



Wentworth Primary School

Report for Disadvantaged Pupils (DP) Grant Expenditure

2018-19

Overview of the school

Number of pupils (DP) and pupil premium grant (PPG) received			
Total number of pupils on roll	414		
Total number of pupils eligible for PPG	44		
Amount of PPG received per pupil	£1,320 FSM £2,300 LAC		
Total amount of PPG received	£60380 (April 18 to March 19)		
Current attainment	2018		
12 pupils	Wentworth Disadvantaged Pupils 2018	Essex disadvantaged pupils 2017	National Other – non disadvantaged pupils 2017
% making progress in reading	83%	59.3%	77%
% making progress in GPS	75%	65.4%	81%
% making progress in maths	75%	62.8%	80%

Aims for disadvantaged pupils (DP)

At Wentworth Primary School we aim for all disadvantaged children (DP) to achieve the same level of progress as their non-disadvantaged peers.

The Disadvantaged Pupil Funding (previously Pupil Premium) is allocated to children from low income families who are in receipt of qualifying benefits and looked after /adopted children. Decisions about the allocation of Disadvantaged Pupil Funding are based around principles of equity, excellence and effectiveness.

The Disadvantaged Pupil Funding is used by the school to address any underlying inequalities between children by ensuring that funding reaches the pupils who are entitled. The impact in educational attainment from the expenditure of the Disadvantaged Pupil Funding is reflected in the results of the school, it also impacts on the positive behaviour of the children. The school has extensive monitoring and support systems in place to improve outcomes for all pupils, including those who are most vulnerable.

NOTE: It is important for parents/carers to register their child for free school meals so that their child receives Disadvantaged Pupil Funding entitlement. If you need any advice or assistance in applying for free school meals then please contact the school office.

Barriers	Desired outcomes	Success Criteria
Poor communication and oral language skills	Children will have communication and oral language skills sessions in Foundation Stage to work towards being in line with their peers	There will be a reduced gap in communication and oral language skills
Individual learning needs eg: dyslexia	Pupil premium in KS2 will make progress from their individual starting points and diminish the gap	Gap diminished
Social, emotional and mental health issues	More pupils will be achieving their full potential across the curriculum	Emotional well-being improved and so pupils can access all lessons throughout the day. External agencies linking with the school
Poor attendance and punctuality issues of a small number of pupils	Increased attendance rates for pupils eligible for PP	Overall attendance for PP improves to diminish gap
Parental engagement	PP parents/carers will have better understanding of the expectations required of children during their Primary education and there will be greater contact with the school	Parents/carers will have an active role in supporting pupils' learning. Parents accessing Parent workshops. Homework club being accessed by pupils
Child protection issues	Signpost families with external issues to other agencies or in school counselling	Early intervention and support provided from external agencies

Nature of Support 2018/19

- Play Therapy, MIND and Children's Society to support children's social, emotional and behavioural development.
- Targeted interventions for all pupil premium children throughout the school.
- Teachers accountable for pupil progress of all pupil premium at pupil progress meetings.
- Additional teacher support in Key Stage 1 and 2, targeted groups or individual support.
- Speech and Language specialist to continue to support language development in Foundation Stage and Key Stage 1.
- Extra-curricular activities, theme events, resources for individuals, residential educational visits, day trips and sporting activities to enrich the curriculum
- Wave 3 additional early literacy support to accelerate progress in reading and writing in KS1.
- EPS maths intervention to support years 3 and 4.
- To provide lunchtime sports clubs for disadvantaged pupils.

Record of PPG spending by item/project 2018/19

Item/project	Cost	Objective	Outcome
Individual intervention programmes	£4623	To offer tailored interventions to enable pupils to achieve their individual potential.	The attainment gap between Disadvantaged Pupils and all other pupils is diminishing. This has enabled them to 'keep up' as well as 'catch up'.
Year 6 interventions	£10896		Pupils have made good progress and achieved national expectations.
Booster Groups to focus on raising the progress and attainment of all disadvantaged pupils.	£3454		Pupils have made significant gains in their self-confidence and approach to learning.
Pupil Premium Plus (one to one support)	One to one support Year 6 - £5848 Year 5 £4394 Year 4 £7201		Pupils' relationships with their peers have been maintained and good progress made in all areas of the curriculum.
Speech and Language Therapist Speech Therapy early identification and intervention in FS with TA ongoing support and intervention for individuals.	£4854	Pupils are well supported in class because staff are well trained and focused interventions are in place.	Most pupils' communication and language skills have improved to help them make progress across the curriculum.
Family Support Liaison Worker	£3244	To meet the social and emotional needs of all pupils and their families.	Families are supported in engaging with provision.
Year 6 Residential trip subsidy	£1050	To give all pupils the opportunity to widen their experience at a school residential outside and adventurous week.	This enabled all year 6 to take part in activities. Pupils benefitted from teamwork and personal challenge.
Homework club	£1228	To support pupils who are unable to focus or have no support at home.	Personalised intervention enabled pupils to complete homework and hand it in on time.
Wave 3 Interventions	£6734	Identified pupils are targeted with support for early reading and writing skills to accelerate progress.	Early intervention impacted on pupil progress in all subjects.

Attendance Officer and Educational Welfare	£1000	To improve attendance for identified pupils.	Good relationships maintained with parents and improved attendance percentage over the school year 2018-19 to 96.9%.
Gym Trail by trained TA.	£497	To provide fine and gross motor skill development	Pupils practised and developed skills which they transferred to class.
Part funding for PE teacher targeting DP children with lunchtime and after school clubs and Lunchtime play resources	£5000 £357	To engage a wide range of DP pupils in lunchtime and after school clubs	Pupil engagement increased and behavioural difficulties decreased as pupils' progress accelerated. Pupils were happier and wanted to be at school. 100% of year 5 and 6 disadvantaged pupils participated in lunchtime sports activities.

2017-18 Impact of Pupil Premium Funding

Disadvantaged Pupils – 12 pupils – Year 6 2016/17/18

In 2015/16 each child was 6.25% of 16 pupils. In 2017 each child is 16.7% of 6 pupils – making direct comparison difficult. 1 pupil is SEN and DP. ASP does not consider the data of 6 pupils to be significant. In 2018 each child is 8.3% of 12 pupils.

- In reading 83% of DP pupils achieved the age related expectations in 2018, this is higher than 2016 and 2017 (63%, 50%).
- In GPS 75% achieved the expected level compared to 2016/17 (56%, 66.7%) diminishing the gap to -3% compared to all pupils nationally.
- In maths 75% achieved the expected level compared to 50%, 66.7% in 2016,2017 diminishing the gap to -1% compared to all pupils nationally.

The focus for 2018-19 will be to maintain a diminished gap for disadvantaged pupils. Disadvantaged Pupils in Year 2 - 2018

- Reading: 5/7 pupils have made expected progress or above 71.4%.
- Writing: 4/7% expected 57%.
- Maths: 5/7 expected 71.4%

In other year groups the progress of Pupil Premium children has been a focus in termly review meetings and book scrutinies.

Those at risk of not achieving have Person Centred Support Plans and interventions in place to support their needs, these are closely monitored and shared with families.

To be reviewed in the Spring term 2019.