

St. Werburgh's Primary School

Pupil Premium Planning 2019-2020

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St Werburgh's Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

St. Werburgh's Primary School Pupil Premium Profile 2019-2020	
Total number of pupils in school:	359
Number of PP-eligible pupils:	114
% of PP-eligible children:	32%
Amount per pupil:	£1329
Total pupil premium budget:	£132,000
Total planned expenditure:	£136,763

September 2019				
Year (number of children)	Number of PP-eligible children	% of PP-eligible children	% of PP-eligible children in each phase	% of planned expenditure
Reception (56)	19	34%	34%	£24,158 18%
Year 1 (56)	19	34%		
Year 2 (56)	15	27%	26%	£40,706 30%
Year 3 (54)	14	26%		
Year 4 (56)	20	36%	36%	£42,744 31%
Year 5 (54)	16	30%		
Year 6 (28)	11	39%		
Whole school support/ enrichment				£29,155 21%

2018-2019 End of Key Stage outcomes

EYFS

	% achieving GLD all chn	% achieving GLD PP chn	Gap
2016-2017 (10/55)	75	80	+5
2017-2018 (14/54)	72	36	-36
2018-2019 (16/54)	73	63	-10

	Prime Areas							Reading	Writing	Number
	Making relationships	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and Handling	Health and self-care			
Baseline (percentage at 30-50 high+)	75	63	50	69	63	63	69	31	19	31
End of Reception (percentage at EXC+)	75	69	88	88	94	81	88	69	69	81

Phonics

	% passing phonics screening all chn	% passing phonics screening PP chn	Gap
2016-2017 (12/56)	80	83	+3
2017-2018 (11/55)	86	73	-13
2018-2019 (16/56)	89	75	-14

End of KS1

Subject	Non PP children working at expected at baseline (end of previous year)	Non PP children working at expected End of year	PP children working at expected baseline (end of previous year)	PP children working at expected End of year	Gap at baseline	Gap at End of year
Reading 2017-2018	83	83	60	72	-23	-11
Reading 2018-2019 (12/56)	70 (27)	86 (30)	64 (27)	92 (15)	-6	+6
Writing 2017-2018	82	85	47%	71	-35	-14
Writing 2018-2019 (12/56)	77 (23)	96 (19)	73 (9)	77 (8)	-4	-19
Maths 2017-2018	83	83	67	100	-16	+17
Maths 2018-2019 (12/56)	80 (30)	83 (23)	82 (27)	92 (23)	+2	+9
Combined 2017-2018	81	80	47	64	-34	-16
Combined 2018-2019 (12/56)	65	81	64	77	-1	-4

KS2

Subject	Non PP children working at expected baseline (end of previous year)	Non PP children working at expected End of year	PP children working at expected baseline (end of previous year)	PP children working at expected End of year	Gap at baseline	Gap at End of year
Reading 2017-2018 (7/28 chn)	57 (24)	71 (43)	33 (0)	100 (14)	-23.8%	+29%
Reading 2018-2019 (14/28 chn)	86 (43)	65 (36)	86 (36)	71 (14)	0	+6
Writing 2017-2018 (7/28 chn)	52 (29)	81 (57)	17 (0)	71 (14)	-35.5%	-10%
Writing 2019-2019 (14/28 chn)	86 (43)	86 (36)	79 (29)	85 (21)	-7	-1
Maths 2017-2018 (7/28 chn)	57 (19)	71 (19)	33 (17)	29 (0) (50% matched)	-23.8	-42 (-21 matched)
Maths 2018-2019 (14/28 chn)	64 (43)	79 (36)	71 (29)	93 (43)	+7	+14
Combined 2017-2018 (7/28 chn)	52 (5)	62 (14)	16.7%	29%	-35.3%	-33%
Combined 2018-2019 (14/28 chn)	64	64 (14)	64	71 (29)	0	+7

*(GD)

2018-2019 Internal School Data (% at ARE)

Year 1 (56)	Writing baseline	Writing T6	Reading baseline	Reading T6	Maths baseline	Maths T6	Combined baseline	Combined T6
PP (15)	35.7 (0)	26 (13)	35.7 (14.3)	19 (13)	42.9 (7.1)	51 (13)	35.7	19
Non PP (41)	87.5 (17.5)	85 (30)	87.5 (30)	80 (30)	87.5 (35)	91 (38)	87.5	80
Gap	-51.8	-59	-51.8	-61	-44.6	-40	-51.8	-61

Year 3 (56)	Writing baseline	Writing T6	Reading baseline	Reading T6	Maths baseline	Maths T6	combined baseline	Combined T6
PP (17)	71.4 (14.3)	75 (19)	71.4 (21.4)	81 (25)	85.7 (21.4)	69 (13)	57	63
Non PP (39)	86.5 (18.9)	79 (21)	83.8 (32.4)	76 (26)	86.5 (21.6)	73 (18)	84	71
Gap	-15.1	-4	-12.4	+5	-0.8	-4	-27	-8

Year 4 (56)	Writing baseline	Writing T6	Reading baseline	Reading T6	Maths baseline	Maths T6	combined baseline	Combined T6
PP (17)	62.5 (0)	59 (6)	68.8 (6.3)	71 (18)	62.5 (6.3)	65 (12)	56	53
Non PP (39) T6-38	62.2 (18.9)	63 (16)	62.2 (21.6)	68 (34)	67.6 (35.1)	71 (45)	60	63
Gap	+0.3	-4	+6.6	+3	-5.1	-6	-4	-10

Year 5 (28)	Writing baseline	Writing T6	Reading baseline	Reading T6	Maths baseline	Maths T6	G, P & S baseline	G,P&S T6	combined baseline	Combined T6
PP (8) T6-10	62.5 (0)	60 (0)	62.5 (0)	70 (10)	62.5 (0)	60 (20)	50 (0)	80 (10)	63	60
Non PP (20) T6-18	80 (30)	89 (33)	85 (35)	89 (56)	85 (20)	84 (17)	80 (20)	83 (44)	80	83
Gap	-17.5	-29	-22.5	-19	-22.5	-24	-30	-3	-17	-23

Academic Barriers:

- Poor language acquisition
- Multiple risk factors (Some PP children also have EAL and SEND)
- Lower reading ages

Additional Barriers:

- Attendance/ punctuality
- Less opportunity for enrichment
- Social and emotional needs

Intended Outcomes:

- To continue to diminish the gap between pp and non pp % achieving GLD
 - To raise the attainment of pp children in reading and writing in EYFS
 - To diminish the gap between pp and non pp % passing the phonics check
 - To diminish the gap between pp and non pp in writing at the end of KS1
 - To raise the attainment of pp children in RWM combined at the end of KS2
 - To continue to improve the attendance of pp children and reduce the number of persistent absentees
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- Year 1 – to raise the attainment of pp children in reading
 - Year 2 – to diminish the gap between pp and non pp in RWM combined
 - Year 3 – to raise the attainment of pp children in writing
 - Year 4 - to raise the attainment of pp children in maths
 - Year 5 - to diminish the gap between pp and non pp in RWM combined
 - Year 6 – to diminish the gap between pp and non pp children in RWM combined

Phase 1

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact
To ensure consistent high quality targeted teaching across Phase 1.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£5200	
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance). 2018-2019 – 33% of persistent absentees were in phase 1	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Phase leaders Attendance Team	No additional cost	

Reception (19/56)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To raise the attainment of pp children in reading and writing in EYFS 2018-2019 R – 69%, W – 69%	Small group work and 1:1 reading	LSAs 5x 1 hours	£2270	
To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving a good level of development at the end of the Foundation stage (in 2018-2019 73% GLD all chn, 63% GLD pp chn).	All PP children to be FOCUS children for 6 weeks of the year (twice as often as non PP children). This includes meeting parents, quality interactions etc	Phase lead to oversee	No additional cost	
	LSA to work with pp children to increase their vocabulary and do A-Z literacy intervention	LSA	£13,500	

Year 1 (19/56)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To raise the attainment of pp children in reading 2018-2019: 19% of pp chn achieved EXP	Conferencing to be focused on reading	1 hour a week cover	£1258	
	Children to be prioritised as reading focus in class and with reading buddies		No additional cost	
	LSA 1:1 reading sessions	5 x 30 mins a day	£1135	
To diminish the gap between pp and non pp % passing the phonics check. 2018-2019 gap -14%	Pre-tutoring in assembly times		No additional cost	
	LSA to do additional phonics sessions	5 x 15 minutes	£568	
	LSA to run 'We thinkers'	2 x 15 mins a week	£227	
Total cost			£24,158	
% of budget			18%	

Phase 2

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To ensure consistent high quality targeted teaching across Phase 2.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£5200	
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance). 2018-2019: 16% of persistent absentees were in this phase	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Phase leader Attendance team	No additional cost	
Year 2 (15/56)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Increase the percentage of disadvantaged children working at the expected level in writing. (y1: 26% achieved EXP)	DHT to run writing group Support from DHT with Pixl therapies DHT cover for conferencing	1.5 days	£17,000	
Increase the percentage of disadvantaged children working at the expected level in reading. (Y1: 19% achieved EXP)	LSA to do additional reading sessions LSA handwriting sessions LSA small group writing sessions	HLTA 4 x half days	£15,000	
To continue to diminish the gap between disadvantaged children and non in maths. (Y1 gap: 40%)	Pre-tutoring in assembly times Conferencing to focus on writing Teacher to run additional phonics sessions	Class teacher	No additional cost	

Year 3 (14/54)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To increase the percentage of disadvantaged children working at the expected level in writing. Y2: 77%	Support from UPS teacher with reading and writing	2 x 1 hour per week	£2248	
To diminish the gap between disadvantaged and non-disadvantaged children in RWM combined. Y2: -4%	Pre-tutoring in assembly times	Class teacher	No additional cost	
	Conferencing	1 hour a week cover	£1258	
	LSA to run fine motor skill interventions LSA to run maths group – known facts	LSA	No additional cost	
Total cost			£40,706	
% of budget			30%	

Phase 3

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To ensure consistent high quality targeted teaching across Phase 3.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£5200	
To reduce the percentage of disadvantaged pupils who are persistent absentees (below 90% attendance). 2018-2019: 28% of persistent absentees were from this phase.	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance Team	No additional cost	

Year 4 (20/56)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
<p>To increase the percentage of disadvantaged children working at the expected level in maths. Y3: 69%</p> <p>To diminish the gap between disadvantaged and non-disadvantaged children in RWM combined. Y3: 63% combined, gap -8%</p>	Support from UPS teacher in reading and writing	2 x 1 hour per week	£2248	
	Maths Pixl therapies with DHT in term 1 then support from M6 teacher	1 hour per week	£7080	
	1:1 reading with DHT			
	Conferencing time	1 hour a week cover	£1258	

	Pre-tutoring during assembly times		No additional costs

Year 5 (16/54)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To diminish the gap between disadvantaged and non-disadvantaged children in RWM combined. Y4 gap: -10%	Conferencing time	1 hour a week cover	£1258	
To increase the percentage of children working at the expected level in reading, Writing and Maths. Y4: R – 71%, W – 59%, M – 65%,	Support from DHT in term 1 then support from M6 teacher	1 hour per week	Costed above	
To increase the percentage of children working at the expected level in RWM combined. Y4: 53%	Pre-tutoring during assembly times	Class teacher	No additional cost	
To increase the percentage of children working at a greater depth in R, W and M. Y4: R – 10%, W – 0%, M – 20%				

Year 6 (11/28)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To continue to diminish the gap between disadvantaged and non-disadvantaged children in RWM combined. Y5 gap R:-23%	2 year 6 teachers for the first 10 weeks.		£8,500	
To increase the percentage of children working at the expected level in R, W and M. Y5: R – 70%, W – 60%, M – 60%.	Pixl therapies with DHT	1.5 days a week from T2	£17,000	
	HT to work with key marginal PP children for small group teaching of reading.	HT from Feb – May 3 x week 1 hour	No additional cost	
	Reading mentors to work with identified children 3 x week	School staff at least 3 x week	no additional cost	
Total cost			£42,744	

% of budget	31%	
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Whole school				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Reduce the percentage of disadvantaged pupils who are persistent absentees. 14/18 (78%). 6 of them consistent throughout the year (28%)	Funded breakfast club places to be provided for disadvantaged pupils where attendance is a concern;	Attendance team to regularly monitor absence/punctuality and meet parents/carers to discuss individual family circumstance. At least monthly. Free places allocated where there is need and impact evaluated.	£1800	
	Provide after School club where needed.		£590	
All children to experience a variety of enrichment activities. All children to be able to read music and to learn a musical instrument.	Music lessons across the school	Music leader	£2500 £360 Rocksteady	
	Subsidising educational visits where needed	Ed visits coordinator	£500	
	Subsidising School camps where needed	Ed visits coordinator	£650	
	Application football centre	1 x week	£580	
To extend pupils' vocabulary and access to reading and comprehension, as well as enhance their spoken and written language.	Ensure all staff have had word aware training Pixl unlock	English leads	£3475	
Encourage the love of reading and discussion of books.	All PP children to have a reading buddy/mentor.	English leads	Ablaze £500	

Ensure that disadvantaged pupils are able to access all learning opportunities	Learning mentor targeted social and emotional work. To include drawing and talking therapy and nurture space to work away from class where needed. Support with attendance and punctuality of PP children – home visits, family support etc. Support through ELSA ELSA sessions for identified children	Learning mentor LSA 2 pms a week	£15,500 £2700	
Total cost			£29,155	
% of budget			21%	

Total Planned Expenditure	£136,763
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