

## Worsthorne Primary: Pupil Premium Strategy 2017-18 (Financial Year)

Summary information				
<b>Financial Year</b>	2017 - 18	<b>Total Pupil Premium budget</b>	£26,760	<b>Dates for internal reviews of this strategy</b> December 2017 March 2018 July 2018
<b>Total number of pupils</b>	211	<b>No. pupils eligible for Pupil Premium</b>	18 (8.3%)	
Review 2016-17				
<b>Spending</b>				
	Learning Support in class		£ 12,000	
	Targeted intervention		£ 5,000	
	Curriculum enrichment visits		£ 800	
	Y6 Residential Visit		£ 1,080	
	Counselling		£ 3,800	
	Access to Breakfast/After School Club		£ 3,000	
<b>Impact</b>				
<ul style="list-style-type: none"> <li>• There are were 18 pupils across school who were eligible for the pupil premium grant. Due to the small numbers of pupils, caution is advised when interpreting overall percentages. In school, we monitor the achievement and progress of the pupils as individuals on a termly basis. This allows us to evaluate the impact of our pupil premium grant spending more effectively.</li> <li>• In 2016-7 the achievement gap between those pupils who are eligible for the pupil premium grant and those who are not narrowed in reading by 11.7%. In writing it reduced by 8.3% and in mathematics by 1.7%.</li> <li>• The percentage of pupils eligible for the pupil premium grant who achieved the national expectations across school continues to increase year on year, as demonstrated below:</li> </ul>				
	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	
<b>Autumn 2017</b>	66.7%	61.1%	50.0	
<b>Summer 2017</b>	55.5%	55.5%	50.0	
<b>Summer 2016</b>	43.8%	43.8%	43.8%	

## Strategy 2017-18

Barriers to future attainment for pupils eligible for Pupil Premium	Desired outcomes
<ul style="list-style-type: none"> <li>• Financial constraints preventing families from allowing pupils to take part in enriching activities outside of school.</li> <li>• Parental engagement in school life</li> <li>• Emotional wellbeing</li> <li>• Lack of a healthy lifestyle</li> <li>• Low academic baseline and slow progress in learning in the core subjects</li> <li>• Special Educational Needs</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Equal access to enrichment opportunities within and outside of school.</li> <li>• Increased engagement in school for some parents</li> <li>• Emotional stability</li> <li>• Increase pupil resilience and positivity</li> <li>• Healthier lifestyles and choices for targeted pupils</li> <li>• Increased progress in core subjects for pupils who are falling behind</li> <li>• Graduated response to SEN, which results in pupils achieving their full potential (<i>see IEPs</i>)</li> <li>• Reduction in authorised and unauthorised absences for targeted pupils.</li> </ul>

Planned expenditure						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
Equal access to enrichment opportunities within and outside school	Enrolment onto the Children's University programme	<ul style="list-style-type: none"> <li>• "Disadvantaged children who take part in after-school clubs during primary school have higher KS2 results than those who do not" NatCen: Can Out of School Activities Close the Education Gap? 2016.</li> <li>• Proven track-record of this programme in Sefton.</li> </ul>	<p>Assigning a designated staff lead from SLT.</p> <p>Retaining close links with CU Coordinator</p> <p>Keeping records of participation</p>	Sue Burrows	Termly – written report to be submitted to the Governors' Curriculum Committee	£1,500
<p>Progress: December 2017</p> <ul style="list-style-type: none"> <li>• All pupils have been enrolled onto Children's University and issued a passport.</li> <li>• Records of participation show that the majority of pupils have taken part in learning outside of school hours.</li> <li>• Seven of the pupils eligible for the pupil premium grant have used their passports outside of school.</li> </ul>						

Desired outcome	Chosen action / approach	• What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
Increase pupil resilience and positivity.	Continuation of half-termly themes for assemblies, classroom focus (including theme planning) and weekly awards.  Introduction of pupil 'Learning Power Leaders'.  EYFS Active learning project	<ul style="list-style-type: none"> <li>• The trend over time in our Baseline Assessment shows that pupils are less ready to start school, socially and emotionally.</li> <li>• The growing number of pupils requiring emotional support due to a lack of self-confidence and / resilience.</li> <li>• 'You can grow your own intelligence' Carol Dweck 2011</li> <li>• <i>Self-Theories</i> Carol Dweck 2000</li> <li>• <i>Outstanding Formative Assessment</i> Shirley Clarke 2014</li> <li>• Good progress was made during 2016-17, with improvements evident in behaviour for learning across school. Pupils have a developing awareness of the characteristics required to be positive learners, which can be built on during 2017-18.</li> </ul>	Continued whole school focus driven through the School Improvement Plan for 2017-18, monitored half-termly by SLT and termly by governors.  SLT / school adviser walkthroughs  Monitoring of Topic Plans  Pupil feedback from questionnaire, interview and School Council meetings.	Louise Young	School Council Sep 17  Pupil Interviews Dec 17  Half-termly review of Topic by SLT  Walkthrough Nov 2017  Pupil Questionnaire March 2018  Parent Questionnaire Nov 2017	£300 (class cover SLT)

Progress: December 2017

- The themes of 'Self-Confidence' and 'Perseverance' have been revisited in the Autumn Term.
- Assemblies have included use of Class Dojo Class Mindset animations, which the pupils have reported to be clear and easy to understand.
- The pupils who were interviewed demonstrated a good understanding of the themes and were able to give examples of when they or their classmates had demonstrated the characteristics being studied.
- Pupils demonstrated very good understanding of what it means to be 'in the learning pit'. They were all able to describe a time when their learning had been challenging and they had needed to persevere. This area appears to be better embedded than 'self-confidence', where pupils' responses suggested that although they knew the adults in school had belief in them, their own mindsets were still fixed on occasion. They were learning to use the mantra, 'I can't do it – YET', but were not fully committed to it – yet! This will need to remain an area of focus throughout the year.
- A walkthrough with the school adviser was used to evidence that classroom displays and adult feedback were effective in supporting the development of growth mindset in our pupils. Examples of good practice were gathered and shared within school and at the Senior Leadership forums led by the local authority.

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
Equal access to enrichment opportunities within and outside of school  Healthier lifestyles	Targeted clubs to include: <ul style="list-style-type: none"> <li>• Change 4 Life</li> <li>• Cooking</li> <li>• Gardening</li> </ul> Funding of clubs / visits / residentials for PPG pupils  Purchase of uniform, sports kit and educational	<ul style="list-style-type: none"> <li>• “Disadvantaged children who take part in after-school clubs during primary school have higher KS2 results than those who do not” NatCen: Can Out of School Activities Close the Education Gap? 2016.</li> </ul>	Log attendance at clubs, etc.  Pupil interviews to feedback on activities	Justine North	Termly report to SLT	Clubs £900  Visits £800  Y6 Askrigg £1,080  £500
Progress: December 2017 <ul style="list-style-type: none"> <li>• Change 4 Life Club took place in the Autumn Term and was attended by three targeted pupils, eligible for the pupil premium grant.</li> <li>• Three of the four pupils eligible for the pupil premium grant in Year Six attended the residential visit to Low Mill Outdoor Activity Centre. The fourth was unable to attend due to injury.</li> <li>• Twenty educational visits have been funded for pupils eligible for pupil premium during the Autumn Term.</li> <li>• Uniform and sports kit has been provided for two pupils.</li> </ul>						

Emotional Stability	Access to weekly counselling sessions with <i>Brighter Lives North West</i>	<ul style="list-style-type: none"> <li>• Counsellor has a proven track record of success supporting pupils and their families with a range of emotional difficulties.</li> <li>• 'Growing Up: Why mental health matters in schools' Place2Be 2014</li> </ul>	<p>Weekly meetings with counsellor to review progress</p> <p>Feedback from pupils</p> <p>Feedback from parents</p> <p>Behaviour logs</p>	Louise Young	Half-termly report to SLT	3/wk £5,700
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Progress: December 2017

- One pupil eligible for pupil premium grant received a programme of counselling during the Autumn Term.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
Increased progress in core subjects	<p>One-to-one tuition with qualified teacher</p> <p>On-to-one intervention with experienced teaching assistant.</p> <p>Small group intervention with experienced teaching assistant.</p> <p>Additional teaching assistant support in class</p>	<ul style="list-style-type: none"> <li>• 'Evaluation of the Making Good Progress Pilot' DCSF Research 2010</li> <li>• School's own evaluated provision maps</li> <li>• Parental feedback.</li> </ul>	<p>Half-termly tracking of pupils</p> <p>Evaluation of class provision maps.</p>	<p>KS Leads: Sue Burrows Justine North</p>	<p>Half termly reviews by KS leaders and feedback to SLT Meeting</p>	<p>Teacher 1 day/wk £7,200</p> <p>TA 30 hr/wk £13,450</p>

Progress: December 2017

- The percentage of pupils eligible for pupil premium who are on track to meet national expectations has increased in reading and writing during the Autumn Term. It has stayed the same in mathematics.
- On average, pupils who have taken part in intervention have made progress above the two steps expected through quality first teaching.

Reduction in authorised and unauthorised absence for targeted pupils	<p>First response protocols followed and logged</p> <p>Headteacher to follow up with telephone calls</p> <p>Contingency plan for getting child to school made with parent, e.g. 2 x staff to collect</p> <p>Involvement of Pupil Attendance Support Team.</p>	<ul style="list-style-type: none"> <li>• Learning is stalling for two pupils due to low attendance</li> <li>• Inability to get children to school is often sited as a reason for absence</li> </ul>	Monitoring of attendance	Joy Redman/ Louise Young	Termly attendance report to Full Governing Body.	Nil
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Progress: December 2017

- Overall there has been an increase of 0.8% this term in the average attendance for the pupils eligible for pupil premium.
- Six pupils were targeted for improved attendance in the academic year 2017-18. Of those six, four have improved their attendance this term. One has remained the same and one has got lower due an absence for ill health following a serious injury.