issues of identified PP children through counselling, nurture and emotional support	Identified children have received targeted support and are all making at least expected progress academically
D.	To improve attendance of PP children to at least 96%	PP attendance is not significantly different to other children and is at least 96%

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

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 and B	Training for staff in dyslexia/ ASD friendly classroom £500	Building on last year's practice. Classroom practice needs to be continually reviewed to ensure the needs of each PP child are being met.	Through the rigorous monitoring programme- PP meetings, provision maps, work scrutiny etc	TS	Through monitoring schedule
A and C	Training for two TAs in SEMH to provide targeted support for children £2000	Course started in the last academic year- and impact is already started to be seen in support provided for identified children.	Monitoring through PP Progress, Provision Maps and discussion with TAs	TS	Through appraisal and monitoring schedule
Total budgeted cost					£2,500

ii. Targeted Support					
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, 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 £3000	This approach was successful last year. New Coach will be joining the school- impact needs to be closely monitored. Extra Teacher working in the Yr 5/6 one morning a week was proven to be effective last year TAs trained to deliver interventions with a track record of success	Monitoring of impact of sports coach through observations and data. Pupil progress meetings SENCo monitoring intervention SENCo time to monitor and set up interventions.	JH and TS	Through pupil progress meeting 6 times a year The monitoring programme when interventions are
C	TA support. Mornings to be timetabled to support learning and emotional well-being issues Year 2 and 4 £2000	50% PP have identified issues regarding well-being, emotion or specific SEN. Extra TA used to target intervention to support these children	Monitoring of impact through Pupil progress meetings Triangulation Pupil conferencing SEN observations	TS	Termly
Total budgeted cost					£8,900
iii. Other Approaches					
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?
D	To continue to improve attendance of PP children PP children were PA last academic year Continue with project 95 strategy	Strategy worked last year. Now it will be used for ongoing support with the last 2 families.	Attendance monitored every week. When attendance falls, policy followed- letters, meetings and involvement of attendance officer when required	TS	Discussions with TS- through weekly monitoring of attendance.

Total budgeted cost	£200

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	<p>Quality CPD for staff to develop understanding of- Problem solving, challenge and independent learning across the curriculum' Led by SLT £100</p> <p>Release time to observe quality teaching in partner schools, each CT 2 sessions £1000</p>	<p>CPD has been delivered. Good practice observed in monitoring. Significant improvement in KS2 SATS.</p> <p>KS2 PP- 75% were combined expected No PP in Year 2</p>	<p>Continue to build on last year's work with a focus on the 4 curriculum values.</p> <p>All staff to be involved in triangulation across the school in the coming year.</p>	
A and C	To develop all staff's understanding of inclusion and SEN led by experienced SENCo	<p>All training took place. Provision maps in place for SEN children External SEN Audit has taken place</p> <p>80% of PP SEN children making expected progress</p>	<p>Continue to develop staff's understanding of SEN Continue to develop classroom strategies to support SEN children</p>	
ii. Targeted support				

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, B	To use 1-1 across the school to deliver support for PP. Monitored through pupil progress meetings. Coach Jack working in 3/4 £3900 Extra CT £3900 Extra TA employed from Nov £2000	Targeted literacy support has been delivered by C Jack Impact-Improvement in reading ages of PP children by an average of 14 months Improved KS2 results (see above)	Support will continue for the following academic year	
C	Extra TA employed from November. Mornings to be timetabled to support learning and emotional well-being issues Year 1, 3 and 6	TA was eventually employed in Term 5. This has been very successful in the short term. TA has ensured more consistent support for Class 1. Also has enable more targeted provision to be delivered.	This level of support will continue into the next academic year.	
D	To improve attendance of PP children 4/12 PP children were below last academic year Continue with project 95 strategy	This has improved to 2/ 12 children.	Strategies will continue into the next academic year	

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

