



Pupil Premium Grant

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible to receive free school meals (FSM) and their peers by ensuring that funding reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated for pupils who have been registered for free school meals at any point in the last six years (known as "Ever 6 FSM"), children who have been looked after and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. From September 2012, schools have been required to publish online information about how they have used the Pupil Premium Grant.

This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Pupil Premium Grant.

The following information details:

- the amount of the school's allocation from the Pupil Premium Grant in respect of the current academic year (2019-20) and details of how it is intended that the allocation will be spent
- the effect of this expenditure on the attainment of those pupils at the school.

We review our PPG strategy each term after assessments have taken place.

Financial Year	Funding allocated	Total Amount of Pupil Premium Funding
2019-2020	£1,320 per pupil and £2,300 per post LAC child	£66,000



Academic year 2018/19 End of Key Stage 2 (Year 6)

Disadvantaged pupils (13) – Comparison of expected+ with National Average for all pupils

Subjects KS2	School June 2019 Disadvantaged children	National 2019 All pupils	Difference
Reading Expected+	92%	77%	+15%
Reading Greater Depth	54%	27%	+57%
Writing Expected +	77%	78%	-1%
Writing Greater Depth	8%	20%	-12%
Mathematics Exp+	92%	79%	+13%
Mathematics Greater Depth	31%	27%	+4%
Reading, Writing, Mathematics combined Exp+	77%	65%	+12%
Reading, Writing, Mathematics combined Greater depth	8%	10%	-2%
GPS Expected+	92%	78%	+14%
GPS Greater Depth	38%	36%	+2%
Science (teacher assessment)	92%	83%	+9%

From the [Worple Primary School – School Profile \(KS2\)](#) we can see that disadvantaged pupils at Worple Primary attain above national benchmarks in all areas except writing. This is most evident at greater depth where **8%** of disadvantaged Worple pupils attain the higher standard compared to **20%** of all pupils nationally.

From the school profile we can also see that this group makes well above average progress in reading (+4.5) and above average progress in maths (+2.0). However this level of progress is not the same for writing where pupils make just below average progress (-1.9).



Academic year 2018/2019 End of Key Stage 1 (Year 2)

Disadvantaged pupils (7) – Comparison of expected+ with National Average for all pupils

Subjects KS1	School June 2019 Disadvantaged children	National 2019 All pupils	Difference
Reading Expected+	86%	75%	+11%
Reading Greater Depth	29%	26%	+3%
Writing Expected +	57%	69%	-12%
Writing Greater Depth	14%	15%	-1%
Mathematics Expected +	86%	76%	+10%
Mathematics Greater Depth	29%	22%	+7%
Reading, Writing, Mathematics combined Exp+	57%	65%	-8%
Reading, Writing, Mathematics combined Greater depth	14%	11%	+3%
Science	86%		

From the [Worple Primary School – School Profile \(KS1\)](#)

At the end of Key Stage 1 the % of disadvantaged pupils at Worple Primary attaining at the expected level or above exceeds that of national benchmarks in Maths and Reading.

Whereas the cohort as a whole attain above national expectations for writing at 73% we can see from the school profile that this is not reflected in the attainment of disadvantaged Worple pupils. **57%** of disadvantaged Worple pupils achieve the expected standard or higher in writing compared to **69%** of all pupils nationally. The picture is slightly better for those working at greater depth as disadvantaged Worple pupils are broadly in line with their peers nationally with **14%** disadvantaged Worple Pupils achieving the higher standard compared to **15%** nationally.



Academic year 2018/2019 Year 1 Phonics screening

Disadvantaged pupils (?) – Comparison of expected+ with National Average for all pupils

Year 1 Phonics screening	School June 2018/19 Disadvantaged children	National 2018/19 Other pupils	Difference
Phonics	33%	82%	-49%

Each child in this cohort represent 33%

Academic year 2018/19 End of EYFS (Reception)

For the academic year 2018-19 there were no identified disadvantaged pupils in Reception. This may be due to the free school meals policy that allows all pupils in Early Years a free school lunch. However as a school we need to plan how we will identify children who may be entitled to Pupil Premium and support parents in completing the required on-line paperwork.

Action points

For the academic year 2019-20 the focus will be on

- identify children entitled to pupil premium across the school with a particular focus on EYFS and KS1
- support parents in the completion of on-line applications
- continue to challenge the more able children in all areas of the curriculum
- support disadvantaged pupils writing in KS1 so that they attain in line with reading and maths
- support disadvantaged pupils writing in KS2 so that they make progress in line with reading and mathematics
- ensuring that children not achieving age related expectations at the end of the previous year are given the provision to catch up
- providing emotional support and learning mentoring for children at risk of becoming disaffected with school
- engaging with the whole family to provide practical, social, academic and emotional support where required



Planned interventions and support

Intervention	Need addressed	Impact of provision	Cost
Teaching assistant in all classes for the morning in key stages 1 and 2 to provide targeted support (20% of costs)	Children with low attainment or making less than expected progress are supported to ensure that they make at least typical progress in reading, writing and maths. Also so they can have the essential skills to pass the phonics check		£58100
EYP working in Y1 two afternoons a week to support outside learning with children who did not achieve the GLD	All PPG children who did not achieve the GLD are supported to achieve the skills that are necessary to work in key stage 1		£3100
EYP daily in Reception to support phonics teaching.	All PPG children are supported to ensure that they make at least typical progress in in PSE skills and early learning skills.		£1500
Deployment of an additional learning mentor and emotional support learning assistant (ELSA)	Support given to children who need extra emotional support or who are becoming disengaged with their learning in KS2		£10000
FSM School dinners for 40* children throughout the school year.	Meals paid for FSM children		£9200
Other provision e.g. uniform, places on school trips	Extra support provided to individual families as required		£5000



Breakfast club	Breakfast club to run 4 times a week. Specific PP children to be invited based on a variety of things such as engagement in class, attendance and punctuality		£5000
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Future action steps

- Continue to identify children in Nursery and provide support according to need.
- Continue to identify disadvantaged children in Reception and Key Stage 1
- To increase the number of disadvantaged children achieving the ELG in Reception.
- To increase the number of disadvantaged children working at national expectations in all year groups.

* There are currently 40 identified disadvantaged pupils in Y3-6.