



# Wentworth Primary School

## Report for Disadvantaged Pupils (DP) Grant Expenditure

2020-21

### Overview of the school

Number of pupils (DP) and pupil premium grant (PPG) received	
Total number of pupils on roll	412
Total number of pupils eligible for PPG	47
Amount of PPG received per pupil	£1,345 FSM £2,345 LAC
Total amount of PPG received	£56,800 (April 20 to March 21)

Current attainment	2020 predicted		
6 pupils	Wentworth Disadvantaged Pupils 2019	Wentworth Disadvantaged Pupils 2020	National Other – non disadvantaged pupils 2019
% making progress in reading	80%	71.4%	78.1%
% making progress in EGPS	80%	71.4%	82.1%
% making progress in maths	80%	71.4%	83.7%

### Aims for disadvantaged pupils (DP)

On return to school after lockdown we aim for all disadvantaged children (DP) to accelerate progress and close gaps in learning to enable pupils 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 and well-being of the children. The school has termly monitoring and support systems in place to improve outcomes for all pupils, including those who are most vulnerable.

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 and gaps identified following lockdown	Pupil premium in KS2 will make progress from their individual starting points to diminish the gap	Gap diminished
Trauma from Covid19 lockdown, including social, emotional and health issues	More 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.
Non-attendance at school through lockdown. Poor attendance due to Covid concerns	Increased attendance rates for pupils eligible for DP	Overall attendance for DP improves to close the gap
Parental engagement through social distancing requirements	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 2020/21

- Catch up provision: 6 week tutoring programme in English and maths
- National tutoring programme for EYFS, KS1 and KS2
- Phonics lessons taught twice daily to enable catch up
- Assessments on return to school from lockdown
- Targeted interventions for all disadvantaged pupils throughout the school
- Resources 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
- To identify and support mental health issues after lockdown
- Play therapy to support children's social emotional and behavioural development.
- NLP, Yoga sessions, and Children's Society to support anxiety
- Additional teacher and teaching assistant support in EYFS, Key Stage 1 and 2, groups and individuals targeted for interventions
- Specialist resources to support learning
- Trauma training
- Literacy support to accelerate progress in reading and writing in EYFS, Key Stage 1 and 2

## Record of PPG spending by item/project 2020/21

Item/project	Cost	Objective	Outcome
EYFS and Individual intervention programmes for phonics and social and emotional needs	£4000	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 in English and maths	£6446		Pupils have made good progress towards national expectations.
KS1/2 Catch-up Groups to focus on raising the progress and attainment of all disadvantaged pupils.	£8,600	To support pupils who were not in school during lockdown	Personalised interventions to enable pupils to narrow the gaps in English and maths.
Catch-up Clubs	£3770		Pupils have made significant gains with their self-confidence and approach to learning.
Pupil Premium Plus (one to one support) to ensure special needs/DP pupils are supported at all relevant times	One to one support £2577		Pupils' relationships with their peers have been maintained and good progress made in all areas of the curriculum.
EYFS NELI programme. Speech and Language Therapist Speech Therapy early identification and intervention in FS with TA ongoing support and intervention for individuals.	£7089	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.
Play Therapy and Family Support Liaison Workers	£4376	To meet the social and emotional needs of all pupils and their families.	Families are supported in engaging with provision.
Counselling	£3786	To give all pupils the opportunity to address anxieties.	Pupils benefitted from individual sessions and are calmer and less anxious.
Wave 3 Interventions	£7095	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	£553	To improve attendance for identified pupils.	Good relationships maintained with parents and improved attendance percentage over the school year 2016-17 to 96.9%.
Gym Trail by trained TA.	£543	To provide fine and gross motor skill development.	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	£5465	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	£2470		
Uniform / PE sports kits and adhoc needs	£30	Supporting families going through financial difficulties	Spare PE kits in each class.

To be reviewed in the Spring term 2021.

### 2019-20 Impact of Pupil Premium Funding – September 2020

Due to Coronavirus Covid 19 the school was shut for six months and only open to pupils in EYFS, year 1 and year 6, pupils of key workers and vulnerable children. The uptake to attend school was very low, with less than 1% of disadvantaged pupils attending.

In our Year 6 cohort the percentage of pupil premium was 12%.

Many barriers to learning have been overcome during lockdown. We were able to apply some strategies using Zoom for these individuals, such as: individual feedback; counselling parents; ideas to support learning at home and strategies to use; pastoral care and one to one/small group tuition; play therapy for those in school; greater engagement with parents/carers through regular weekly phone calls. Laptops were lent to pupils needing access to online learning, which was provided for all pupils, updated weekly and feedback given.

End of year SATs tests 2020 did not take place as all testing was cancelled; however, the teachers made predictions based on Spring tests. From these predictions 71.4% were expected to achieve the expected standard in maths, reading, English grammar, punctuation and spelling.

There will be a focus for 2020-21 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 (6 pupils) 66.6% were predicted to have made expected progress in maths, reading and writing. The predictions for pupils to achieve the phonic screen were 90%.

In all 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.