



Worsley Bridge Primary School Pupil Premium 2016-2017 Strategy

Number of pupils and pupil premium grant (PPG) received for the academic year 2016/17	
Total number of pupils on roll	390
Total number eligible for PPG	81
Amount received for the academic year 2016/17	£106,920
What re our key strategies to close the attainment and progress gaps for FSM and Pupil Premium Pupils at Worsley Bridge Primary School	
<ul style="list-style-type: none"> • Quality first teaching • A rich, exciting and engaging curriculum for all • Developing high aspirations for all • Pastoral care and support 	

Pupil Premium Statement 2016-2017				
Action	Detail	Lead	Impact Measure Data or Well Being/Attitude to learning	Financial Demand £0 - £1000= L £1000 - £5000 = M £5000+ =H
Improved classroom practice and provision of Quality First Teaching	<ul style="list-style-type: none"> • Staff training • planning intervention groups • differentiation • challenge • organisation and timetabling • observations of outstanding classroom practice in 	Inclusion Leader	Data – measured during pupil progress meetings	H

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	<ul style="list-style-type: none"> collaborative schools planning moderating books with collaborative schools effective feedback 			
Effective timetabling and deployment of Teaching Assistants to ensure impact of interventions	<ul style="list-style-type: none"> Weekly meetings between class teacher and all staff who work in the classroom Skills audit of skills Catch Up training for identified staff IT training Reorganisation of timetabling of TAs Half-termly TA meetings 	HT, DHT and Inclusion Leader	Pupil Premium children make expected or better than expected progress due to interventions	H
Assessment linked to new curriculum ensures that we are closing the gap for disadvantaged children.	<ul style="list-style-type: none"> Assessment calendar in line with new curriculum New tracking system established Clear assessment criteria linked to new curriculum 	SLT	Pupil Premium children make expected or better than expected progress due clear assessment and tracking procedures	L
Develop outdoor learning experiences through Forest School	<ul style="list-style-type: none"> Outdoor Learning Area projects per year group 100 experiences for the whole school Developing Forest Schools across EYFS 	HT and Forest Schools Coordinator	Attitude to learning Increase in attainment and achievement across reading and writing	M
Writing Intervention	<ul style="list-style-type: none"> Key Stage Two – targeted children 	HT and DHT	Data – measured at the start and end of the programme	L
Maths Intervention	<ul style="list-style-type: none"> Key Stage One – targeted children 	Maths Co-ordinator and Inclusion Leader	Data - measured at the start and end of the programme	L

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	<ul style="list-style-type: none"> Key Stage Two – targeted children 			
New Guided Reading books purchased	<ul style="list-style-type: none"> Key Stage Two – targeted children 	English Coordinator	Data - measured at the start and end of the programme	L
Nurture Room including Lunchtime Club	<ul style="list-style-type: none"> Key Stage Two – targeted children – ten week programme 	HT, Inclusion Leader and Mentors	Emotional Well-Being	M
Full Time family support worker	<ul style="list-style-type: none"> Target year groups – EYFS, Y2, Y5 and Y6 	HT and Inclusion Leader	Emotional Well-Being	H
Extended Range of After School and Before School Clubs	<ul style="list-style-type: none"> Provide extended enrichment opportunities to accelerate progress of PP children 	HT and Ext Schools Co-ordinator	Emotional Well-Being Attitude to Learning	M
Parent workshops	<ul style="list-style-type: none"> Year Group Early Years Family Support Worker workshops Maths Workshops Phonics and Reading Workshops Bring a Mum Bring a Dad 	HT and Family Support Worker	Attitude to Learning	L
Further Develop the curriculum	<ul style="list-style-type: none"> Teachers will be provided with time to develop the curriculum To purchase new resources to support the effective delivery of the curriculum and maximise pupil engagement and progress 	DHT	Attitude to Learning Emotional Well-Being	H
Additional teacher/teaching assistants in year six to run Pixl intervention programme	<ul style="list-style-type: none"> Classes will be placed into small ability groups to 	DHT	Data	H

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	enable targeted interventions to maximise progress			
Engaging Reading Resources – Bug Club	<ul style="list-style-type: none"> Developing our class reading areas to include quality and stimulating texts 	HT	Attitude to Learning	M
Assistance with payments for school visits	<ul style="list-style-type: none"> To support with payment for trips and residential visits for low income families 	HT/SENCo/Family Worker	Attitude to Learning Emotional Well-Being	M
Assistance with payments for Breakfast and ASC - pp	<ul style="list-style-type: none"> To provide support for payment to vulnerable/low income families 	HT/SENCo/Family Worker	Emotional Well-Being	M
Counselling	<ul style="list-style-type: none"> One day a week of specialist support for pupils with particular emotional needs 	Inclusion Leader	Attitude to Learning Emotional Well-Being Data	M
Training for staff on inclusion and supporting PP children	<ul style="list-style-type: none"> INSET 	HT/SENCo/Family Worker	Data	H