

Pupil Premium Funding Impact

Wilcombe

2019 - 2020



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 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2019.

Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 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 2019 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 2019 school census.

The PPG per-pupil for 2019 to 2020 is as follows:

Disadvantaged pupils Pupil premium per pupil

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) £1,320

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2,300

Service children

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence £300

Total Provision - £64,866 2019/2020

WILCOMBE PUPIL PREMIUM/SERVICES PLANNED SPENDING SUMMARY & INTENDED OUTCOMES 2019-2020

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 | | | | |
| Out of year group children with Pupil premium have had a bespoke targeted interventions through high quality teaching in W/R/M | SM | The out of year group children will have made accelerated progress in the core subjects. | Dec 19 APR 20, Sep 20 | ZL and ME 4 x AM | RG | Data scrutinies, planning scrutinies, teacher led assessment. |
| Reading interventions in all years, focusing on comprehension and vocabulary. Early YRS/KS1 – mechanical skills focus. RWI targeted interventions. | HH DM | There will be no gap in attainment between non-SEN disadvantaged children and their peers. | Dec 19, APR 20, Sep 20 | | RG | Reading interventions ensured the children made at least expected progress *KS1 RWI targeted interventions ensuring all children make steady 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 | MG/EW | Progress rates of disadvantaged children will increase, bringing them at least in line with their peers. | Dec 19, APR 20, Sep 20 | | RG | Interventions helped push some of the boys writing but this was not successful for all, although the interventions were in place. |

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|--|-----------------|---|------------------------|--|----------------|--|
| a/A; writing in complete sentences). KS1 adult led small guided group writing tasks | | Disadvantaged children are able to clearly articulate their targets and can show their progress in their books. | | | | *KS1 projected writing moderation 5 PP boys – 3/5 EXP, 2/5 WTS but also have SEN |
| Maths interventions for all disadvantaged children through pre teach techniques with the class teacher (low – not put of year group) KS1 adult led small guided group tasks | DP | | Dec 19, APR 20, Sep 20 | | DM PP Champion | Interventions ensured excelled progress was made by having a head start to the mathematical concepts. *KS1 projected moderated 8 PP children 5/8 have met EXP, 3/7 WTS but also have SEN |
| Speaking and listening activities, across the school have been developed and language link has been set for key pupils. Vocabulary focus across whole school aimed to decrease the word gap | SM EW/HH | | Dec 19, APR 20, Sep 20 | | DM PP Champion | All children have been assessed by the S+L lead and interventions have been set accordingly. SALT HUB starting in September 2019 due to the needs raised. SAL interventions for key children happening across whole school. Key vocabulary relating to subjects are now visual in all classrooms. |
| Spelling intervention for children in KS2, focussing on high frequency words, initially, and then moving on to age appropriate spelling strategies. | JR | | Dec 19, APR 20, Sep 20 | | RG | Twinkl spelling has been trialled and the spelling results were more successful in previous years. |

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 |
|--|---------------|--|-------------------|------------------------|-------------------------------------|--|
| Boxall Interventions, where children's personal targets are addressed. | ME | Disadvantaged children in these groups will have fewer unplanned "time outs". | Half term reviews | | RG | ME led the boxall assessments and interventions which helped some of the key children. |
| Bounce Interventions, where specific children have their needs addressed. | ME | Disadvantaged children will have fewer fallouts with peers in lessons or on the playground. | Half term reviews | | DM PP Champion | All children made progress against their bounce 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. | KQ | Disadvantaged children will have a positive start to their day, and be ready to learn when they arrive in class. | Half term reviews | | DM 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. Parents welcomed the time to settle their children into and talk to other adults and key staff. |

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 | 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 | | | | |
| Attendance will be celebrated weekly in | CJ & CBAW to | The attendance gap will close. | Sep 2020 | | DM PP Champion | The attendance across the school is much better although |

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| assembly and with an award at the end of the year. | ensure precise and up to date records | The proportion of disadvantaged children attending Headteacher's golden time will be at least in line with their peers. | | | | | there are one or two individuals who are still experiencing poor attendance. School did not meet the target of 96% however, the main reason for this was COVID-19. |
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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 is at least in line with their peers. | 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. Some trips were postponed due to COVID-19. |

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 | | RAG Rated Red-Ineffective | | | | | |

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|---|----|---|-----------------------|--|-------------------|---|--|
| White-not due to be started yet Amber - On track/under way Green-Complete | | 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 | | DM PP Champion | Two families needed uniform which was given to ensure the child didn't stand out. | |
| Personalised 'emergency fund' | RG | | | | DM PP Champion | Two families have been kitted out with uniform as required. | |
| Food provisions | RG | | Weekly over lockdowns | | SM | No families were left to go hungry, food was supplied to key families weekly and food was also supplied outside of school (in the holidays) | |

Due to COVID 19 and lockdowns all areas were only amber as not all were completed