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Use of Pupil Premium 2019-2020

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

The main barriers to learning are:

- Reading comprehension skills
- Mathematic Skills
- Specific learning difficulties
- The pupils knowledge and understanding of how to learn
- Lack of contributing and explaining their learning
- Framework for learning and an understanding of the long term goal

In **2018-19** Pupil Premium funding was £1320 per pupil. Schools also receive funding of up to £2300 for Looked after Children and those adopted from care and £300 for Service Forces children. Weaverthorpe CE (VC) Primary School is estimated to receive £11 540 this academic year.

| Activities selected | Objectives | Expected Outcomes | Targeted Pupils | Cost |
|---|---|--|--|---------|
| 1. To improve the feedback that disadvantaged children receive during and after lesson time | Feedback is information given to the learner or teacher about the learners performance relative to the learning objectives. Class teachers will highlight specific areas of writing that the student has done well in and what needs to improve. Children will note specific areas they are confident in and what they need to work on in their regular self evaluations. In discussion with the class teacher, children will set specific targets at the beginning of a particular topic and evaluate on a more regular basis. Class teachers will give next steps in children's learning to direct them to specific areas they need to improve. | Attainment above National for reading Attainment above National for writing Attainment above National for EGPS (English, Grammar, Punctuation and Spelling) Progress above National for reading Progress above National for writing More children achieving greater depth / higher scores at the end of KS2 / Year. | All pupils with specific attention given to children with pupil premium funding. | No Cost |

Feedback this year will be more targeted towards more able and higher order questions.

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|--------------------------------------|---|---|---|---------|
| 2. Metacognition and self-regulation | Pupils will be encouraged to self-evaluate regularly in all aspects of their learning. Children will be asked to give a confidence rating during the lesson and think about what they have been learning so far in lessons.. For some tasks, children will be asked to select their own standard of activities rather than differentiation being specifically set by the class teacher. | Attainment above National for reading Attainment above National for writing Attainment above National for maths Attainment above National for EGPS Progress above National for reading Progress above National for writing Progress above National for maths More children achieving greater depth / higher scores at the end of KS2 / Year. | All pupils with specific attention given to children with pupil premium funding | No Cost |
| 3. Collaborative Learning | Collaborative or cooperative learning involves teachers setting tasks or activities where the pupils work together in a small group or paired work and each participant has an equal opportunity to contribute. This can be either a joint task where the group members do different aspects of the task but contribute to a common overall outcome, or a shared task where the group members work together throughout an activity. | More collaborative learning assists children in achieving the expected lesson outcomes. This will lead to improvement in end of Key stage results. | All pupils with a focus on children with pupil premium funding. | No cost |
| 4. Mastery Learning | Mastery learning involves breaking down the subject matter and learning content into clearly specified objectives e.g. in mathematics, a pupil will need to be able to show independence with a skill before trying to apply it to a worded problem. If they can do this they will then move onto using the skill amongst others they have learned. | Mastery learning will ensure that children gain a deeper understanding of the subject matter leading to improved progress and attainment at the end of the Key stage. | All pupils with a focus on children with pupil premium funding. | No cost |
| 5. Peer Tutoring | Peer tutoring involves a range of approaches where pupils work in pairs or small groups to offer each other support. Pupils will also be encouraged to show mastery by explaining their methods to / or teaching the methods to other children. | Pupils who regularly explain their methods during lessons | All pupils with a focus on children with pupil premium funding. | No cost |

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|---|---|--|---|---------|
| 6. Reading comprehension strategies | These strategies aim to improve reading by focusing on the understanding of text and may involve a number of techniques. These include inferring meaning from context; summarizing or identifying key points and using questioning strategies. | A focus on comprehension strategies through guided reading and class comprehension sessions which target specific skills with pupils will improve the attainment and progress of the disadvantaged children at the end of KS2. | All pupils with a focus on children with pupil premium funding. | No cost |
| 7. Intervention Groups | Targeted small group tuition for core subjects to pupil's not achieving expected progress or attainment based on the new curriculum or to ensure that pupil premium children make accelerated progress. Gifted and talented pupils will have additional group work to ensure that their attainment and progress is above the National Standard for attainment and progress. | Intervention groups targeted at underachieving pupils will have a positive impact on the attainment and progress at the end of KS2. | All year groups depending upon need | £11 435 |
| 8. Booster Groups | These small groups are aimed at "boosting" expected targets of pupils who may fall just short of achieving the National Standard at the end of KS2 using in class support. Weekly Year 5/6 only lessons to ensure appropriate coverage of the English and Maths curriculum at a 'higher' level. | Booster groups will ensure that children are secondary ready by focussing on specific elements of their learning that the children may need and having additional Y5/Y6 time to consolidate. | Year 5/6 in Autumn and Spring terms. | No cost |
| 9. Resources for homework | Purchase specific homework books for practise of key skills. | End of key stage 2 maths and English results will improve with a more specific approach to homework provided by the books purchased. | Year 6 | £30 |
| 10. Emotional Literacy/Well-being Support | Support pupils with their educational needs, and with their emotional and developmental needs. A separate 'Well-being' Club has been created to provide a comforting environment in support of these pupils. Resources continue to be purchased to complement this. | Disadvantaged children will receive support when needed. This will impact on confidence and self-esteem and allow them to achieve in school. | All year groups depending upon need | £50 |
| 11. Times tables | Purchase of the times tables books to promote the children's learning of | | | |

the times tables. This will be used by all children from Year 2 to Year 6. It is to ensure that our pupils are fluent in their times tables which will enable them to achieve in other areas of mathematics.

Disadvantaged children will have made progress above national expectations in mathematics.

Years 2-6

£25

Total Costs: £11 540

2018 – 2019 Attainment and Progress Levels

| Attainment PP Children (1 child = 20%) | | | |
|--|----------------|-------------|----------------|
| | Below expected | At expected | Above expected |
| Reading | 0% | 80% | 0% |
| Writing | 40% | 60% | 0% |
| Maths | 40% | 60% | 0% |

| Attainment Non PP Children (1 child = 3%) | | | |
|---|----------------|-------------|----------------|
| | Below expected | At expected | Above expected |
| Reading | 46% | 33% | 20% |
| Writing | 43% | 50% | 7% |
| Maths | 60% | 37% | 3% |

| Progress PP Children (1 child = 20 %) | | | |
|---------------------------------------|----------------|-------------|----------------|
| | Below expected | At expected | Above expected |
| Reading | 20% | 80% | 0% |
| Writing | 0% | 100% | 0% |
| Maths | 0% | 60% | 40% |

| Progress Non PP Children (1 child = 3%) | | | |
|---|----------------|-------------|----------------|
| | Below expected | At expected | Above expected |
| Reading | 13% | 67% | 20% |
| Writing | 17% | 63% | 20% |
| Maths | 37% | 33% | 30% |