

WOMBRIDGE PRIMARY SCHOOL



Pupil Premium Grant

Number of pupil and pupil premium grant (PPG) received

Total number of pupils on roll	247 as of Oct 2017
Total number of pupils eligible for Pupil Premium Grant	64 @ £1320 12 @ £300. £ @ £1620

Objectives	Success criteria	Specific actions	Monitoring	Evaluation	Impact
<p>To coordinate interventions to accelerate progress and attainment in Reading, Writing and Maths to support children in attaining age related expectations.</p> <p>To raise awareness of those FSM within each class and year group so these are specifically known.</p> <p>To raise awareness in staff of possible characteristics and strategies for improving performance in FSM and vulnerable groups.</p>	<p>Intervention sheets implemented across the school to now become embedded in the practice of new staff.</p> <p>Clipboards in each class to detail FSM and achievement against National Expectation.</p> <p>Class teachers able to easily identify FSM eligible/Pupil Premium pupils. Teaching assistants in class able to identify FSM/pupil premium children.</p> <p>Impact of targeted interventions demonstrated in progress of FSM/Pupil Premium groups.</p>	<p>SLT to work with all staff to raise awareness and profile of FSM/Pupil Premium children. (New teaching staff, HLTA and TA).</p> <p>Intervention sheets embedded in the practice of new staff and used to record interventions for FSM/Pupil Premium children to ensure support is directed to close gaps in learning and achievement.</p> <p>Impact of interventions to be reviewed every six weeks.</p> <p>All staff to know what and who the vulnerable groups are in the school.</p> <p>Progress meetings, monitoring, learning walks, pupil dialogue all include PPG pupils.</p> <p>TAs will be used to deliver specific intervention programmes to support the learning of identified PP children.</p>	<p>SLT and middle leaders to complete learning walks across the school in all subjects.</p> <p>Pupil Profile meetings analyse needs of FSM and vulnerable group children.</p> <p>Class teachers analyse needs of FSM and vulnerable group children in order to match interventions to groups.</p> <p>Class teacher to review impact of intervention every six weeks.</p> <p>Evaluation of this to be fed back to SENDco and assessment coordinators.</p> <p>Learning walk drop ins to include dialogue with TA's regarding FSM and vulnerable groups - on track, at, who is next %</p>	<p>Are intervention sheets embedded in the practice of new staff across the school?</p> <p>Do intervention sheets detail targeted support and expected outcomes for FSM/vulnerable group children?</p>	

To raise attainment of pupil premium pupils in reading, writing and maths.	Phonics training will have been disseminated to all staff - new teaching and teaching assistants will have received training. Marking and feedback will be more tightly focused on next steps and closing the gap in learning. Attainment and progress in reading will have increased closing gaps between disadvantaged and non disadvantaged. Maths skills in reasoning and application will have developed across the school. Writing attainment and progress to have increased for disadvantaged groups, closing the gap. All staff will know PP children/vulnerable groups within their classes/cohorts.	Phonics CD/tutoring video watched by staff to ensure correct pronunciation of sounds. Plan for marking is in place and used by all staff. Children know and can talk next steps to learning. Maths ARE % to be carefully monitored and analysis of gaps to be carried out. Mastery activities in maths to be planned for. Reading, writing and maths catch up intervention to be implemented across the school. Phonic intervention Toe by Toe	Learning walks. Pupil progress meetings. Subject leader analysis of maths reasoning and application skills across the school. Gaps in learning identified and intervention in place.	Are all staff involved in the teaching of early reading secure in the delivery of phonics? Is marking clearly linked to the success criteria? Are plans for marking in place? Does planning for marking link to success criteria and move the learning on? Has the attainment in reading increased? Is progress for PPG pupils better than expected? Can staff in all classes talk about PPG pupils? Are PPG pupils identified?	
To provide targeted support for pupil premium children in achieving Phonics screening at Year 1. To enable pupils who did not achieve Y1 phonics screen pass mark to pass in Y2	Phonics training will have been disseminated to all staff - new teaching and teaching assistants will have received training. Phonics teaching is targeted and carefully linked to assessments. Gap between disadvantaged and non PPG pupils decreases.	Phonics CD/tutoring video watched by staff to ensure correct pronunciation of sounds. Phonic intervention is planned and carried out by TA. Small group phonic interventions take place daily.	Monitoring of phonics teaching. Pupil profile meetings include phonic data and assessments.	Are all staff involved in the teaching of early reading secure in the delivery of phonics?	
Continue CPD of all teaching assistants/ teachers within the school to ensure appropriate delivery of support to accelerate progress and raise attainment.	Intervention programmes are delivered effectively and have high impact on the attainment and progress of targeted children. PP children identified and receiving intervention demonstrate accelerated progress and attainment.	Audit of qualifications and expertise: Phonics Grammar Reading strategies Marking - Plan for marking. Highlighting/target setting to close gaps in learning.	Audit carried out - interventions delivered Review of interventions carried out and impact evaluated.	Are interventions planned for? Are interventions reviewed appropriately - 6 weeks?	

<p>To increase expectation and attainment in teaching and learning.</p> <p>All Children in receipt of PPG receive quality first teaching, pitched accurately with appropriate challenge so that they make good progress.</p> <p>Offer additional support and quality first teaching for under-achieving PPG children across the school, as identified by robust tracking and monitoring procedures, in autumn term 2016.</p>	<p>HLTA's will be in place to support work across AHT classes to facilitate leader release time.</p> <p>Ensure baseline assessments are robust and used to inform interventions.</p> <p>Monitoring shows good or better teaching across the school.</p> <p>Data analysis shows closing of gaps between disadvantaged and non disadvantaged pupils.</p> <p>Pupils able to articulate learning.</p> <p>Targeted pupils more engaged in learning.</p>	<p>AHT time to be utilised to model and promote outstanding teaching and learning across the school.</p> <p>AHT time used to support, model and monitor outcomes for all children.</p> <p>AHT time utilised to ensure quality first teaching is in place across the school. Whole school sharing of expectations and aspirations for all.</p> <p>Non contact assessment manager time to ensure analysis of data and tracking is robust.</p>	<p>Analysis of baseline assessments.</p> <p>Analysis of attainment and progress data</p> <p>FEA monitoring.</p> <p>FEA linked to RAP</p>	<p>Are HLTA's used within the AHT classes?</p> <p>Is release time used to model and support quality first teaching?</p> <p>Is teaching good or better across the school?</p> <p>Data analysis is shared with middle leaders.</p> <p>Has data been accurately analysed for patterns, gaps and next steps.</p> <p>Has data analysis informed interventions?</p> <p>Has data analysis and vulnerable group outcome analysis informed RAPs?</p>	<p>Member of SLT designated for 2 days per month to oversee provision. (24 days/year - £6000)</p> <p>1 day per month for additional member of SLT to support coordinator (12 days/year - £2000)</p> <p>To provide a champion for vulnerable groups of children at heart of school leadership and management</p> <p>Analysing data and reporting to SLT and governors.</p> <p>Co-ordinator of additional support. Monitoring effectiveness of provision and measuring impact</p>	<p>SLT monitoring time.</p> <p>SLT data analysis.</p> <p>Patient notes, ghost trackers, class jobs, staff appraisal</p>	<p>Are vulnerable groups championed across the school?</p> <p>Do all CT and TAs know who the vulnerable groups are in classes/ KS?</p> <p>Are children in vulnerable groups making at least expected progress?</p> <p>Has the % of children in vulnerable groups making better than expected progress increased?</p>	
<p>Ensure monitoring of provision and impact is robust.</p>	<p>Vulnerable groups are championed across the school.</p> <p>Data is used for analysis to ensure that the gap between disadvantaged and non disadvantaged pupils closes.</p> <p>Intervention for vulnerable groups is measured for impact and evaluated regularly to ensure children are making good or better progress.</p>							

<p>To provide catch-up interventions to close the gap between PPG and all pupils</p>	<p>Interventions to be planned and implemented in all classes for vulnerable groups. Booster groups for Y2 and Y6 in place to help close the gap for standardised testing. Additional quality interventions are delivered by Teaching Assistants. Resources provided for interventions. Phonic interventions in place for Year 1, Year 2 and Year 3 children at risk of not passing or those who have not passed phonic screening.</p>	<p>Interventions to be monitored by class teachers to ensure impact is measurable over a short period of time. 6 week reviews take place between class teacher, Teaching Assistant and pupil. Overview of interventions and their impact to be held by SENDCO and SLT. Literacy and Maths subject leaders have overview of interventions and impact within subject areas.</p>	<p>Intervention record sheets embedded in the practice of new staff across the school. Intervention sheets detail evaluation of interventions carried out. 6 weekly reviews of interventions carried out.</p>	<p>Have interventions been carried out across the school? Are booster groups in place for Y2 and Y6? Are booster groups having clear impact on Y2 and Y6 outcomes? Are interventions varied according to need? Have children made progress towards passing phonic screening? Have children passed the phonic screening?</p>	
<p>Continue to increase the progress and attainment for all pupils, including those with additional barriers to learning, to support them in reaching age appropriate levels in all year groups.</p>	<p>Ensure external support for SEN is rigorous and well timed. Interventions are tailored to individual children. Regular monitoring of the children's individual provision maps, targets and progress against these will show impact of the interventions. SEND support is in place across the school. Appropriate provisions are made for all SEND learners.</p>	<p>SENDCO to carefully monitor progress and attainment for children with an identified special education need alongside PP. Learning walks, pupil progress meetings and book trawls have a focus on SEND/PP. Learning Support Advisory Teacher time purchased. Learning support sessions purchased for an advisory teacher to work with individual children. To meet with parents to offer advice and to make recommendations to staff in how best to support the children.</p>	<p>Analysis of data carried out against vulnerable groups. Learning walks, pupil progress meetings and book trawls carried out against children from vulnerable groups.</p>	<p>Has external support been requested for supporting SEN? Are IPM's in place for all children on SEND register? Do children identified as SEND and PPG receive additional support and intervention?</p>	
<p>Ensure there is an early identification of needs in EYFS. Baseline data for PPG captured and used effectively.</p>	<p>Children are identified on entry to Early Years. Interventions are put in place as early as possible and are individual to the children. Monitoring of intervention is rigorous and its impact based. Review of provision and impact is regular. Pupil attainment and progress is accelerated to close gaps in learning. Pupils are more able to talk about their learning.</p>	<p>Children identified on entry to Early Years setting as PPG pupils. Children to have access to additional intervention activities and an enhanced curriculum. Children to have coordinated intervention to improve progress and attainment at the end of EYFS and as they move into KS1. Increased access to reading, particularly those children that do not have this access at home as readily as non disadvantaged children. Continue to use intervention 'time to talk' in reception/Key stage 1 to develop speaking and listening skills.</p>	<p>PPG children have been identified. Reading records checked daily. Intervention trackers monitored.</p>	<p>Have all children eligible for PPG been identified on entry to school? Are reading records being completed on a daily basis? Have parents not reading with children been approached and has this been addressed? What is the outcome? Do children not receiving reading support at home receive additional reading sessions in school?</p>	

To ensure equal opportunities for all children in using ICT to enhance the curriculum.	Children are actively responding to blog. ICT clearly enhancing curriculum access. Children developing own ebooks and starting, as an author, with the whole school. Impact in reading demonstrated through ARE and progress.	Additional ICT access. Purchase and use of ipods for children to capture and explain their own learning and progress. Children to be able to articulate their learning.	Monitoring of blog posts and comments. % children at or on track for ARE in reading. Progress videos develop in use of language and vocabulary. Pupil talk, learning walks, class observations, drop ins. CT/TA using ICT to aid devilly of lessons.	Has % children at or on track for ARE in reading increased? Can children talk about their learning? Do children link their learning to real life experiences? DO children link their learning to occupations and aspirations? Is the plan to inspire displayed on TV's.	
Develop above ARE and mastery skills in PPG pupils.	They can talk with clarity about their learning journey (metacognition) Quality of feedback improves. Pupils access the full curriculum.	Purchase Education Welfare Officer support. This will support the school in ensuring all pupils attend school. Governors monitor attendance. Class teachers monitor attendance daily/weekly. Attendance is monitored as part of teacher performance management. Regular reviews to monitor children's attendance with Assistant Head. Attendance rates communicated to parents through newsletter. Attendance of classes and individuals celebrated during whole school assemblies.	Weekly and accumulative attendance monitored by CT. Attendance monitored weekly by SLT. EWO meetings every 3 weeks with AHT. SAL1 and SAL2 letters generated by office. Late letters generated by office. Parent attendance meetings carried out.	Can class teachers talk the class week and accumulative attendance? Do CT know who has been absent and why? Can CT demonstrate vigilance in challenging attendance issues? Has persistent absence decreased? Are PPG children at risk of persistent absence in school?	
Reduce persistent absence in disadvantaged pupils.	Improvement in punctuality and readiness for learning. To provide attendance at TAC meetings to support families and school in working together.	Money used to subsidise transport costs across to Morrells Wood Farm as appropriate.	Monitor parental contributions to visits. Best value for transport ensured.	Have all children visited the farm each term?	
To ensure equal access for all children to additional experiences.	All children engaged in learning. Children engaged in activities which promote Plant, Grow, Cook Eat. Children engaged in activities which promote LEAD, responsibility and independence.	Outdoor garden areas throughout school to continue to be developed. Raised beds to be maintained and children to take responsibility for growing own fruit and vegetables. Indoor/enclosed growing areas to continue to be developed so that the children can grow produce all year round.	Monitor vegetables being grown. % of children achieving farming and countryside award. % of children achieving farming and countryside leader status.	Have all children planted each term? Have all children been in the greenhouse? Do all classes have access to outdoor growing areas? Have % of children achieving farming and countryside award increased?	
Implemented across the school.	Outdoor growing areas have been increased. All children take active role in growing and caring for a range of plants.			Have number of children achieving farming and countryside leader increased?	
Increased use of own produce in cooking sessions and in school lunches.					

<p>Children to have access to a wide range of locally sourced produce and to have access to a wider range of tastes and experiences.</p>	<p>No child 'misses out'. Teaching actives are enjoyable, motivational and engaging. All children cooking once a fortnight.</p>	<p>Ensure all classes are cooking at least once a fortnight. Children to experience cooking with their own school grown produce.</p>	<p>Blog posts share good practice. Website has cooking evident for each class. All classes continue growing.</p>	<p>Have all children cooked at least every two weeks? Can children link their cooking activities to vegetables they have grown?</p>	
<p>To continue to foster a sense of belonging within the school. Support self esteem and confidence within the children. To support families and children with school uniform. To support vulnerable children and families in accessing enrichment activities e.g. World Book Day costumes, School visits.</p>	<p>All children engaged in learning. Increased attendance. Ongoing gains in parental support of the school.</p>	<p>Pupil Premium Money available if needed to support vulnerable families with costs of school Uniform, shoes etc. Ensure this funding is used as needed only and to support families in the short term.</p>	<p>Reports to Governors regarding spending. SENco to monitor those families requesting or seeking support and to ensure appropriate intervention and support is available through school or additional external agencies.</p>	<p>Number/% of families supported with PPG identified. Has this had a positive impact on well being of the child? Has this had a positive impact on the education of the child?</p>	