



Wentworth Primary School

Report for Disadvantaged Pupils (DP) Grant Expenditure

2019-20

Overview of the school

Number of pupils (DP) and pupil premium grant (PPG) received	
Total number of pupils on roll	415
Total number of pupils eligible for PPG	41
Amount of PPG received per pupil	£1,320 FSM £1,900 LAC
Total amount of PPG received	£63,020 £55,100 (April 19 to March 20)

Current attainment	2019		
	Wentworth Disadvantaged Pupils 2018	Wentworth Disadvantaged Pupils 2019	National Other – non disadvantaged pupils 2019
6 pupils			
% making progress in reading	83%	80%	78.1%
% making progress in EGPS	75%	80%	82.1%
% making progress in maths	75%	80%	83.7%

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 from 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 office

Barriers	Desired outcomes	Success Criteria
Poor communication and 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 diminish the gap	Gap diminished
Social, emotional and health issues	More able pupils will be achieving their full potential across the curriculum	Emotional well-being improved 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 DP	Overall attendance for DP improves to close the gap
Parental engagement	DP 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
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 2019/20

- Targeted interventions for all disadvantaged pupils throughout the school.
- Dedicated space built and resourced for counselling and play therapy sessions.
- Speech and Language specialist to continue to support language development of identified pupils in Year 3, Foundation Stage and Key Stage 1.
- Yoga sessions, Play Therapy, MIND and Children's Society to support children's social emotional and behavioural development.
- Additional teacher and teaching assistant support in Key Stage 1 and 2, groups and individuals targeted for individual interventions
- Extra-curricular activities, theme events, residential educational visits and sporting activities and specialist resources for individuals.
- Wave 3 additional early literacy support to accelerate progress in reading and writing in KS1 and 2.
- To provide lunchtime sports clubs for disadvantaged pupils.

Record of PPG spending by item/project 2019/20

Item/project	Cost	Objective	Outcome
Individual intervention programmes	£3796	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	£10,000		Pupils have made good progress and achieved national expectations.
Booster Groups to focus on raising the progress and attainment of all disadvantaged pupils.	£10,000		Pupils have made good progress towards national expectations.
Pupil Premium Plus (one to one support)	One to one support £3776		Pupils have made significant gains in their self-confidence and approach to learning.
Speech and Language Therapist Speech Therapy early identification and intervention in FS with TA ongoing support and intervention for individuals.	£6710	Pupils are well supported in class because staff are well trained and focused interventions are in place.	Pupils' relationships with their peers have been maintained and good progress made in all areas of the curriculum.
Family Support Liaison Worker	£3671	To meet the social and emotional needs of all pupils and their families.	Most pupils' communication and language skills have improved to help them make progress across the curriculum.
Homework club	£1325	To support pupils who are unable to focus or have no support at home.	Families are supported in engaging with provision.
Wave 3 Interventions	£6815	Identified pupils are targeted with support for early reading and writing skills to accelerate progress.	Personalised intervention enabled pupils to complete homework and hand it in on time.
Attendance Officer and Educational Welfare	£1000	To improve attendance for identified pupils.	Early intervention impacted on pupil progress in all subjects.
Gym Trail by trained TA.	£533	To provide fine and gross motor skill development	Good relationships maintained with parents and improved attendance percentage over the school year 2016-17 to 96.9%.
			Pupils practised and developed skills which they transferred to class.

Part funding for PE teacher, Yoga teacher targeting DP children with lunchtime, afternoon and after school clubs	£5000	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. Pupils who are displaying anxiety identified for Yoga classes.
Lunchtime play support and resources	£2374		
Uniform / PE sports kits and adhoc needs	£100	Supporting families going through financial difficulties	Spare PE kits in each class.

2018-19 Impact of Pupil Premium Funding – September 2019

In our Year 6 cohort there was a small percentage of pupil premium, each child was 1.7% of the cohort, in total the 6 pupils made 10% of the year group. The percentage of pupils who were identified as Pupil Premium has dropped considerably from 2018 in year 6.

Many barriers to learning have been overcome for these individuals, with strategies such as: counselling, play therapy, improved attendance, Yoga, pastoral care and one to one/small group tuition, greater engagement with parents/carers and the Time To Talk Room.

End of year SATs tests 2019: 80% achieved the expected standard in reading; 66.7% English grammar, punctuation and spelling and in maths. The gap between disadvantaged pupils and others has diminished in both GPS and maths over a three year trend.

There will be a focus for 2019-20 to improve the number of pupils reaching the standard in reading through targeted reading support; one to one tuition and the Wave 3 intervention at KS1.

At Key Stage 1 (3 pupils) 100% made expected progress in maths and 66.7% in reading and writing. 66% achieved reading, writing and maths combined. 12.5% achieved greater depth in reading, writing and maths combined. This impact is due to the structured phonics teaching in Foundation Year 1 and 2, the structured teaching of Maths No Problem at KS1.

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 2020.