



# WORSLEY BRIDGE

PRIMARY SCHOOL

## Pupil Premium Strategy Statement

2018-19

| Number on roll: 368  | Number of PP children: 115 | Total PP Budget: £151,800  |
|--|----------------------------|----------------------------|
| <b>Current Attainment</b>                                    |                            |                            |
| Unvalidated data for 2018                                    | Pupils eligible for PP     | Pupils not eligible for PP |
| % achieving expected standard and above in reading           | 81                         | 89                         |
| % achieving expected standard and above in writing           | 75                         | 86                         |
| % achieving expected standard and above in maths             | 75                         | 93                         |
| % achieving expected and above in reading, writing and maths | 66%                        | 70%                        |

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**Strategy for Curriculum and Learning**

| Challenges  | Action/approach  | Estimated Spend   | Expected Impact  | Review  |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>Lower starting points</li> <li>Joining the school mid-year</li> <li>Speech and language delays</li> <li>Access to resources/support for home learning</li> <li>Limited opportunities to read</li> <li>Gaps in subject knowledge</li> <li>Attendance/punctuality or both</li> </ul> | <ul style="list-style-type: none"> <li>Small group sessions with class teachers/TA</li> <li>1:1 interventions/clinics/after school</li> <li>Places at Easter school</li> <li>Access to Homework club</li> <li>Regular access to online learning platform such as Bug Club, Racing to English and my maths</li> <li>Education Psychologist assessments</li> <li>Speech and language therapy</li> <li>EAL provision</li> <li>Additional TA time to reduce class group sizes</li> <li>PiXL interventions</li> <li>Access to learning mentor</li> <li>Continue to add high quality texts/reading books to all reading areas and top up guided reading texts to meet particular pupil interests e.g boys</li> </ul> | <p>£50,000</p> <p>£15,000</p> <p>£5000</p> <p>£1500</p> <p>£1000</p><br><p>£1500</p> <p>£12000</p> <p>£500</p><br><p>£12,000</p> <p>£2500</p><br><p>£3500</p> | <ul style="list-style-type: none"> <li>For PP children make at least good progress from their starting points at the beginning of each year</li> <li>For PP children to achieve the expected standard at the end of the year</li> <li>For an increased number of PP children to achieve greater depth at the end of the year</li> <li>For PP children to make good progress between one key stage and another</li> <li>For all PP children to pass the phonics test</li> </ul> | <p>10% of PP children achieved higher standard in reading, writing and maths</p> <p>70% of PP children passed their phonics</p> |

**Strategy for Behaviour and Well Being**

| Challenges   | Action/approach  | Estimated Spend   | Expected Impact  | Review   |
|--|--|---|--|--|
| <ul style="list-style-type: none"> <li>Punctuality/attendance</li> <li>Unsettled home life</li> <li>Attachment disorder</li> <li>Behaviour difficulties</li> <li>Low self esteem</li> <li>Difficulties managing feelings and emotions</li> </ul> | <ul style="list-style-type: none"> <li>Designated PP teachers to over see the provision and impact offered to PP children</li> <li>Pastoral support from Learning mentor/social skills groups</li> <li>Access to Rainbow Room at lunch time</li> <li>Guidance/support from Family worker</li> <li>Inclusion Manager intervention</li> <li>Monitoring of attendance by Education Welfare Officer</li> <li>Listening Ears to support the most vulnerable at lunchtimes</li> <li>Attendance/punctuality awards</li> <li>Personalised learning awards</li> </ul> | <p>£2000</p> <p>£5000</p> <p>£1500</p> <p>£6000</p> <p>£3000</p> <p>£2000</p><br><p>£1500</p><br><p>£100</p> <p>£1500</p> | <ul style="list-style-type: none"> <li>Progress and attainment measures are in line with non PP children</li> <li>Reduced incidents of low level behaviour in class and on the play ground</li> <li>Friendships are well managed and sustained without adult intervention</li> <li>Pupil engagement in lessons good</li> </ul> | <p>Reduction in yellow cards for PP children. OPAL project should further support outdoor playtimes. Very positive impact from family worker support groups.</p> |



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**Strategy for Enrichment**

| Challenges  | Action/approach  | Estimated Spend  | Expected Impact   | Review  |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>Financial restraints</li> <li>Inability to attend clubs because organisational constraints</li> <li>Anxiety over requirements e.g. kit, travelling to a venue other than school</li> <li>Limited time/space to rehearse/practice e.g. dance, instrument</li> </ul> | <ul style="list-style-type: none"> <li>Sailing course at Ahoy Sailing Centre Deptford</li> <li>Funded place on school journey</li> <li>Summers Trust holiday nomination</li> <li>Subsidised/free place on school trips</li> <li>Film Making classes</li> <li>Free places at an after school club</li> <li>Designated place at lunch time clubs</li> <li>Subsidised/free admission to PTFA events</li> <li>Funded places at after school clubs for all PP children</li> </ul> | <p>£500</p> <p>£1250</p> <p>£1000</p> <p>£9000</p> <p>£5000</p> <p>£600</p> <p>£3500</p> | <ul style="list-style-type: none"> <li>Progress and attainment measures are in line with non PP children</li> <li>Improved self esteem and confidence levels</li> <li>Children participate fully in all aspects of school life</li> <li>Pupils have the confidence to represent the school at team events e.g. maths challenge, football, hockey</li> </ul> | <p>Increased attendance of PP children in clubs. Increased participation in sporting events by PP pupils. School sporting kit is kept in school for sporting events. Parents are very positive about free trip places and forms are returned more promptly. Increased participation for PP children on PTFA events.</p> |

**Strategy for Families and Communities**

| Challenges  | Action/approach   | Estimated Spend           | Expected Impact   | Review   |
|---|---|---------------------------|---|--|
| <ul style="list-style-type: none"> <li>Financial restraints</li> <li>Parental engagement and attendance at curriculum events</li> <li>Punctuality/attendance</li> </ul> | <ul style="list-style-type: none"> <li>Support with providing uniform/PE kit/home learning</li> <li>Actively inviting parents to curriculum events/providing child care so it is easier for families to attend</li> <li>EAL support for parents</li> <li>Access to support to complete paper work for school transfers, job applications etc</li> <li>Places at before and after school clubs</li> <li>Personalised strategies for improving and rewarding good attendance</li> </ul> | <p>£1500</p> <p>£2500</p> | <ul style="list-style-type: none"> <li>Progress and attainment measures are in line with non PP children</li> <li>Attendance 96% or above</li> <li>Parental attendance at curriculum events</li> <li>Improved parental relationships</li> </ul> | <p>Creche provided at all parents evening-attendance increased. Parents regularly supported with paper work/form filling via the Family Support Worker EWO/Family Support Worker have worked directly with families re attendance and we have seen significant improvements. Children have been rewarded with vouchers for school accessories. PP children achieved 93% attendance</p> |