

Pupil Premium Funding

Wilcombe

2017 – 2018



Pupil Premium

OVERALL AIM:

Our over-arching principle is that no child will be disadvantaged in our school.

The Staff at Wilcombe are committed to ensuring all children achieve their potential.

We are all aware of the research showing disadvantaged children often fall behind their peers, achieving lower grades throughout their education. This is known as an “attainment gap” and the purpose of the PP is to “narrow the gap”. As a result of the evidence, the government introduced the Pupil Premium (PP) in April 2011. Pupil Premium is paid directly to schools.

Who is eligible for the Pupil Premium?

Ever 6 FSM The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

Children adopted from care or who have left care The pupil premium for 2017 to 2018 will include pupils recorded in the January 2016 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2016 school census.

Total Provision - £79,200

WILCOMBE PUPIL PREMIUM/SERVICES PLANNED SPENDING SUMMARY & INTENDED OUTCOMES 2017-2018

Objective 1:

Our data shows that we continue to have attainment and progress gaps across the school, therefore we are providing highly focused interventions on a reduced ratio, to ensure the gaps close.

Provision	Led by	Success Criteria	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete		RAG Rated Red-Ineffective White -Effective Green-Highly Effective				
Reading interventions in Years 2/4/6, focusing on comprehension and “test techniques”	JR	There will be no gap in attainment between non-SEN disadvantaged children and their peers.	Dec 17, APR 18, Jul 18		RG PP Champion	Reading interventions ensured the children made at least expected progress
Writing intervention for all disadvantaged boys, focusing on basic skills in EYFS/Y1/Y2 (Think it, say it, write it, red it; correct letter formation a/A; writing in complete sentences).	EW	Progress rates of disadvantaged children will increase, bringing them at least in line with their peers.	Dec 17, APR 18, Jul 18		RG PP Champion	Interventions helped push some of the boys writing but this was not successful for all, although the interventions were in place.
Writing intervention for all disadvantaged boys in KS2, focusing on consolidation of age appropriate secretarial skills	JR	Disadvantaged children are able to clearly articulate their targets	Dec 17, APR 18, Jul 18		RG PP Champion	Key skills were taught through intervention and progress was made but this is an area that needs further time to implement fully.
Maths interventions for all disadvantaged girls in maths, focusing on	CB		Dec 17, APR 18, Jul 18		RG PP Champion	Interventions ensured excelled progress was made in year 5 and good progress made elsewhere.

rapid recall of key facts; application of key facts in word problems and “test techniques”.		and can show their progress in their books.				
Speaking and listening activities, across the school, where the use of accurate Standard Spoken English is modelled and rehearsed through role play and drama.	LB		Dec 17, APR 18, Jul 18		RG PP Champion	Toe by toe ensured reading progress and all staff are now modelling correct vocabulary to ensure the children hear how it should sound. This has been focused interventions with key children
Spelling intervention for children in KS2, focussing on high frequency words, initially, and then moving on to age appropriate spelling strategies.	JR		Dec 17, APR 18, Jul 18		RG PP Champion	Spelling intervention was not as successful as we would like and this will be continued again next year.
Objective 2: Many of our children have significant social and emotional difficulties and these are their greatest barrier to learning, therefore we provide a suite of nurture interventions to help them to learn to manage their emotions.						
Actions	Led by	Success Criteria	Milestones	Resources/costs	Monitoring (How and by whom)	Evaluation Arrangements
THIRVE Interventions, where children’s personal targets are addressed.	ME	Disadvantaged children in these groups will have fewer unplanned “time outs”.	Half term reviews		RG PP Champion	ME led the thrive assessments and interventions which helped some of the key children.
THIRVE Interventions, where children’s personal targets are addressed.	ME	Disadvantaged children will have fewer fallouts with peers in lessons or on the playground.	Half term reviews		RG PP Champion	All children made progress against their thrive targets.

Early morning breakfast club and lunch club provision, where children have group and 1:1 sessions to teach them table manners and independence skills.	ME	Disadvantaged children will have a positive start to their day, and be ready to learn when they arrive in class.	Half term reviews		RG PP Champion	Focus children were invited to an invite only breakfast club which was used to get them ready for a day of learning which worked well. This was a great success.
Objective 3: There is a gap between the attendance level of disadvantaged children and their peers. We have identified a link between low levels of attendance and slow progress.						
Actions RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete	Led by	Success Criteria RAG Rated Red-Ineffective White -Effective Green-Highly Effective	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g. unit meetings, minutes, Scrutinies)
Investment in awards to celebrate excellent attendance: 98% or more resulting in a special activity with the Headteacher.	CJ & CBAW to ensure precise and upto date records	The attendance gap will close. The proportion of disadvantaged children attending Headteacher's golden time will be at least in line with their peers.	July 2018		RG PP Champion	This was celebrated but in a different way. The attendance was above the national expectation but is still an area we need

Objective 4: We are committed to all of our children benefitting from residential and educational visits and aim for 100% attendance. We are aware that the cost of attending a residential visit can represent a large proportion of a family's weekly income and do not want families' financial constraints to impact on their children's ability to access these opportunities.

Actions	Led by	Success Criteria	Milestones	Resources/costs	Monitoring (How and by whom)	Evaluation Arrangements	Notes of progress
50% of the cost of all educational visits, including residential visits, is paid for by the school; parents of disadvantaged parents receive a letter stating a reduced amount.	CJ	The proportion of disadvantaged children attending educational visits, residential visits, after school ad	After each Trip, form sent to Admin. RG		RG to check which PP children have had a reduced rate	All trips and residential were ½ funded by the PP money to ensure the children could attend these extra-curricular activities.	
Funded places at holiday clubs run by external providers provided for disadvantaged children.	All Teachers	holiday clubs is at least in line with their peers.	Each holiday		RG to liaise with teachers to ensure the correct PP children have access.	A small number of children attended holiday clubs funded by the PP funding.	

Objective 5: Many of our families are living on very low incomes and as a result may not be able to afford to pay for "extras", therefore we set aside a fund to ensure families' individual circumstances can be accommodated, at the time of need.

Actions	Led by	Success Criteria	Milestones (dates)	Resources/costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)	Notes of progress
RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete		RAG Rated Red-Ineffective White -Effective Green-Highly Effective					
Uniform provided as and when required	RG	No children will be disadvantaged by their families' financial circumstances.	As and when required		RG	Only one family needed uniform which was given to ensure the child didn't stand out.	
Personalised 'emergency fund'	RG				RG	This was not used last year.	

Next to be reviewed in July 2019

