



Pupil premium strategy statement 2016-2017

The Purpose of the Pupil Premium Grant

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to schools for children; who have been eligible for Free School Meals (FSM), service families and children who have been looked after continuously for more than six months. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress and well-being.

At Worth Primary School our Pupil Premium grant for April 2016 – March 2017 is £18,480. Spending and impact will be evaluated in April and September 2017.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable within the budget. It is for the school to decide how the Pupil Premium is spent, but schools will be held accountable for how they have used the additional funding to support eligible pupils and families. The school monitors the achievement of pupils covered by Pupil Premium and measures are included in the school performance tables that capture the achievement of the pupils and compares it with the performance of other pupils.

Principles of Pupil Premium

- We ensure that the needs of all pupils, irrespective of circumstances and background, are met through high quality teaching and learning.
- Pupil Premium funding is allocated following a needs analysis which identifies priorities in classes, groups or individuals. The funding is subsidised from the school budget so that we can ensure that these priorities are met.
- We work hard to ensure intervention/provision will take place for all children in receipt of Pupil Premium during the school year.

Pupil Premium Expenditure and Impact

Achievement: The additional educational and emotional support provided during this year will ensure that children entitled to Pupil Premium make equivalent or better progress than their peers. This in turn will help to close the achievement gap between groups of children. Enrichment activities will be provided to enable pupils to further develop confidence and self-esteem.

- Our Pupils in receipt of Pupil Premium are monitored as a separate group in terms of progress to ensure that, as potentially vulnerable children, they make at least expected progress. This is reported to governors as part of monitoring.

When planning for the use of the pupil premium this year we have planned according to the following needs identified. These needs present barriers to learning for these pupils that have to be addressed in order for the disadvantaged to make accelerated progress.



These are:

Essential need - food, uniform, settled home life

Study need – learning behaviours, homework, and special equipment

Academic need – progress in key subjects, support to learn key skills

Aspirational need – knowledge about learning for life and the future, inspiration

Pupil Premium Strategic plan 2016-2017

Essential need

Whole school		Disadvantaged/underperforming groups		Pupil Premium	
Aims & actions	Impact	Aims & actions	Impact	Aims & actions	Impact
Work on improving attendance and punctuality through strategic use of family liaison officer.	Children have access to school and don't miss learning.	Swift early help referrals for families struggling to maintain good attendance/punctuality	Settled home life and structure supports good attendance and problems are picked up quickly.	Extra family liaison officer support Access to change for life breakfast club	Key poor attenders in this group targeted.
Effective rewards for good behaviour and attendance	Increased positive house points	Traveller support officer to work with FLO to make links and celebrate culture. EAL support services accessed	Traveller and EAL groups make expected progress	Attendance and behaviour rewards targeted at key pupils. Whole class rewards to foster a sense of responsibility to the group.	PP attendance improves.
Ensure that all pupils with entitlement to FSM are claiming them	Better learning behaviours from enough good quality food	FLO to support key parents of disadvantaged groups to apply for FSM	Equality of access.	FSM for ever 6 pupils	Improved physical wellbeing, behaviour, concentration and progress of PP students.
Small school culture that	Pupils are confident to	One to one and small group	Key pupils identified are	CHATTS counselling	Improved wellbeing and



nurtures pupils and ensures they feel safe and are always able to talk to a school adult about how they feel.	talk to adults if they ever have worries.	work on circle of feelings with TAs following CPD last year for support staff.	able to learn resilience and cope better when home life is unsettled.	and CAMHS support for key pupils in the PP group with emotional barriers because of home life.	behaviour for learning.
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Study need

Whole school		Disadvantaged/underperforming groups		Pupil Premium	
Aims & actions	Impact	Aims & actions	Impact	Aims & actions	Impact
Growth mind set work to improve learning behaviours	All adults and children work within a culture of positive learning behaviour	Visual and audio visual resources for growth mind set work are used well so that SEND group can access this	SEND pupils display positive learning behaviours and become more resilient when learning	Small group and one to one interventions to improve learning behaviours specifically using class dojo resources	PP group become more independent resilient learners.
New homework practices introduced with Schofield and Simms scheme	Homework expectations clear and manageable. Pupils engage in home learning.	Class teachers support parents of children in disadvantaged groups with how to support the completion of homework. Adult education parent courses in English and Maths.	Parent support of homework improves leading to better home learning. Parents have the skills and confidence to support children.	Reading sessions with teachers at lunchtime to support PP children with home learning	PP children are supported as much as possible to complete homework.
Quality teaching and learning is consistent across the school	Progress and attainment improved for all children	Reading rangers scheme to catch up priority readers	Improvement in attainment in reading for disadvantaged pupils.	One to one work on reading and maths with class teachers	Improvement in maths and reading for PP pupils.



Academic need

Whole school		Disadvantaged/underperforming groups		Pupil Premium	
Aims & actions	Impact	Aims & actions	Impact	Aims & actions	Impact
Primary track assessment monitoring and tracking scheme	Relevant and timely interventions and support resulting in improved attainment and progress for all	Full time TA salary for interventions in maths and english	Improved attainment and progress in English and Maths	Lunchtime reading sessions Target intervention for maths	Improved attainment and progress in reading Improved attainment and progress in maths.
Termly pupil progress meetings where staff are released from class to discuss pupil attainment and progress and plan interventions.	Improved progress and attainment	Release time for HT to work on high needs funding applications for SEND pupils	Improved attainment and progress for SEND pupils	Small group and one to one catch up support for reading writing and maths led by teachers and TAs.	Improved progress and attainment for PP group.

Aspirational need

Whole school		Disadvantaged/underperforming groups		Pupil Premium	
Aims & actions	Impact	Aims & actions	Impact	Aims & actions	Impact
Inclusive and positive school culture underpinned by values and moral purpose that all pupils will achieve within.	Good achievement and progress for all pupils.	Constant focus on traveller, EAL, able and SEND group to target accelerated progress when meeting to discuss pupil progress.	Good attainment and progress for all groups.	Work on developing resilient behaviours through Swattenden visits	PP pupils are able to learn about the skills they are developing and apply them to their learning in the classroom.
Reading initiatives	Children develop a	Priority readers	Reading becomes more	PP pupils targeted for	Reading becomes



promote reading for enjoyment	love of reading and read for pleasure.	targeted from SEND group by reading rangers	pleasurable for SEND pupils	support from reading rangers. Whole school reading buddy afternoons target PP pupils.	more pleasurable for PP pupils
Rich rhythms drumming workshops	Children enjoy drumming and learn positive learning behaviours	Staff support for SEND and EAL group to access drumming	Disadvantaged groups benefit from drumming workshops.	PP pupils supported to enjoy drumming work shops	PP pupils gain a sense of achievement and enjoyment in a new skill.
Growth mind set work	Adults and children develop a positive culture and become confident in trying new things and learning.	Visual resources are used well to support EAL and SEND learners	EAL and SEND pupils are able to access growth mind set work.	PP learners are supported through Early help, the FLO and CHATTS counselling to develop better self esteem	PP learners become more independent and resilient in their learning.