



WORSLEY BRIDGE

PRIMARY SCHOOL

Review of Pupil Premium Strategy 2016 -2017

Key Action	Summary of Impact
Improved classroom practice and provision of Quality First Teaching	Teachers work closely with members of the senior leadership to review pupil's progress. PP children are clearly identified on planning and provision is mapped and tracked by our Inclusion Manager. PP children make good progress
Effective timetabling and deployment of Teaching Assistants to ensure impact of interventions	All year groups have Teaching Assistants allocated to their year group. Interventions are well managed by the class teachers and supported/guided by the Inclusion Manager. Timetables have been designed to maximise the opportunities for small group intervention time.
Assessment linked to new curriculum ensures that we are closing the gap for disadvantaged children.	Class teachers have worked with members of the Leadership team to review and refine assessment procedures. Half termly tracking and ongoing assessments regularly inform planning and enable teachers to plan interventions to bridge gaps in knowledge. Progress measures for PP children are very good in all areas.
Develop outdoor learning experiences through Forest School	Forest School is provided for all year groups. Children are showing greater success at working within a team. Confidence levels and resilience is high.
Writing/Maths Intervention	Interventions were run throughout school in small groups. Some intervention groups operated before and after school. We also ran a very successful Easter School. School progress measures at the end of KS2 are in line with National averages.
New Guided Reading books purchased	New reading books were purchased and added to the existing stock providing teachers with a much great choice for planning sessions. In addition were able to top up on the books that go home for reading. Children are able to change their books more regularly and are being exposed to a greater variety of texts. Children tell us that they enjoy reading.
Nurture Room including Lunchtime Club	We have created a room that we call the Rainbow Room. Children can access this room at lunchtime to enjoy 'indoor' activities such as Lego, board games, K'nex, reading and colouring. Additional staff have been employed to supervise this room and our most vulnerable pupils can have instant access to this room whenever they need it. Low level behaviour incidents have begun to reduce and children say they enjoy having even more choice at lunch time.
Full Time family support worker	Examples of how our Family Worker supports our families include: applications to secondary school, ensuring that families have completed applications for sibling places to join our school, sign posting new families to provision in the local area, monitoring attendance and punctuality or working with families to improve attendance, working on the school's safe guarding team and identifying children who would benefit from a summer break with the Summer's Trust. Attendance at school remains good and is in line with national targets.
Extended Range of After School and Before School Clubs	Over the course of the year we have extended the range of clubs so that there is something running for pupils in all year groups over the course of the week. Homework club provides children with support that they may not be able to access at home. Free places are given to PP children and have been used to reward improvements in



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	attendance. Additional staff have allocated to breakfast club in order to offer more spaces for affordable before school care. From September St George's After School Club will be operating from Worsley Bridge, providing care until 6pm. School have funded places at both clubs for to support families in need. The school now has a PE co-ordinator who will track attendance at clubs to ensure all PP children have the opportunity to attend.
Parent workshops	A number of parent workshops have taken place over the school year to provide guidance and support on how parents can help their children to learn at home. Attendance at events has risen and parent feedback has been very positive. Next year we will repeat many of the events as well as offer a range of new ones in response to parent feedback.
Further develop the curriculum	The teaching staff have undertaken a full review of the school's curriculum to develop a more cross-curricular and thematic approach. The children have responded well to the changes are more engaged in their learning. We have developed a science lab and all children are taught science by our designated science teacher. Music provision has increased to include singing and percussion in EYFS/KS1 and drumming has been introduced in Upper KS2. Recorders will be introduced from September for lower KS2 children.
Additional teacher/teaching assistants in year six to run Pixl intervention programme	Additional support was provided in year 6. Classes were split into smaller groups for maths, reading and writing on a daily basis throughout the spring and summer term. Progress made by the children was excellent as a result of the bespoke teaching programmes offered to each group.
Engaging Reading Resources – Bug Club	Bug club was launched and all children received a log in. Staff have been trained in the use of Bug Club. iPads have been purchased so that we can ensure that any pupils not able to access the books at home have the opportunity at school and that the use of Bug Club can be maximised in guided reading sessions. The profile of reading is much higher throughout the school and some of our most reluctant readers are engaging more in reading.
Assistance with payments for school visits	Additional staff attend school visits so that we can use public transport whenever possible to keep the cost of visits to a minimum. All year groups trips went ahead as planned and school supported families with payment where needed.
Assistance with payments for Breakfast and After School Club	See comments above for clubs
Counselling	The school employs a counsellor to support children and families in need. Usually sessions take place weekly. Children benefit greatly from this and find it easier to engage and focus on their learner as a result of their sessions. In the summer term we bought in an additional day's support in order to meet the needs of our children and families.
Training for staff on inclusion and supporting PP children	Staff have received training and the school holds termly pupil progress reviews with the Inclusion Manager to track progress. Next year 2 members of staff will become 'Pupil Premium' Champions to continue to support and guide colleagues even further.

Progress of PP children

Subject		EYFS (4)	Y1 (15)	Y2 (12)	Y3 (22)	Y4 (14)	Y5 (23)	Y6 (14)
Reading	Good+	100%	87%	92%	82%	85%	96%	93%
	Accelerated	0%	7%	8%	23%	21%	35%	43%
Writing	Good+	75%	86%	92%	96%	92%	100%	100%
	Accelerated	50%	13%	8%	41%	21%	9%	29%
Maths	Good+	100%	86%	100%	100%	92%	100%	93%
	Accelerated	25%	13%	42%	9%	21%	22%	29%

Attainment

Reception				<p>PP exceeded NPP in reading at Expected level.</p> <p>There are substantially more PP at Working Towards than NPP in Writing.</p> <p>In Maths the levels are similar between PP and NPP.</p>
PP (4)	Reading	Writing	Maths	
Working towards	25	50	25	
Expected	75	50	75	
Greater Depth	0	0	0	
Non PP	Reading	Writing	Maths	
Working towards	18	18	16	
Expected	68	80	80	
Greater Depth	14	2	4	

Year 1				<p>At expected level PP and NPP are at similar levels.</p> <p>More NPP are working at greater depth.</p> <p>More PP are Working Towards in all subjects.</p>
PP (15)	Reading	Writing	Maths	
Working towards	40	54	32	
Expected	46	40	54	
Greater Depth	14	7	14	
Non PP	Reading	Writing	Maths	
Working towards	12	22	20	
Expected	47	51	45	
Greater Depth	41	27	35	

Year 2			
PP (12)	Reading	Writing	Maths
Working towards	42	50	34
Expected	58	42	58
Greater Depth		8	8
Non PP	Reading	Writing	Maths
Working towards	16	16	16
Expected	53	64	64
Greater Depth	31	20	20

PP exceeded NPP at Expected level in Reading.

The gap was largest in Writing.

NPP exceeded PP in all areas at Greater Depth.

Year 3			
PP (22)	Reading	Writing	Maths
Working towards	23	32	23
Expected	59	50	59
Greater Depth	18	18	18
Non PP	Reading	Writing	Maths
Working towards	16	19	19
Expected	49	59	53
Greater Depth	32	22	27

PP exceeded NPP at Expected level in Reading and Maths.

The gap was largest in Writing.

The smallest attainment gap between PP and NPP was in Maths.

Year 4			
PP (13)	Reading	Writing	Maths
Working towards	15	31	38
Expected	62	62	38
Greater Depth	23	7	24
Non PP	Reading	Writing	Maths
Working towards	9	17	5
Expected	48	52	43
Greater Depth	43	31	52

The gap is greatest between PP and NPP in Maths.

More PP than NPP achieve Expected in Reading and Writing.

Fewer PP achieve Greater Depth in all subjects.

Year 5			
PP (23)	Reading	Writing	Maths
Working towards	26	22	26
Expected	57	65	52
Greater Depth	17	13	22
Non PP	Reading	Writing	Maths
Working towards	21	13	13
Expected	45	66	55
Greater Depth	34	21	32

Attainment is close to or has exceeded NPP at Expected level in all subjects.

There are more PP working towards in Maths and Writing.

Non PP exceeds PP at Greater Depth in all subjects.

Year 6			
PP (14)	Reading	Writing	Maths
Working towards	43	29	43
Expected	57	64	50
Greater Depth	0	7	7
Non PP	Reading	Writing	Maths
Working towards	21	18	21
Expected	58	58	46
Greater Depth	21	24	33

Attainment is close to or has exceeded NPP at expected level in all subjects.

There are more PP at Working Towards in Maths and Writing.

Non PP exceeds PP at Greater Depth in all subjects.