

Widcombe-in-the-Moor Primary School

Pupil Premium Strategy Statement 2018-19



At Widcombe-in-the-Moor Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant supports us in achieving this.

Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils;
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;

5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

1. Summary Information					
School	Widcombe-in-the-Moor				
Academic Year	2018-2019	Total PP Budget	£17,800	Date of most recent PP review	November 2018
Total Number of Pupils	71	Number of pupils eligible for pupil premium	12	Date for next review of this strategy	January 2019

2. Current Attainment		
	Pupils eligible for PP (at our school)	Pupils not legible for PP (national average)
% achieving age related expectations or above in reading, writing & maths	50%	76.8%
% achieving age related expectations in reading	75%	89.3%
% achieving age related expectations in writing	58%	83.9%
% achieving age related expectations in mathematics	75%	85.7%
% achieving age related expectations in GPS	90.9%	84.8%

3. Barriers to future attainment	
In-school barriers (issues to be addressed in school)	
A.	The number of children making good progress and at the age related expectation in writing is significantly lower for PP children compared to their peers
B.	30% of pupils eligible for PP also have SEND which presents additional barriers to their learning and makes rates of progress slower
C.	50% of pupils eligible for PP are children who have been targeted to benefit from interventions in core subjects.
External barriers	
D.	A number of PP children require nurturing support due to circumstances outside of school

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Improve marking and feedback for all PP children. Add PP section to Marking and Feedback books. Measured through pupil conferencing and monitoring of writing.	Pupils eligible for PP in Reception and KS1 classes make rapid progress by the end of the year so that all pupils eligible for PP make good or accelerated progress.
B.	Higher rates of progress for SEND pupils eligible for PP across the school through close monitoring and focused interventions.	Pupils eligible for PP identified as SEN to have made good progress and closed the attainment gap between their peers.
C.	Higher rates of progress for children identified as requiring interventions to maintain their Age Related Expectation through close monitoring, directed resources (including Teaching Assistants) and focused interventions.	Targeted pupils eligible for PP to have made expected or accelerated progress.
D.	Children will have access to support through embedding the THRIVE approach throughout the school. Monitor school attendance for PP children.	Pupils will attend THRIVE sessions. The child's well-being will be reflected in positive attainment and progress.

5. Planned expenditure 2018-19					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
Children will have a clear understanding of their learning goals	PP children will have their books marked first by the class teacher with focused feedback. Children will be expected to respond to the feedback	EEF Teaching and Learning Toolkit: High impact for low cost with the capability for up to 8 months impact on a child's attainment.	Scheduled monitoring of PP books.	Head of School Subject coordinators	Free January 2019
Children will have an understanding of how they learn best	Continue using the principles of Building Learning Power and further develop the Growth Mindset.	EEF Teaching and Learning Toolkit: High impact for low cost with the capability for up to 8 months	BLP and Growth Mindset themes to be celebrated in weekly assemblies.	Head of School All teachers and teaching assistants	Free January 2019

		impact on a child's attainment.			
Quality of teaching – budgeted cost					£0
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
Improve the levels of PP pupil's attainment and ensure children have full access to the curriculum.	Fund teaching assistant support time to enable specific intervention groups to run targeting literacy and numeracy across all year groups.	Low level disruption will be managed and pupils across all year groups will receive focused individual or group support to enable them to meet their targets.	PP children scheduled termly monitoring.	Head of School Teachers and teaching assistants	£10,000 January 2019
Children will have a good sense of well-being	Embedding the THRIVE approach throughout the school	The Thrive Approach Research and Evidence Base. There are a high number of children with social and emotional development needs	PP children scheduled termly monitoring. Regular feedback from teaching staff, parents and pupils.	Head of School Teachers and teaching assistants	£5800 Cost of course for 2 staff members and 10x supply for 1 staff member. January 201
Targeted support – budgeted cost					£15,800
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
PP children will have access to the same	Subsidising school trips to make them affordable for all - especially year 6 residential.			Head of School	£2000

opportunities as their peers.	To subsidise music tuition to make it affordable to all.				
				Other approaches – budgeted cost	£2,000
				Total allocated PP budget	£17,800

6. Review of expenditure – Previous academic year 2017-18

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact (Did you meet your success criteria? Include impact on pupils not eligible for PP if appropriate)	Lesson learned (and whether you will continue with this approach)	Cost
Children will have an understanding of how they learn best	Relaunch the principles of Building Learning Power and introduce Growth Mindset.	Children are using the language of BLP and enjoyed the Growth Mindset videos. Pupil interviews suggest that children are thinking positively about their learning	Continue to embed BLP and the Growth Mindset	Free

Quality of Teaching Budget Costing **£0**

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact (Did you meet your success criteria? Include impact on pupils not eligible for PP if appropriate)	Lesson learned (and whether you will continue with this approach)	Cost
Improve the levels of PP pupil's attainment and ensure children have full access to the curriculum.	Fund teaching assistant support time to enable specific intervention groups to run targeting literacy and numeracy across all year groups.	The success criteria was met with PP children making expected progress in writing and accelerated progress in reading	This approach will continue to be used. Ensure a focus is on maths with subject specific professional development as necessary	£13,000

Year 6 PP children will be ready to access the end of year SATS.	Provide additional early morning support in literacy and numeracy	The Breakfast Club sessions were well attended and impacted on attainment for this cohort.	This approach will be used throughout the upcoming year and not just in the run up to SATS	Free
Targeted support Budget Costing				£13,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact (Did you meet your success criteria? Include impact on pupils not eligible for PP if appropriate)	Lesson learned (and whether you will continue with this approach)	Cost
PP children will have access to the same opportunities as their peers.	Subsidising school trips to make them affordable for all - especially year 6 residential. To subsidise music tuition to make it affordable to all.	Three children were funded for the year 6 residential. Music tuition and clubs were funded for other PP children throughout the year.	We will continue to subsidise PP children so that they have the same opportunities as their peers.	£2000
Other approaches Budget Costing				£2,000
Total Expenditure for 2017-18				£15,000