

Worplesdon Primary School



3 Year Pupil Premium Strategy Plan 2019-2022

SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION 2019-2020

Total number of pupils:	491	Total pupil premium budget:	£73,580
Number of pupils eligible for pupil premium:	12 infants and 43 Juniors	Amount of pupil premium received per child:	£1320

COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	24	44%
Girls	31	56%
SEN support	20	36%
EHC plan	4	7%
EAL	0	0%
Traveller	9	16%

Assessment data

EYFS							
	2016 - 2017		2017 - 2018		2018 - 2019		
	All pupils	PP (3 children)	All pupils	PP (1 child)	All pupils	PP (5 children)	National average 2019
Good level of development (GLD) %	73	67	77	0	82	20	71.8%
Reading %	80	67	86	0	87	40	76.9%
Writing %	80	67	81	0	85	40	73.7%
Number %	82	67	86	0	92	60	79.8%
Shape %	84	67	88	0	93	80	81.5%

YEAR 1 PHONICS SCREENING %						
2016 - 2017		2017 - 2018		2018 - 2019		
All pupils	PP (4 children)	All pupils	PP (5 children)	All pupils	PP (2 children)	National average 2019
77	50	62	40	83	50	82

END OF KEY STAGE 1

	2016 - 2017		2017 - 2018		2018 - 2019		
	All pupils	PP (2 children)	All pupils	PP (5 children)	All pupils	PP (5 children)	National average 2019 (PP in brackets)
% achieving expected standard or above in reading, writing and maths	58	0	60	40	55	40	Unavailable
% achieving expected standard in reading	73	0	70	60	66	40	73 (62)
% achieving expected standard in writing	66	0	63	40	59	40	78 (55)
% achieving expected standard in maths	76	0	75	40	64	40	79 (62)
% making expected progress in reading	90	0	93	60	77	60	Unavailable
% making expected progress in writing	86	0	90	40	72	60	Unavailable
% making expected progress in maths	93	0	95	40	74	60	Unavailable

END OF KEY STAGE 2							
	2016 - 2017		2017 - 2018		2018 - 2019		
	All pupils	PP (12 children)	All pupils	PP (8 children)	All pupils	PP (2 children)	National average 2019 (PP in brackets)
% achieving expected standard or above in reading, writing and maths	64	58	73	29	58	0	65 (51)
% achieving expected standard in reading	85	25	81	29	72	0	73
% achieving expected standard in writing	75	83	81	43	81	100	78
% achieving expected standard in maths	81	58	77	43	77	0	79
Pupil progress score in reading	1.78	-0.05	0.05	-5.53	-0.43	TBC	TBC
Pupil progress score in writing	-1.38	-0.71	-1.98	-4.05	-1.00	TBC	TBC
Pupil progress score in maths	0.71	-0.8	-1.46	-6.49	-0.55	TBC	TBC

LONG-TERM PLAN (3 YEAR TIMESCALE):

In line with our School Development Plan, our priorities are:

- 1) **QUALITY OF EDUCATION:** Design and deliver a school curriculum which develops the whole child, whilst meeting national standards and being underpinned by our curriculum drivers, leading to good and better progress within each year group and across the curriculum.
- 2) **BEHAVIOUR & ATTITUDES:** Promote exceptional behaviour and attitudes, leading to outstanding progress within each year group and across the curriculum.
- 3) **PERSONAL DEVELOPMENT:** Promote exceptional personal development, leading to outstanding progress within each year group and across the curriculum.
- 4) **LEADERSHIP & MANAGEMENT:** Build leadership capacity across the school including governance, leading to good and better progress within each year group and across the curriculum. *Note: Priority 4 is embedded within each of the priorities above.*

Our pupil premium strategy is:

1. Improve attendance
2. Improve learning behaviours
3. Secure positive relationships between staff and children

PRIORITY 1: QUALITY OF EDUCATION: Design and deliver a school curriculum which develops the whole child, whilst meeting national standards and being underpinned by our curriculum drivers, leading to good and better progress within each year group and across the curriculum.

Member of staff responsible: Head teacher

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Improve the teaching of a mastery curriculum.	<p>Staff training to focus on mastery techniques including scaffold and challenge</p> <p>Use of consultancy support during moderation to identify the techniques working and those that need adaptation</p> <p>One KS1 and one KS2 teacher part of the Maths Hubb learning about, trailing, evaluating and cascading maths mastery techniques</p> <p>One KS1 and one KS2 teacher part of the reading for pleasure workshops and triad groups</p> <p>School leadership with SIP identify experts amongst staff and support to carry out team teaching amongst staff</p> <p>Reading INSET delivered by English consultant with time protected for staff to review planning</p> <p>Investment in reading resources with a particular focus in reluctant readers</p> <p>Investment in online apps to engage all learners e.g. Bug Club (reading), spelling shed, timestable rockstars, Purplemash</p>	<p>SLT</p> <p>Consultant</p> <p>OC & MD</p> <p>EB & LH</p> <p>ELT</p> <p>Consultant & English team</p> <p>English team</p> <p>Computing team</p>	<p>Each term</p> <p>Each term</p> <p>Each term</p> <p>Each term</p> <p>December 2019 October 2019</p> <p>December 2019 September 2019</p>	<p>Non contact time</p> <p>Consultancy cost £300 per term = £1,200 Course £500 & non contact £1,100</p> <p>Free course & non contact £1,100</p> <p>£500</p> <p>£5,000</p> <p>£4,500</p>	<p>100% of Teaching and Learning is good based on the following evidence: formal observations, pop ins, work sampling, discussions with children, classroom environment, data.</p> <p>75-85% meet end of year expectations with 25-35% exceeding end of year expectations in reading, writing, mathematics and GPS ; Relative to starting points, 75-85% make good or better progress.</p>
2. Accelerate progress by increasing the proportions of children receiving high quality feedback in daily lessons.	<p>Review and adapt marking and feedback policy in line with recent OFSTED recommendations and EEF report</p> <p>Training for both teachers and TA on how to provide high quality feedback within lessons</p> <p>Use pre-teaching sessions to review previous learning, provide feedback and address any misconceptions or gaps ahead of the next lesson</p> <p>Use the plenary to provide targeted feedback</p> <p>Use termly moderation meetings with consultant to analyse feedback and it's impact. Review and adapt for the term ahead.</p>	<p>Assessment leaders</p> <p>ELT</p> <p>Teachers</p> <p>Teachers</p> <p>Consultant</p>	<p>October 2019</p> <p>March 2020</p> <p>February 2020</p> <p>February 2020</p> <p>Each term</p>	<p>Staff meetings</p> <p>Training sessions</p> <p>Consultant cost & non-contact time (cost accounted for above)</p>	<p>75-85% meet end of year expectations with 25-35% exceeding end of year expectations in reading, writing, mathematics and GPS ; Relative to starting points, 75-85% make good or better progress</p>
3. Improve the impact of interventions	<p>Explore the wide range of possible interventions</p> <p>Prepare interventions and resources, including staff training (both teachers & TAs)</p> <p>Deliver interventions, ensuring clearly time bonded with success criteria</p> <p>Review the impact of interventions, adapt and sustain</p>	<p>SENCO</p>	<p>December 2019</p> <p>February 2020</p> <p>July 2020</p>	<p>Non-contact time</p> <p>£7,500</p>	<p>75-85% meet end of year expectations with 25-35% exceeding end of year expectations in reading, writing, mathematics and GPS ; Relative to starting points, 75-85% make good or better progress</p>

4. Improve Communication and Language	<p>Deliver NELI intervention programme in EYFS</p> <p>Staff training on how to increase pupils vocabulary Reading INSET</p> <p>Introduce reading challenge which promotes ARE books to children Promote new library and encourage taking home library books Review learning environments ensuring they are rich with vocabulary Review medium and short term planning to ensure vocabulary is a focus of teaching</p>	<p>EYFS leader</p> <p>Consultant Consultant English team</p> <p>ELT</p>	<p>November 2019 October 2020 October 2019 December 2019 January 2019 Each term</p>	<p>£3, 500</p> <p>Consultant cost £500 Inset</p> <p>£200 per class = £3,600 Non-contact</p>	<p>75-85% meet end of year expectations with 25-35% exceeding end of year expectations in reading, writing, mathematics and GPS ; Relative to starting points, 75-85% make good or better progress</p>
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PRIORITY 2: BEHAVIOUR & ATTITUDES: Promote exceptional behaviour and attitudes, leading to outstanding progress within each year group and across the curriculum.

Member of staff responsible: Deputy Headteacher & SENCo

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Improve attendance	<p>Promote the message that every day counts with children and parents via newsletters, year group emails etc</p> <p>Continue to use StudyBugs to analyse attendance data and share with the community</p> <p>Vigilant staff initiating informal meetings with parents</p> <p>Headteacher meeting with parents as attendance becomes a concern</p> <p>Headteacher to continue to call parents requesting holidays within term time</p> <p>Individual attendance awards</p> <p>Continual support and modification of strategies with HSLW if necessary</p> <p>Use of EWO in referral meetings with parents on how we working in partnership to improve attendance</p>	<p>Head</p> <p>Teachers</p> <p>EWO</p>	<p>Each term</p> <p>Each term</p> <p>December 2019</p> <p>Each half term</p> <p>Termly</p> <p>Each half term</p>	<p>HSLW to provide support to vulnerable groups £18, 000</p>	<p>Case studies show individual improvements</p> <p>Monthly attendance reports</p> <p>EWO referrals as necessary</p> <p>Newsletters promote great attendance and publish current attendance figures</p> <p>Attendance is 96.1% and persistent absence reduced to 7%;</p>
2. Improve pupils self-regulation approaches	<p>Training for teachers & TA's on self-regulated learning by focusing on the three essential components:</p> <ul style="list-style-type: none"> • Cognition: the mental process involved in knowing, understanding, and learning; • Metacognition: often defined as 'learning to learn' • Motivation: willingness to engage our metacognitive and cognitive skills. <p>Teachers to incorporate strategies into lessons</p> <p>Identify and deliver intervention to specific children</p> <p>Teacher's to use pupil voice to reflect and improve lesson design thus improving pupil engagement</p>	<p>SENCO</p> <p>SLT</p> <p>SLT</p>	<p>September 2020</p> <p>December 2020 February 2020</p>	<p>Inner Curriculum INSET £1900</p> <p>Non-contact time £4,500</p>	<p>100% teaching and learning observations, drop ins, SIP visits celebrate behaviour is good or better; 75-85% meet end of year expectations with 25-35% exceeding end of year expectation; 75-85% make good or better progress.</p>

3. Improve pupils metacognition	Training for teachers & TA's on metacognition and self-regulation approaches that aim to help pupils think about their own learning more explicitly Teachers to incorporate strategies into lessons Identify and deliver intervention to specific children teaching them specific strategies for planning, monitoring and evaluating their learning. Ensure pupils have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	SENCO SLT	September 2020 February 2020	Inner Curriculum INSET £1900 (already accounted for above) Non-contact time £7,000	100% teaching and learning observations, drop ins, SIP visits celebrate behaviour is good or better; 75-85% meet end of year expectations with 25-35% exceeding end of year expectation; 75-85% make good or better progress.
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PRIORITY 3: PERSONAL DEVELOPMENT: Promote exceptional personal development, leading to outstanding progress within each year group and across the curriculum.

Member of staff responsible: SENCO & Assistant Headteachers

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Provide emotional support so that the children are ready to learn.	Staff training for teachers & TA's on how to provide emotional support in their day to day teaching, as well as at unstructured times such as playtimes Provide a bank of resources for staff to easily access Identify and deliver intervention to small groups and one to one (by class team) Identify vulnerable children who would benefit from expert (HSLW, CAHMs etc) Increase the number of clubs to meet the needs of all children Promote and celebrate the use of extra curricular clubs Relaunch extended school club provision and increase the number of children benefiting from provision Utilise Forest School to support the emotionally vulnerable Staff training on the Inner Curriculum with a particular focus on the curriculum driver 'instilling empathy' Review and adapt planning Identify experts in the classroom and set up supportive triads across the school	HSLW & SENCO HSLW & SENCO HSLW & CAHMs SLT Head Head RS & HSLW Neil Hawkes SLT ELT	December 2019 January 2020 Each term July 2020 December 2020 June 202 January 2020	Staff training & non contact time £500 Time / incentive for staff £2,500 Forest School Teacher £6,000 INSET £1900 (already accounted for above) Non contact time £3,500	Parent and child questionnaire show 90% or more agree that the school goes beyond the expected, so that pupils have access to a wide, rich set of experiences; opportunities for pupils to develop their talents and interests are of exceptional quality (including the most disadvantaged pupils).
2. Promote collaborative learning	Staff training on how to use our curriculum drivers to steer the design and implementation of lessons Promote extra curricular activities that require collaborative learning Review school trips to ensure staff are exploiting opportunities for collaborative learning Explore, prepare, deliver and sustain mixed ability teaching Identify those children requiring targeted support to be able to collaborate in their learning Support to design and implement interventions	ELT Head ELT SENCO	January 2021 September 2020 December 2019 January 2020	Staff training & non contact time Time / incentive for staff Non contact time for team teaching £,500	Observations, SIP visits, HT report to governors celebrate that developing pupils' character is exemplary, rich experiences are planned coherently in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.