

## Werneth Primary School pupil premium strategy statement

Summary information					
<b>School</b>	Werneth Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£129,360	<b>Date of most recent PP Review</b>	Nov 2019
<b>Total number of pupils</b>	452	<b>Number of pupils eligible for PP</b>	97	<b>Date for next review of this strategy</b>	July 2020

Current attainment			
	<i>Pupils eligible for PP (Werneth Primary School, Oldham)</i>	<i>Pupils eligible for PP (Werneth Primary School, Oldham)</i>	<i>Pupils not eligible for PP (Werneth Primary School, Oldham)</i>
<b>% achieving in reading, writing and maths</b>	<b>KS2 Attainment 2018</b> KS2 Reading 44% KS2 Writing 52% KS2 Maths 59% KS2 R,W,M 37% <b>KS2 Progress Scores</b> Reading -0.64 Writing -0.66 Maths 2.54	<b>KS2 Attainment 2019</b> KS2 Reading 46% KS2 Writing 54% KS2 Maths 63% KS2 R,W,M 38% <b>KS2 Progress Scores</b> Reading 0.33 Writing 1.11 Maths 1.10	<b>KS2 Attainment 2019</b> KS2 Reading 68% KS2 Writing 80% KS2 Maths 77% KS2 R,W,M 57% <b>KS2 Progress Scores (all pupils)</b> Reading 0.32 Writing 1.02 Maths 0.15

### Barriers to future attainment (for pupils eligible for PP, including high ability)

81% of PP pupils have English as an additional language (correct as January 2020).

- The proportion of EAL pupils at Werneth Primary School is significantly higher than the Oldham Primary School average: 81% compared to 35.7% (Oldham data pack 2019)
- This means that the majority of PP pupils face multiple deprivation factors, which can contribute to a vocabulary gap and a lack of experience of English language on entry and a lack of experience of how to manipulate words for effect.

Low levels of oral English language skills of learners –

- EYFS baseline assessments showed 83% of children were assessed to be 'Well Below' on entry to Nursery for speaking (<22-36D)
- Speech, language and communication needs (SLCN) are the most prevalent SEND across all key stages.
- Parents' English language skills - indicators of acute deprivation in the Werneth area include adults without qualifications, high unemployment and high levels of social disadvantage (Source: Oldham ward profile data for Werneth Ward)

Werneth Primary School Academy is located in the Werneth ward of Oldham; in the top 3% of the most deprived wards in England. The school postcode has an IDACI decile of 3, despite the proportion of pupils being eligible for Free School Meals being below the Oldham Primary School averages (Oldham data pack, 2018).  
 The Income Deprivation Affecting Children Index (IDACI) shows that 28.1 of our pupils live in the 10% most income deprived LSOAs (Oldham data pack, 2018)  
 Most children have limited experience of and/or limited ability to articulate their understanding of the world around them: 11% of pupils entered Reception at the age related expectation in Autumn 2019, with 21% of Reception 2019-20 pupils at the age related expectation for their knowledge of the world in Autumn 2019.  
 The vast majority of the Werneth Primary School children do not access sporting and/or cultural (theatre, dance, music) opportunities outside of school provision.

**Desired outcomes**

Desired outcomes and how they will be measured	Success criteria
Improve outcomes for PP pupils' in Reading	PP pupils' attainment at the end of KS1 and the end of KS2 is in-line with that of non-PP pupils. Progress score for PP pupils at the end of KS2 is at least 1.00 (0.33 in 2019). PP pupils' attainment in the phonics screening check is at least 65% and in-line with attainment of non-PP pupils. In school data shows that PP pupils' attainment in reading is broadly in-line with that of non-PP pupils in all year groups. PP pupils' progress is above the 'expected' rate from Y1-Y6
Develop pupils' language skills	The development of pupils' language skills is evidenced through: <ul style="list-style-type: none"> <li>• An increase in the % of pupils achieving ELG for Speaking</li> <li>• Speaking progress- almost all pupils making more than expected progress across EYFS (N-R) or Reception (for those children who did not attend Werneth Primary School Nursery)</li> <li>• Improvements in pupil comprehension skills, as evidenced through NTS (standardised) reading tests.</li> </ul>
Improve outcomes for PP pupils' in Writing	PP pupils' attainment at the end of KS1 and the end of KS2 is in-line with that of non-PP pupils. Progress score for PP pupils at the end of KS2 is at least 1.00 (1.11 in 2019). In school data shows that PP pupils' attainment in writing is broadly in-line with that of non-PP pupils in all year groups. PP pupils' progress is above the 'expected' rate from Y1-Y6
Improve outcomes for PP pupils' in Maths	PP pupils' attainment at the end of KS1 and the end of KS2 is in-line with that of non-PP pupils. Progress score for PP pupils at the end of KS2 is at least 1.50 (1.10 in 2019). PP pupils' attainment in the phonics screening check is at least 65% and in-line with attainment of non-PP pupils. In school data shows that PP pupils' attainment in reading is broadly in-line with that of non-PP pupils in all year groups. PP pupils' progress is above the 'expected' rate from Y1-Y6
PP pupils receive pastoral support to enable them to access their learning more effectively	All PP pupils with SEMH needs receive motional assessments and bespoke intervention to develop their SEMH needs. All PP pupils with attendance below 93% receive monitoring and support through school monitoring processes.
Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Werneth Primary School.	All PP pupils have access to at least one extra-curricular sports activity throughout the year. All PP pupils receive high quality art teaching from the specialist art teacher (working alongside school staff). PP pupils' attainment in art and music is in line with that of non-PP pupils throughout school. All Year 1-Year 6 PP pupils have access to a range of enrichment experiences and opportunities through school trips, visitors to school and enrichment activities.

Planned expenditure- 2019/20- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.																																														
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation																																									
Improve outcomes for PP pupils' in Reading	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</b></p> <p>-Summer 2019- Work with Harmony Trust SLE to write WPS approach to Reading policy and guidance (English and KS1 Leads)</p> <p>-English lead to develop whole class shared reading resources, in line with WPS approach</p> <p>-PDM re: WPS approach to reading (delivered by English and KS1 leads)</p> <p>-PDM re: the development of pupil responses to question domains in KS2 and KS1 approach to Reading</p> <p>-KS1 and English Leads to develop documentation for school website re: WPS approach to teaching Reading.</p> <p>-Audit and purchase resources to support Reading (Books linked to Phonics phases, quality texts for shared/guided sessions</p> <p>-CPD for Phonics leaders and to develop the delivery of Phonics</p> <ul style="list-style-type: none"> <li>Engagement with HTTSA Phonics leadership programme (DD)</li> <li>Targeted TAs access Phonics training.</li> <li>Bespoke Letters and Sounds training for all relevant staff-provided by HTTSA</li> </ul> <p>-Planning support &amp; CPD for NQTs/RQTs to use assessment for learning strategies to maximise pupil progress</p>	<p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</p> <p>These include: prediction;questioning; clarifying; summarising; inference; and activating prior knowledge.</p> <p>The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p> <p><b>Education Endowment Foundation (2017) <i>Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</i></b></p> <p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</p> <p>These studies show that explicit and systematic teaching of the manipulation of phonemes (the smallest unit of sound in a language) and phonemic awareness (the ability to identify phonemes in written words) is crucial and should be continued until</p>	<p>Full programme of monitoring of teaching and learning throughout 2019-20, including:</p> <p>Lesson observations/learning walks and follow up support by English Lead (2x per year)</p> <p>Book and pupil work monitoring (x3)</p> <p>Pupil voice</p> <p>Target setting meeting - Aut '19</p> <p>3x assessment points</p> <p>Moderation of teacher assessments</p> <p>-Reading moderation to support staff to have accurate judgements, using the new assessment system (INSIGHT-from Aut '19)</p> <p>3x Pupil progress meetings with core SLT and SENDCo (per year group)</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p>	<p>Principal</p> <p>English lead</p> <p>KS1/Phonics lead</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>	<p>PP pupils' reading attainment</p> <table border="1"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020 In year*</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Y2</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>Y3</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>Y5</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>Y6</td> <td>56%</td> <td>61%</td> </tr> <tr> <td>All PP</td> <td>43%</td> <td>43%</td> </tr> </tbody> </table> <p>*December, 2019</p> <p>Documentation for School website updated by end Spring, 2 2020- completed Summer '20</p> <p>Phonics attainment (Y1)</p> <table border="1"> <thead> <tr> <th></th> <th>Pass</th> </tr> </thead> <tbody> <tr> <td>End 2018</td> <td>73%</td> </tr> <tr> <td>End 2019</td> <td>44%</td> </tr> <tr> <td>Currently* on track (32 or &gt;)</td> <td>**</td> </tr> </tbody> </table> <p>End of KS1 and KS2 data</p> <table border="1"> <thead> <tr> <th></th> <th>2018 - 19 PP at Exp+</th> <th>2019-20 PP on track</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>43%</td> <td>29% **</td> </tr> <tr> <td>KS2</td> <td>46%</td> <td>61% **</td> </tr> </tbody> </table> <p>**Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to Improve Outcomes for PPG eligible children in Reading</p>		2018-2019	2019-2020 In year*	Y1	25%	25%	Y2	31%	31%	Y3	43%	29%	Y4	60%	67%	Y5	41%	46%	Y6	56%	61%	All PP	43%	43%		Pass	End 2018	73%	End 2019	44%	Currently* on track (32 or >)	**		2018 - 19 PP at Exp+	2019-20 PP on track	KS1	43%	29% **	KS2	46%	61% **
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	<p><b>Delivery of impactful interventions:</b></p> <p>-Additional 1:1 reading for lower prior attaining pupils (x1 per week)</p>		<p>SENDCo learning walks (x3)</p> <p>Interventions evaluated termly by SENDCo and class teachers</p>	<p>SENDCo</p>																																										

	<p>-KS2 inference interventions, based on the Learn Sheffield training in 2018-19.</p> <p>-'Fresh start' Year 5 and Year 6 programme for lower prior attaining pupils (daily intervention)</p> <p>-Bespoke Year 6 small group teaching to raise attainment for lower prior attainment group</p> <p>-Year 6 boosters, led by WPS staff.</p> <p>-additional 1:1 reading with Reading Volunteers from Oldham Hulme Grammar School for targeted children</p>	<p>children can automatically process this information.</p> <p>Early intervention for pupils with reading difficulties is crucial, as the intensity and duration of reading interventions need to increase as children get older (Lyon, 1999).</p>	<p>Inference intervention CPD (delivered by Learn Sheffield/HTTSA) attended by relevant staff in 2018-19.</p> <p>Staff delivering 'Fresh start' reading intervention training led by senior leaders</p> <p>3x Pupil progress meetings with core SLT and SENDCo (per year group)</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p>	<p>SENDCo, all class teachers and teaching assistants</p> <p>Principal, core SLT and class teachers</p>	
	<p><b>Actions to support parents/carers to support home learning:</b></p> <p>-Phonics workshops for EYFS and KS1 parents to enable them to support phonic development</p> <p>-EYFS reading sessions with parents and pupils to model good practice in sharing a book with their child</p>				

**Planned expenditure- 2019/20- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.**

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<p>Develop pupils' language skills</p>	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</b></p> <p>-additional staffing in the EYFS to develop pupils' CLL skills</p> <p>-all teachers to plan speaking and listening/drama activities (as part of all English genre planning) and to deliver speaking and listening interventions</p> <p>-training for staff new to EYFS on characteristics of effective learning, the role of the adult, observations and assessments and EYFS outcomes</p> <p>-train staff on EAL pedagogy and practice (ESCAL EAL Champions/Specialists CPLD ELKLAN, WELLCOMM, Communication Champion Network, bespoke SALT training with Speech Bubble Therapist)</p>	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Purposeful activities include:</p> <ul style="list-style-type: none"> <li>• reading books aloud and discussing them;</li> <li>• activities that extend pupils' expressive and receptive vocabulary;</li> <li>• collaborative learning activities where pupils can share their thought processes;</li> <li>• structured questioning to develop reading comprehension;</li> <li>• teachers modelling inference-making by thinking aloud; and</li> <li>• pupils articulating their ideas verbally before they start writing.</li> </ul> <p><b>Education Endowment Foundation (2017) <i>Improving Literacy in Key Stage 2</i>, London: Education Endowment Foundation.</b></p>	<p>EYFS lead to provide induction for staff new to EYFS</p> <p><b>All staff to have an understanding of the ELKLAN strategies through CPD. 3x staff with a level ELKLAN 3 qualification.</b></p> <p><b>Key practitioners in EY work closely with the LA Communication Champion Network and attend regular external CPD training sessions to ensure best practice is shared and adhered to.</b></p> <p><b>EY provision and strategies used are in line with the requirements/ recommendations set out by the LA. All children are WELLCOMM assessed on entry to EY and individual speech and language targets and interventions are set accordingly.</b></p> <p>WPS 'Our approach to' Reading, Writing and Maths (policy and guidance) reflective of providing</p>	<p>Principal</p> <p>English lead</p> <p>KS1/Phonics lead</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>	<p><u>Attainment</u></p> <table border="1" data-bbox="1854 810 2157 914"> <tr> <td>Speaking</td> <td>% ARE July 20</td> </tr> <tr> <td>PP</td> <td>**</td> </tr> <tr> <td>Non-PP</td> <td>**</td> </tr> </table> <p><u>Progress</u></p> <table border="1" data-bbox="1854 970 2157 1058"> <tr> <td>Speaking</td> <td>Av Progress*</td> </tr> <tr> <td>PP</td> <td>**</td> </tr> <tr> <td>Non-PP</td> <td>**</td> </tr> </table> <p>*4 points is expected progress (Sep – July)</p> <p><u>Attainment</u></p> <table border="1" data-bbox="1854 1161 2157 1265"> <tr> <td>Understanding</td> <td>% ARE July 20</td> </tr> <tr> <td>PP</td> <td>**</td> </tr> <tr> <td>Non-PP</td> <td>**</td> </tr> </table> <p><u>Progress</u></p> <table border="1" data-bbox="1854 1321 2157 1409"> <tr> <td>Understanding</td> <td>Av Progress*</td> </tr> <tr> <td>PP</td> <td>**</td> </tr> <tr> <td>Non-PP</td> <td>**</td> </tr> </table>	Speaking	% ARE July 20	PP	**	Non-PP	**	Speaking	Av Progress*	PP	**	Non-PP	**	Understanding	% ARE July 20	PP	**	Non-PP	**	Understanding	Av Progress*	PP	**	Non-PP	**
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<p>-INSET/PDM on the use of the KS2 shared reading approach to expand and develop pupils' vocabulary- follow up support for individual teachers, led by English Lead</p> <p>-Knowledge organisers in place for curriculum driver topics to support the development of subject-specific vocabulary</p>	<p>Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993).</p>	<p>opportunities for speaking and listening. Effective implementation of these policies and guidelines monitored through full programme of monitoring of teaching and learning throughout 2019-20, including: Lesson observations/learning walks Use of vocabulary in books</p>			<p>*4 points is expected progress (Sep – July) **Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to Develop Pupils' Language skills.</p>
<p><b>Delivery of impactful interventions:</b></p> <p>--Speech Bubble/SALT interventions</p> <p>-Elklan</p> <p>-Wellcomm</p> <p>- RWI</p> <p>- Fresh Start</p> <p>- Toe by Toe</p> <p>- Numbers Box</p> <p>- SEMH / Trauma informed schools</p> <p>- Lego Therapy</p> <p>- Colourful semantics</p> <p>-Bespoke Year 6 small group teaching to raise attainment for lower prior attainment group</p>	<p>Another central, but often underestimated, aspect of reading comprehension is prior knowledge about the topic of the reading. The more knowledge readers have about the topic of a text, the better they will understand it (Willingham, 2012; Lipson &amp; Cooper, 2002).</p> <p><b>Ofsted Education inspection framework: overview of research. 2019</b></p>	<p>SEND team keep records of the training attended by support staff who deliver interventions. Training provided by:</p> <ul style="list-style-type: none"> <li>- NHS SALT</li> <li>- EP</li> <li>- EAL Champions</li> </ul> <p>Through Speech Bubble SALT, SENDCo is now able to provide group training for all TA's, therefore upskilling all practitioners. Training focus:</p> <ul style="list-style-type: none"> <li>• Early sentence structure (Derbyshire language 2-4 word level), vocabulary &amp; grammar (pronouns &amp; Past tenses)</li> <li>• Memory &amp; abstract language</li> <li>• Wordaware</li> <li>• Colourful semantics</li> </ul> <p>The interventions that are being delivered are planned and recorded by the CT's on a termly basis. SENDCo then monitors the interventions being delivered and plans in additional external support and training.</p>	<p>Principal</p> <p>English lead</p> <p>KS1/Phonics lead</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>		<p>This remains a priority for the school, as reflected in the 2020-21 Humanities curriculum development, development and training of staff to deliver high-quality Speech and Language interventions and additional funding allocated for external SALT support in 2020-21.</p> <p>Please see the 2020-21 PPG strategy statement and School Development Plan for further information.</p>

**Planned expenditure- 2019/20-** how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																								
<p>Improve outcomes for PP pupils' in Writing</p>	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</b>                      -INSET on updated policy and guidance, set out in WPS approach to Writing                      -INSET on the planning stage of the WPS writing sequence                      -Planning support &amp; CPLD for NQTs/RQTs to use assessment for learning strategies to maximise pupil progress                      -Writing moderation to support staff to have accurate judgements, using the new assessment system (INSIGHT-from Aut '19)                      -Review of cross-curricular writing links, in line with amendments to the foundation curriculum. Support for class teachers and long term planning amended accordingly.                      -PDM re: increasing active participation and pupils' independence in Writing:</p> <ul style="list-style-type: none"> <li>• KS1- Use of Communication in Print and resources to support spelling/independent writing</li> <li>• KS2- Self-evaluation and active learning in Writing sessions</li> </ul> <p><b>Delivery of impactful interventions:</b>                      SENDCo attends PPM's to ensure that appropriate action is taken for children that are working behind ARE, including referrals to external agencies:                      - QEST - EP                      - Paediatrics - NHS SALT                      - Speech Bubble - OT - VI                      -Bespoke Year 6 nurture group to raise attainment for lower prior attainment group                      -Year 6 boosters, led by WPS staff.</p>	<p>Purpose and audience are central to effective writing.                      Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy.</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.                      Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.                      Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Pupils should practise sentence combining and other sentence construction techniques.</p> <p><b>Education Endowment Foundation (2017)</b>  <b>Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</b></p>	<p>Full programme of monitoring of teaching and learning throughout 2019-20, including:                      Lesson observations/learning walks and follow up support by English Lead (2x per year)                      Book and pupil work monitoring (x3)                      Pupil voice                      Target setting meeting week- Aut '19                      3x assessment weeks                      Moderation of teacher assessments                      1 x Age related expectation check- Summer 2020                      3x Pupil progress meetings with core SLT and SENDCo (per year group)                      SLT data/SEF/ SDP review meetings                      SLT data analysis</p> <p>All staff received 'Word Aware' and Communication in Print training in Summer 2019.</p>	<p>Principal                      English lead                      KS1/Phonics lead                      SENDCo                      All class teachers and teaching assistants</p> <p>Principal                      English lead                      KS1/Phonics lead                      SENDCo                      All class teachers and teaching assistants</p>	<p>PP pupils' writing attainment</p> <table border="1" data-bbox="1803 255 2105 566"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020 In year*</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Y2</td> <td>31%</td> <td>19%</td> </tr> <tr> <td>Y3</td> <td>29%</td> <td>21%</td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Y5</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Y6</td> <td>39%</td> <td>48%</td> </tr> <tr> <td>All PP</td> <td></td> <td>35%</td> </tr> </tbody> </table> <p>*December, 2019  <b>**Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to Improve Outcomes for PPG eligible children in Writing.</b></p> <p>This remains a priority for the school, as reflected in the 2020-21 PPG strategy statement, staff INSET/PDM calendar for 2020-21 and in the 2020-21 School Development Plan.</p>		2018-2019	2019-2020 In year*	Y1	25%	25%	Y2	31%	19%	Y3	29%	21%	Y4	60%	60%	Y5	36%	36%	Y6	39%	48%	All PP		35%
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Planned expenditure- 2019/20- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve outcomes for PP pupils' in Maths	<p><b>Quality first teaching and provision, delivered by staff who receive high quality CPD appropriate to their role</b></p> <p>-Review of policy/WPS approach to Maths, supported by Harmony Trust SLE- Sum '19</p> <p>-Maths lead to deliver PDMs/INSET on:</p> <ul style="list-style-type: none"> <li>effective challenge and differentiation;</li> <li>progressions from concrete-pictorial-abstract</li> <li>progression through fluency-problem solving- reasoning</li> <li>Learning multiplication facts</li> <li>use of part-whole &amp; bar modelling</li> </ul> <p>-Maths lead to deliver training PDMs/INSET for Teaching Assistants on:</p> <ul style="list-style-type: none"> <li>progressions from concrete-pictorial-abstract</li> <li>progression through fluency-problem solving- reasoning</li> </ul> <p>-Planning support &amp; CPLD for <b>NQTs/RQTs</b> to use assessment for learning strategies to maximise pupil progress</p> <p>-Maths moderation to support staff to have accurate judgements, using the new assessment system (INSIGHT- from Aut '19)</p> <p><b>Delivery of impactful interventions:</b></p> <p>-Bespoke Year 6 nurture group to raise attainment for lower prior attainment group</p> <p>-Year 6 boosters, led by WPS staff.</p>	<p>Improving mathematics in Early Years and KS1 – Guidance Report January 2020  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</a></p> <p>Improving Mathematics in Key Stages Two and Three Guidance Report  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>Full programme of monitoring of teaching and learning throughout 2019-20, including:</p> <p>Lesson observations/learning walks and follow up support by English Lead (2x per year)</p> <p>Book and pupil work monitoring (x3)</p> <p>Pupil voice</p> <p>Target setting meeting week- Aut '19</p> <p>3x assessment weeks</p> <p>Moderation of teacher assessments</p> <p>1 x Age related expectation check- Summer 2020</p> <p>3x Pupil progress meetings with core SLT and SENDCo (per year group)</p> <p>SLT data/SEF/ SDP review meetings</p> <p>SLT data analysis</p> <p>Purchase of Mathematical equipment and resources to enable greater use of concrete resources in Maths CPD/PDM supported by Harmony Trust SLE, as necessary</p>	<p>Principal</p> <p>Maths lead</p> <p>SENDCo</p> <p>All class teachers and teaching assistants</p>	<p><b>**Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to Improve Outcomes for PPG eligible children in Writing.</b></p> <p><b>This remains a priority for the school, as reflected in the 2020-21 PPG strategy statement, staff INSET/PDM calendar for 2020-21 and in the 2020-21 School Development Plan.</b></p>

**Planned expenditure- 2019/20-** how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP pupils receive pastoral support to enable them to access their learning more effectively</p>	<p><b>Continue to improve attendance</b></p> <ul style="list-style-type: none"> <li>Review all children’s attendance. Children below 93% will be targeted accordingly in line with school policy</li> <li>Continue to work with the school attendance team, including attendance panels, Fast Track to Attendance, home visits and parent meetings.</li> <li>Termly comparison and targeting of PP children requiring additional support</li> </ul> <p><b>Continue to develop social and emotional support for targeted children highlighted in pupil progress meetings</b></p> <ul style="list-style-type: none"> <li>Targeted children to work with pastoral worker on a weekly basis.</li> <li>Pastoral worker timetable updated termly following PP Meetings.</li> <li>All children to have SEMH assessments using Motional and Motional Programmes and progress to be tracked by re-assessing after the intervention/support.</li> <li>Social Skills Groups to run 3x per week</li> <li>Lego Therapy, Drawing &amp; Talking and SEMH group work to run each week for identified children</li> <li>RC to continue to run Breakfast Club and invite targeted children. All PP children to access a free breakfast. AP to look into Magic Breakfast Club.</li> </ul> <p><b>Engage parents in children’s learning and assessment to raise</b></p>	<p>School attendance although historically in-line with national average has seen a drop this year (<a href="#">check figures</a>). If children are not in school, they cannot learn. EEF research shows that working with parents can have a positive impact on children’s attainment.</p> <p>Pastoral support around behaviour and SEMH can improve children’s overall wellbeing and ability to accessing learning once barriers have been removed. Research shows that good quality support and intervention can enable children to make progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>School sees a number of children attending without breakfast in the mornings, therefore a breakfast club is essential to enable all children to access a breakfast and be ready to learn. Breakfast club also supports those families who require support around routines, enabling them to drop children off at school for breakfast and not be late for school. Breakfast club also offers additional opportunities for children to socially engage with one another. (<a href="#">do we add an example?</a>) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a></p> <p>Engaging parents in their children’s learning and access to education has been found through research to support pupil aspirations and attainment. Parents’ aspirations appear to be important for pupil outcomes. Supporting parents to develop their skills in literacy and maths, enables them to support their children at home and raise the profile of lifelong learning.</p>	<p>Attendance monitoring by Assistant Principal and Attendance Support.</p> <p>Assistant Principal will monitor and line manage the pastoral worker and review outcomes at PP meetings.</p> <p>Assistant Principal will work with HLTA parental link lead to ensure parenting sessions are regularly on offer and accessed well. Timetables will be updated each term.</p> <p>Assistant Principal will report on outcomes and progress of this section of the plan in the BAPD Report on a termly basis.</p> <p>Assistant Principal will attend CHAI group once per term.</p>	<p>Assistant Principal – KLM</p> <p>Principal</p>	<p><b>**Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to ensure that PP pupils receive pastoral support to enable them to access their learning more effectively</b></p> <p>A review of the pastoral support provision for all pupils will be undertaken by the incoming Principal in Autumn 1, 2020. This will involve:</p> <ul style="list-style-type: none"> <li>-the impact of pastoral support from a range of quantitative and qualitative indicators</li> <li>-discussions with all teaching staff in Sept 20</li> <li>-a review of the number of children rated as in need of pastoral support in Autumn 2020</li> <li>-the possibility/barriers placed upon schools to engage with parents and carers caused by the Covid-19 pandemic, including any national and local restrictions and/or the Werneth Primary School risk assessment procedures</li> </ul>

	<p><b>aspirations and ability to support children with their learning.</b></p> <ul style="list-style-type: none"> <li>• Parent workshops to run on a weekly basis to support parental understanding of school work (i.e. maths, English, reading), mental health and other support services</li> <li>• CHAI group to raise numbers of attendees which supports mums with accessing education and engaging with school.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p> <p>Work with parents is particularly helpful in primary and early years (Taylor, 2012).  <b>Ofsted Education inspection framework: overview of research. 2019</b></p>			<p>Please see the 2020-21 PPG strategy statement and School Development Plan for further information.</p>
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Planned expenditure- 2019/20- how PPG is used to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Werneth Primary School.	<p>School trip and enrichment activity subsidy- equivalent to 1 x curriculum related trip for each class.</p> <p>After school clubs (not already costed through the Sports Premium)</p> <p>Children's Shakespeare Festival</p> <p>Claire Mather Artist experience</p>	<p>School data shows that almost no children access sporting and/or cultural (theatre, dance, music) opportunities outside of school</p> <p>Analysis of the Index of Multiple Deprivation shows that 54% of our pupils are the deprived 5%, with 77% in the most deprived 10% (data from 2017 Oldham data pack).</p> <p>11% of pupils entered Reception at the age related expectation in Autumn 2019, with 21% of Reception 2019-20 pupils at the age related expectation for their knowledge of the world in Autumn 2019.</p> <p>EEF Arts Participation (April, 2018)  <i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>Monitor access to the trips, visits, experiences for PP learners.</p> <p>Monitor access to extra-curricular opportunities for PP learners.</p>	<p>Principal</p> <p>PE Subject Lead</p> <p>Art Subject Lead</p>	<p>April 2020</p> <p>July 2020</p>
			<p><b>**Due to school closures from 20.3.20, it has not been possible to collect accurate assessment data and/or to evaluate the impact of the strategies put in place to ensure that PP pupils have access to cultural (theatre, dance, music) opportunities through enrichment activities provided by Werneth Primary School.</b></p> <p>A review of the 2019-20 cultural offer for all pupils will be undertaken by the incoming Principal in Autumn 1, 2020.</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>-the impact of activities forming part of the Werneth Primary School cultural offer from a range of quantitative and qualitative indicators</li> <li>-discussions with all teaching staff in Sept 20</li> <li>-a review of what experiences/enrichment activities children received in 2019-20</li> <li>-the possibility/barriers placed upon schools to access school trips/visitors to school/ cultural experiences/enrichment activities caused by the Covid-19 pandemic, including any national and local restrictions and/or the Werneth Primary School risk assessment procedures</li> </ul> <p>Please see the 2020-21 PPG strategy statement and School Development Plan for further information.</p>		