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| **Summary information** |
| **School Wembdon St George’s Church School** |
| **Academic Year** | 2018-2019 | **Total PP budget** | **£** 63920 | **Date of most recent PP Review** ***(external or Internal)*** | 20th April 2017 |
| **Total number of pupils** | 374 | **Number of pupils eligible for PP** | 47 (13%) | **Date for next internal review of this strategy** | February 2019 |

**Pupil Premium Strategy Wembdon St George’s Church School 2018-2019**

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| **Service Pupil Premium** | **Ever 6** | **Pupil Premium plus** |
| 2 @ £300 | 41 @ £1320 |  4 @ £2300 |
| £600 | £54129 | £9200 |

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| **Year Group** | **Total** | **Service Pupil Premium** | **Ever 6** | **Pupil Premium Plus** |
| Year 6 | 10 | 0 | 10 | 0 |
| Year 5 | 8 | 0 | 8 | 0 |
| Year 4 | 8 | 1 | 6 | 1 |
| Year 3 | 6 | 0 | 4 | 2 |
| Year 2 | 7 | 0 | 6 | 1 |
| Year 1 | 8 | 1 | 7 | 0 |
| Year R |  |  |  |  |
| **TOTAL** | 47 |  2 | 41 | 4 |

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| **Current attainment (2017-2018)** |

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| **Key Stage 2 Reading, writing and maths combined** |
| Breakdown | cohort | Achieving the expected standard | Achieving at a higher standard |
| School % | National Benchmark | School % | National Benchmark |
| All pupils | 57 | 67 | 64 | 5 |  |
| Pupil Premium | 10 | 60 |  | 0 |  |

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| **Key Stage 2 Reading** |
| Breakdown | Reading Progress | Reading Attainment |
| Cohort | Score | Cohort | Achieving the expected standard | Achieving a higher standard | Average Score |
| School % | National benchmark % | School % | National benchmark % | School | National benchmark |
| All pupils | 57 | -1.6 | 57 | 74 | 75 | 21 |  | 103 |  |
| Pupil Premium | 10 |  | 10 | 80 |  | 20 |  | 104.4 |  |

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| **Key Stage 2 Maths** |
| Breakdown | Maths Progress | Maths Attainment |
| Cohort | Score | Cohort | Achieving the expected standard | Achieving a higher standard | Average Score |
| School % | National benchmark % | School % | National benchmark % | School | National benchmark |
| All pupils | 57 | -0.2 | 57 | 79 | 76 | 21 |  | 104 |  |
| Pupil Premium | 10 |  | 10 | 90 |  | 20 |  | 105.5 |  |

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| **Key Stage 2 writing** |
| Breakdown | Writing Progress | Writing Attainment |
| Cohort | Score | Cohort | Achieving the expected standard | Achieving a higher standard |
| School % | National benchmark % | School % | National benchmark % |
| All pupils | 57 | 0.0 | 57 | 79 | 78 | 18 |  |
| Pupil Premium | 10 | -1.1 | 10 | 80 |  | 10 |  |

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| **Key Stage 1 Reading Attainment** |
| Breakdown | Cohort | At least the expected standard in reading | Below expected standard in reading |
| Achieve the expected standard | Achieved greater depth | Pre-Key Stage 1 | Foundations | Working towards |
| School % | National benchmark | School | National benchmark | School % | National benchmark | School % | National benchmark | School % | National benchmark |
| All pupils | 57 | 80 |  | 29 |  | 0 |  | 0 |  | 20 |  |
| Pupil premium | 6 | 50 |  | 17 |  | 0 |  | 0 |  | 50 |  |

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| **Key Stage 1 Writing Attainment** |
| Breakdown | Cohort | At least the expected standard in writing | Below expected standard in writing |
| Achieve the expected standard | Achieved greater depth | Pre-Key Stage 1 | Foundations | Working towards |
| School % | National benchmark | School | National benchmark | School % | National benchmark | School % | National benchmark | School % | National benchmark |
| All pupils | 57 | 78 |  | 17 |  | 0 |  | 0 |  | 22 |  |
| Pupil premium | 6 | 33 |  | 17 |  | 0 |  | 0 |  | 67 |  |

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| **Key Stage 1 Maths Attainment** |
| Breakdown | Cohort | At least the expected standard in maths | Below expected standard in maths |
| Achieve the expected standard | Achieved greater depth | Pre-Key Stage 1 | Foundations | Working towards |
| School % | National benchmark | School | National benchmark | School % | National benchmark | School % | National benchmark | School % | National benchmark |
| All pupils | 57 | 85 |  | 22 |  | 0 |  | 0 |  | 15 |  |
| Pupil premium | 6 | 50 |  | 17 |  | 0 |  | 0 |  | 50 |  |

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| **Year 1 phonics attainment** |
| Breakdown | Cohort | Number absent/didn’t take the test | Number not achieving the expected standard | Number achieving the expected standard | School % | National benchmark | Average mark |
| School | National benchmark |
| All pupils | 58 | 0 | 18 | 40 | 69 |  |  |  |
| Pupil premium | 9 | 0 | 4 | 5 | 46 |  |  |  |

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| **Percentages of children achieving a good level of development in the foundation stage** |
| Breakdown | All pupils | Male | Female | Pupil Premium | Non Pupil Premium |
| Cohort | 53 | 27 | 26 | 8 | 45 |
| School percentage % | 74 | 74 | 73 | 25 | 82 |
| National Benchmark |  |  |  |  |  |

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| **End of Year 6 Targets for 2018-2019**  | **Pupil Premium**  | **Non-Pupil Premium** | **All Pupils** |
| % achieving expected standard or above for reading | 60 | 83 | 78 |
| % achieving at greater depth in reading | 10 | 34 | 29 |
| % achieving expected standard or above in writing | 60 | 77 | 73 |
| % achieving at greater depth in writing | 10 | 23 | 20 |
| %achieving expected standard or above in maths | 50 | 80 | 73 |
| % achieving at greater depth in maths | 10 | 26 | 22 |
| % achieving expected standard in reading, writing and maths | 50 | 73 | 68 |

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| **End of Year 2 Targets for 2018-2019** | **Pupil Premium**  | **Non Pupil Premium** | **All Pupils** |
| % achieving expected standard or above for reading | 57 | 69 | 67 |
| % achieving greater depth in reading | 0 | 13 | 11 |
| % achieving expected standard or above in writing | 43 | 73 | 69 |
| % achieving greater depth in writing | 0 | 2 | 2 |
| % achieving expected standard or above in maths | 57 | 75 | 72 |
| % achieving greater depth in maths | 0 | 6 | 6 |
| % achieving expected standard in reading, writing and maths  | 43 | 68 | 65 |

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| **End of Year Phonic Targets for 2018-2019**  | **Pupil Premium**  | **Non Pupil Premium** | **All Pupils** |
| % achieving the expected standard | 25 | 93 | 80 |

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| **End of Year EYFS Targets for 2018-2019**  | **Pupil Premium**  | **Non Pupil Premium** | **All Pupils** |
| % achieving a good level of Early Years development in reading |  |  |  |
| % achieving a good level of Early Years development in writing |  |  |  |
| % achieving a good level of Early Years development in number |  |  |  |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** |
|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Some children eligible for PP not making expected progress through KS1 compared to other pupils especially in phonics. This slows progress in subsequent years and impacts on other subject areas. |
|  | Lack of resilience and confidence has an impact on a small number of PP children and has a detrimental effect on their academic progress. |
| **C.** | Gaps in learning in reading, writing and maths in KS2 children eligible for PP are slowing their progression. |
| **D.** | SEMH issues that impact learning |
| **E.** | Feedback does not always accelerate learning |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Parental engagement with children’s learning at home |
| **E.** | Persistent Absence  |
| **Desired outcomes**  |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Children eligible for PP will make similar progress through KS1 compared to other pupils. | Pupils eligible for PP in Years 1 and 2 make expected progress by the end of the year so that all pupils eligible for PP are closer to achieving age-related expectations. The gap is closed between PP children passing the phonics check and other pupils. |
|  | PP children will have more self-confidence and will be able to display more resilience when they encounter new situations and learning. | Pupils eligible for PP will access the curriculum more readily and enthusiastically, so that by the end of the year all pupils eligible for PP are closer to achieving age-related expectations.  |
|  | Children eligible for PP will have been assessed and gaps identified. Further teaching on target areas will enable the gaps to be plugged. | Pupils eligible for PP identified as underachieving make as much progress as ‘other’ pupils across Key Stage 2 in maths, reading and writing.  |
|  | Feedback maximises learning and children will be on track to meet their targets | PP children will meet their targets |

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| **Planned expenditure (reference BWMAT Trust Strategy Overview)** |
| 1. **Quality First Teaching and Curriculum**
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| **Area of Spend** | **Evidence and rationale for this choice including desirable outcome** | **Cost** | **How we will ensure it is implemented well** | **Staff lead** | **When will you review implementation?** |
| Additional TA hours(precision teaching/pre and post teaching/small group interventions) | The emphasis in the use of PP funding is on developing quality first teaching to meet the needs of all pupils including PP children. To provide additional support to help children meet or exceed ARE in Reading, Writing and Maths and improve progress. **Small group tuition +4 months as identified by EEF** | £20,000 | Intervention logsClass teacher’s notesObservations | SENDCO | To be reviewed at Pupil Progress meetings. |
| Additional phonics interventions in EYFS, Y1, Y2  | **EEC report early phonics intervention provide +4 months** impact and +8 months for feedback. The aim is to provide more personalised teaching and learning time in order to help pupils access the curriculum and improve progress. | £15,000 | Data test points will inform of progress and attainment improvements. | KS1 lead | To be reviewed at Pupil Progress meetings. |
| Additional support for year 6 children  | This additional support was extremely effective last year. **Small group tuition +4 months as identified by EEF** | £10,000 | Quality of pupil work and impact on outcomes through tracking. | PP Champion | To be reviewed at Pupil Progress meetings.July SATs results |
| **Total budgeted cost** | £45,000 |
| 1. **Targeted Support**
 |
| **Area of Spend** | **Evidence and rationale for this choice including desirable outcome** | **Cost** | **How we will ensure it is implemented well** | **Staff lead** | **When will you review implementation?** |
| ELSA/mentoring  | **EVIDENCE:** Sutton Trust - Mentoring +1 month **RATIONALE:** In the past six years, the learning mentor has built good relationships with the pupils and parents. For some children, this has enabled them to be in school full time rather than continue on a reduced time table. The learning mentor support has enabled the children to become more resilient and to be able to cope with their emotions. | £9000 | Regular meetings between SENDCO and Learning mentor | SENDCO | Half termly review with SENDCO |
| CPOMS and training  | **EVIDENCE:** Sutton Trust – Behaviour intervention +3 month **RATIONALE:** Introduction of CPOMS across school to ensure pupils health, well-being and safety is monitored effectively. | £2000 | Effectiveness of system across school monitored Impact evaluated  | SLT | Weekly pastoral meetings |
| Reading mentors 3 x weekly for identified children (Beanstalk or local community)  | **EVIDENCE:** Sutton Trust – 1:1 tuition +5 month **RATIONALE:** Some of our PP children do not regularly read to an adult and lack confidence. The trained volunteers from the charity give the children the support they need to improve their reading ability and confidence | £1000 | Monitoring of provisionPupil voice | PP Champion | To be reviewed at Pupil Progress meetings. |
| Focused data analysis of PP children  | SPTO enables teachers to more closely track and monitor the progress of PP children. Strong monitoring and analysis of PP outcomes and progress will allow for increased targeting and tailored support. | Not from PP budget | SLT monitoring and regular review at data drop points. | SLT | July 2019 |
| To improve attainment by developing a growth mindset in pupils | **EVIDENCE:** Sutton Trust - +2 months**RATIONALE:** To help our studentshavemore self-confidence and to be able to display more resilience when they encounter new situations and learning as this has been identified as an area for development | £200 | Pupil voiceObservation of behaviour for learning in observations | SLT | Termly lesson observationsPPM  |
| **Total budgeted cost** | £12,200 |
| 1. **Attendance**
 |
| **Area of Spend** | **Evidence and rationale for this choice including desirable outcome** | **Cost** | **How we will ensure it is implemented well** | **Staff lead** | **When will you review implementation?** |
| Attendance monitoring | To incentivise families to improve attendance. **+4 months as identified by EEF** | £1,000 | Office staff will monitor fortnightly and discuss with SLT. Meet with attendance officer termly | DBHead Teacher | Fortnightlytermly |
| **Total budgeted cost** | £1000 |
| 1. **Enrichment**
 |
| **Area of Spend** | **Evidence and rationale for this choice including desirable outcome** | **Cost** | **How we will ensure it is implemented well** | **Staff lead** | **When will you review implementation?** |
| Extra-curricular clubs provided by the school or external providers will be funded by school | Social skills are developed through participation in a range of clubs.Pupils enjoy the experience of being at school and are keen to participate in chosen activities.Talent, skills and efforts in non-academic subjects are celebrated and this in turn develops self-confidence. | Not from PP budget | SLT review and monitoring uptake of clubs by PP children. | SLT | July 2019 |
| Trips subsidised by school - including residential trips  | Learning is supported by trips that are carefully planned to enhance the school’s curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential trips. | £4000 | SLT review |  | July 2019 |
| Enrichment activities to ignite learning and to raise aspirations | **RATIONALE**: Some of the children eligible for Pupil Premium have been identified as gifted and talented. These children will be encouraged to extend their learning and to raise their aspirations | £2000 | Head Teacher and Deputy Head teacher, in consultation with the parents and children, will identify activities which will enrich learning and encourage aspirations to be made  | PP Champion | July 2019 |
| £50 for EYFS parents eligible for PP grant | **EVIDENCE:** Sutton Trust – parental involvement +3 months **RATIONALE:** To involve parents in the decision regarding how pupil premium money is spent. To develop stronger parental relationships. | £500 | * Deputy Head to engage with the parents of Pupil Premium children and ensure all the parents are aware of the additional monies available to spend.
* Deputy Head or PFSA to advise parents with ideas as to how to spend monies effectively
 | PP Champion |  |
| **Total budgeted cost** | £6500 |

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| **Review of expenditure**  |
| 1. **Quality First Teaching and Curriculum**
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| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Year 2 and Year 6 revision coursesRevision course held. 11 Year 6 children attended and 38 Year 2 children. The revision session was offered to all pupils as the PP parents expressed a wish at the PP parent meeting not to be treated differently. The PP children who attended received 1:1 support and the rest of the children received support as a large group. 4 PP children from year 2 attended (plus other identified vulnerable children who are not PP and 2 year 6 PP children plus 5 other identified vulnerable pupils). |  The revision session was well received by parents and needed in light of staff inconsistencies in year 2 and accelerated learning needed in year 6. This will not be continued this year, as the year 2 and 6 children will have consistent teachers and quality first teaching should ensure expected progress is mad for all children. | £1500 |
| Additional teacher for two days  | Children benefited from additional 1:1 and group support which improved confidence and allowed for pre and post teaching opportunities.This approach will not be continued. | £17000 |
| Pupil Premium Plus children to have money allocated termly based on needs identified in termly PEP meetings (Personal Educational Plan)1:1 additional sessions were given to the 3 children looked after.**High impact**CLA made excellent progress. In writing, one made expected progress and 2 made accelerated progress (3 points/5 points/7 points). In reading, two made expected progress and one made accelerated progress (3 points/3points/7points). In maths, one made expected progress and two made accelerated progress (3 points/4 points/7 points) | Additional sessions ensured expected progress was made by the children and improved communication with the parents (one parent observed sessions in order to further support the child at home). This approach will be continued. | £5700 |
| 1. **Targeted Support**
 |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Targeted support in the afternoons | This approach will continue this year | £16000 |
| Year 6 booster teacher**High impact**At the start of the year, baseline data showed:Maths8 below ARE (80%) 2 children at ARE or above (20%)Reading4 below ARE (40%) 6 children at ARE or above (60%)Writing8 below ARE (80%) 2 children at ARE or above (20%)**End of year data:**Maths9 at ARE (90%)1 below (10%) this child scored 99 scaled scoreReading8 at ARE (80%)1 below (10%)Writing8 at ARE (80%)2 below (20%) | The Year 6 booster teacher employed worked closely as part of the Year 6 team and discussed the needs of the children daily. A very good relationship was built between the team and the children.This approach will be continued if we find the right teacher for the role. This strategy worked because of the dedication of the booster teacher and the teamwork in Year 6 with quality first teaching daily. | £10000 |
| 1:1 Interventions | This approach will not be continued this week | £10000 |
| 1. **Attendance**
 |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Dedicated attendance meetingsWeekly attendance reports availableContinue the work of the attendance champion by awarding team points to the class with the highest attendance each week and to ensure this is displayed in school | This approach will be continued and earlier intervention for any PP children that are persistently absent. | £1000 |
| 1. **Enrichment**
 |
| **Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Learning mentor to support vulnerable children – social and emotional well-being | This approach will be continued.This year the learning mentor will have ELSA training as she is new to the role | £4000 |
| PFSA (Parent and family support adviser)PFSA and PP lead led parental meetings/workshops which strengthened parental involvementFeedback from these workshops led to the ‘unearthing project’ (resilience) being undertaken with pupils from years 4 and 5. | This approach will not be continued. The learning mentor was trained to use the ‘unearthing project’ so she will be able to use this strategy in the future if appropriate for the needs of the children. | £5000 |
| Year 4 and 6 camp and subsidising class trips | This will continue this year, to ensure all our children can access these enrichment opportunities  | £2100 |
| £50 for parents to spend on equipment/activities to support learning and teaching**High impact**Strengthened the relationship between school and parentsGood use of money spent including revision books, uniform, kindle, tablet for ninja maths, times tables CD | This approach will be continued for the EYFS parents only this year. | £3000 |
| Enrichment activities to ignite learning and to raise aspirations From a unique, fun perspective a workshop was delivered which looked at all the demands being placed on today’s children – inside and out of school and showed them how to find balance, look after themselves, become resilient and take control of their future.**Medium impact**Comments from the children‘If you don’t believe in yourself, you should add yet to the end so you will be able to do it eventually’ ‘You should not put yourself down and believe in yourself’ ‘Made me more confident with my learning’ ‘If you are feeling stressed out, you can do breathing  exercises to help you calm down’ ‘I think it will help because some children in our school give  up too easily. I think I have seen a change already’ ‘I can still remember the facts that she helped us to  remember and so we could apply it to our own learning to  help us remember’ | This approach will not be continued. It is hoped that the strategies learned on this day will continue to have a positive impact this year. | £5000 |