



WORSLEY BRIDGE

PRIMARY SCHOOL

Pupil Premium Strategy Statement

2019-20

Number on roll: 394	Number of PP children: 107	Total PP Budget: £145,000
Current Attainment		
Un-validated data for 2019	Pupils eligible for Pupil Premium	Pupils not eligible for PP
EYFS	13%	87%
% achieving expected standard and above in GLD	63%	87%
Year 1 Phonics	21%	79%
% achieving the expected standard	70%	89%
KS1	31%	69%
% achieving expected standard and above in reading	82%	88%
% achieving expected standard and above in writing	82%	86%
% achieving expected standard and above in maths	82%	83%
KS2	49%	51%
% achieving expected standard and above in reading	63%	95%
% achieving expected standard and above in writing	74%	95%
% achieving expected standard and above in maths	79%	100%
% achieving expected and above in reading, writing and maths	58%	95%

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Strategy for Curriculum and Learning

Challenges	Action/approach	Estimated Spend	Expected Impact	Review
<ul style="list-style-type: none"> Lower starting points Joining the school mid-year Speech and language delays Access to resources/support for home learning Limited opportunities to read Gaps in subject knowledge Attendance/punctuality or both 	<ul style="list-style-type: none"> Small group sessions with class teachers/TA 1:1 interventions/clinics/after school Places at Easter school Access to directed support in Homework club Regular access to online learning platform such as Serial Mash, Racing to English and My Maths Education Psychologist assessments Speech and language therapy EAL provision Additional TA time to reduce class group sizes PiXL interventions Access to learning mentor 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 Breakfast club booster sessions Work with English Lead / Deputy to unpick barriers to attainment in reading and writing. 	<p>£50,000</p> <p>£15,000</p> <p>£5000</p> <p>£1500</p> <p>£1000</p> <p>£1500</p> <p>£12000</p> <p>£500</p> <p>£12,000</p> <p>£2500</p> <p>£3500</p>	<ul style="list-style-type: none"> For PP children make at least good progress from their starting points at the beginning of each year For PP children to achieve the expected standard at the end of the year For an increased number of PP children to achieve greater depth at the end of the year For PP children to make good progress between one key stage and another For all PP children to pass the phonics test Very targeted support 	<p>Before COVID, small groups, 1:1 intervention, directed support in homework club and additional TA time benefitted children's learning and had a noticeable effect on achievement. However, due to lockdown, end of year assessments were not taken.</p>

Strategy for Behaviour and Well Being

Challenges	Action/approach	Estimated Spend	Expected Impact	Review
<ul style="list-style-type: none"> Punctuality/attendance Unsettled home life Attachment disorder Behaviour difficulties Low self esteem Difficulties managing feelings and emotions 	<ul style="list-style-type: none"> Designated PP teachers to over see the provision and impact offered to PP children Deputy head to monitor attendance. Pastoral support from Learning mentor/social skills groups Access to Rainbow Room at lunch time Inclusion Manager intervention Monitoring of attendance by Education Welfare Officer Listening Ears to support the most vulnerable at lunchtimes Attendance/punctuality awards 	<p>£2000</p> <p>£5000</p> <p>£1500</p> <p>£3000</p> <p>£2000</p> <p>£1500</p> <p>£100</p> <p>£1500</p>	<ul style="list-style-type: none"> Progress and attainment measures are in line with non PP children Reduced incidents of low level behaviour in class and on the play ground Friendships are well managed and sustained without adult intervention Pupil engagement in lessons good 	<p>During lockdown pp/vulnerable children were phoned every week by a member of SLT and their class teacher. Extremely vulnerable children were invited into the hub school and provided with a range of stimulating/engaging activities.</p>

	<ul style="list-style-type: none"> Personalised learning awards Support from the counsellor for most vulnerable. OPAL project to encourage self-esteem, problem solving skills and promote improved peer relationships. 			<p>Deputy and EWO monitored the attendance closely before lockdown.</p> <p>OPAL project was successfully launched. It significantly improved behaviour at lunchtimes and there were considerably less injuries.</p>
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Challenges	Action/approach	Estimated Spend	Expected Impact	Review
<ul style="list-style-type: none"> Financial restraints Inability to attend clubs because organisational constraints Anxiety over requirements e.g. kit, travelling to a venue other than school Limited time/space to rehearse/practice e.g. dance, instrument 	<ul style="list-style-type: none"> Funded place on school journey Summers Trust holiday nomination Subsidised/free place on school trips Film Making classes Free places at an after school club Designated place at lunch time clubs Subsidised/free admission to PTFA events Funded places at after school clubs for all PP children 	<p>£1250</p> <p>£1000</p> <p>£9000</p> <p>£5000</p> <p>£600</p> <p>£3500</p>	<ul style="list-style-type: none"> Progress and attainment measures are in line with non PP children Improved self esteem and confidence levels Children participate fully in all aspects of school life Pupils have the confidence to represent the school at team events e.g. maths challenge, football, hockey 	<p>Children experienced school journey, school trips, clubs and film making classes before lockdown. Their confidence, listening and team building skills improved due to taking part in the various activities.</p>
Strategy for Families and Communities				
Challenges	Action/approach	Estimated Spend	Expected Impact	Review

