

# Woolacombe School Pupil Premium Strategy Plan 19/20

1. Summary information					
School	Woolacombe School				
Academic Year	2018/19	Pupil Premium allocation	£18,480	Pupil Premium Lead	Gail Holmes
Total number of pupils	207	Number of pupils eligible for PP	14	LSC Pupil Premium Lead	Vicky Macintosh

2. Current attainment (based on end of 2018/19 data) End of KS2 data			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	100%	97% (all chn)	71%
% reaching the expected standard in reading	100%	97% (all chn)	73%
% reaching the expected standard in writing	100%	100% (all chn)	78%
%reaching the expected standard in maths	100%	100% (all chn)	79%

	Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/19) <b>based on end of 2018/19 data</b>						
	Reception	Year 1	Year 2 1 child - significant SEND	Year 3	Year 4	Year 5 2 children - 1 with ASC - high SEND needs	Year 6
% achieving in reading, writing and maths	n/a	100%	0%	60%	100%	50%	100%
% reaching the expected standard in reading	n/a	100%	0%	60%	100%	50%	100%
%reaching the expected standard in writing	n/a	100%	0%	60%	100%	50%	100%

<b>% reaching the expected standard in maths</b>	n/a	100%	0%	80%	100%	100%	100%
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	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2018/19) based on end of 2018/2019 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>% achieving in reading, writing and maths</b>	66%	67%	65%	82%	62%	97%
<b>% reaching the expected standard in reading</b>	66%	84%	76%	82%	76%	97%
<b>% reaching the expected standard in writing</b>	70%	81%	86%	89%	79%	100%
<b>% reaching the expected standard in maths</b>	87%	87%	86%	89%	82%	100%

### 3. 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)*

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|-----------|--|
| <b>A.</b> | 50% of PP are also SEND which is above national average  |
| <b>B.</b> | Supporting children's attainment at every level in core areas - specific focus Maths and English                     |
| <b>C.</b> | Supporting socio-emotional wellbeing and building resilience of children, under-developed aspirations for the future |
| <b>D.</b> | Some children have less developed vocabulary and speaking and listening skills                                       |
| <b>E.</b> | Some children's ability to make links and apply skills to other areas of learning                                    |

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

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| <b>F.</b> | Some vulnerable families with SEND require external multi agency support - lack of engagement with external services |
| <b>G.</b> | Some children and families lack of parental engagement in a child's learning   |
| <b>H.</b> | Some children have limited opportunity to engage with enrichment opportunities                                       |

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children with PP and SEND identified early to ensure targeted intervention and specialist support implemented early to help close the attainment gap.	Attainment gap for PP and SEND children starts to close to ensure they begin to make accelerated progress
<b>B.</b>	Children's outcomes in the core areas of English and Maths will improve	Children will make good progress and outcomes will improve
<b>C.</b>	Children's SEMH needs are being met and they will become active, engaged and enthusiastic about their learning	Children will be resilient learners with a positive approach to their learning. Children will have good attitudes to learning
<b>D.</b>	To improve children's vocabulary and speaking and listening skills by ensuring a whole class vocabulary rich approach, high speaking and listening expectations and targeted speech and language support.	Children's vocabulary developed and applied through speech.
<b>E.</b>	Children able to make links with all areas of their learning and recall past learning to support building new learning - linked with whole school memory policy	Children are able to recall prior learning to support new learning
<b>F.</b>	Parents will engage with external agencies to ensure the best outcomes for their children and their well-being in and out of school	Parents have a positive partnership with all external agencies and the children are thriving in and out of school
<b>G.</b>	Parents will be actively encouraged to engage in children's learning and attend school events. Parents will be kept well informed about child's progress and successes	Partnerships with parents will support children's learning.
<b>H.</b>	Children will have priority booking places in after school clubs so they have access to enrichment opportunities	Children will have improved self-esteem, social skills and social inclusion.

## 5. Planned expenditure + SBS

**Academic year**    **2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Expenditure</b>	<b>Impact</b>
<b>To ensure the needs of the whole class are identified early</b>	PDM time dedicated to completing class profiles.	The needs of the class to mapped on the class profile utilising the graduated	Dedicated time. Monitored through PDMs.	Class teachers	Termly	£0	This was implemented in the time we had in school before COVID-19.

# Woolacombe School Pupil Premium Strategy Plan 19/20

<b>and targeted through teaching</b>	Termly assessments to support tracking of progress using standardised tests  Ongoing Staff training on all areas including SEND	response document to ensure universal, whole class, targeted and specific support implemented to ensure quality teaching for all.	Pupil conferencing				Children were on track prior to COVID-19
<b>To ensure high quality teaching for all children - with focus on Reading and Maths linked with the wider curriculum</b>	PDM time focused on improving teachers pedagogy of teaching Maths through the use of Power Maths and Reading through the use of whole class texts and clear understanding of progression of teaching reading at every stage. NLE to model group reading session to ensure teachers see high quality teaching of reading	Power Maths books based on Shanghai Maths approach and sound pedagogical ideas to ensure all children progress  High quality texts - high expectations for all children  Tiered approach to reading - 1:1, group reading and whole class reading to be used across the school to ensure high quality teaching of reading at every level through a multi-layered approach but ensuring consistency across the school	Power Maths books implemented with dedicated PDM time to support the approach.  Reading PDM's dedicated to CPD  NLE demonstration lesson in Reading  FFT training for teacher and LSA's	DP and class teachers  GH and OP/SB	Termly through Maths and Literacy focus weeks	£1000	Power Maths books implemented to improve consistency of models and images and progression throughout the school  Multi-layered approach to teaching reading across the school  FFT training and FFT intervention implemented in Year 1
<b>To ensure the implementation of the curriculum supports children's ability to consolidate and apply knowledge and skills taught</b>	Memory policy developed Staff CPD and PDM time given to curriculum implementation to enhance children's ability to retain the knowledge and skills they have learnt	Research regarding memory and how best to support children's ability to retain knowledge and skills through curriculum design  Regular opportunities to recap prior learning will enhance new learning	Regular PDM's based on this.  Pupil voice discussions and regular opportunities to recap prior learning	DP GH and class teachers	Termly through focus weeks and curriculum review days  NLE to come in to complete a pupil voice curriculum review	£0	New curriculum maestro to be implemented to support this
<b>Total budgeted cost</b>						<b>£1000</b>	
<b>ii. Targeted support</b>							

# Woolacombe School Pupil Premium Strategy Plan 19/20

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure	
<p><b>Early years/Reception/Year One/Year Two and KS2</b></p> <p><b>To raise attainment in all areas especially in speech, Language and Communication, Reading and Maths</b></p>	<p><b>KS1 children will receive targeted support through teacher led and LSA interventions</b></p> <p>Reading Recovery and Numbers count teachers to support children on a 1:1 basis,</p> <p>LSA's to deliver - Talk boost and FFT interventions</p>	<p>High impact daily intervention to support raising achievement has proven impact over a number of years.</p> <p>Talk Boost and FFT are recognised interventions with proven impact and clear starting and ending points to track progress.</p>	<p>Dedicated time given to RR and NC teachers</p> <p>Class profiles and intervention timetables target these specific interventions</p>	<p>NO and KM</p> <p>SA, AC, AB - KS1 and EY teachers</p>	Termly	£9,000	Impact of RR and NC teachers was impacted by COVID-19 as children did not finish their intervention
<p><b>Pre Teaching intervention strategy will help children to consolidate knowledge of core skills so they may be used effectively in other learning.</b></p>	<p>Pre Teaching sessions will focus on developing and consolidating core skills to build competences prior to the lesson</p>	<p>Pre Teaching has proven to have a positive impact on children's progress.</p>	<p>Dedicated time given to Pre- Teach in the timetable</p>	Class teachers	Termly	£0	When dedicated time given to pre-teach - there was a high impact on children's engagement
<p><b>KS2 Specialist intervention in dyslexia/literacy difficulties</b></p>	<p>KS2 Specialist Dyslexia teacher to work with individual or groups of PP children</p>	<p>Proven progress utilising decision spelling strategies</p>	<p>Dedicated time given</p>	OP	Termly	£4,000	Positive impact on spelling outcomes
<p><b>To develop children's SEMH through supporting their emotional well-being and building resilience</b></p>	<p>To implement the boxall profiling across the school as a whole class screening but targeting vulnerable children first to implement targeted support</p>	<p>Proven tool to support children's emotional well-being. Much more cost effective to Thrive but a similar approach in supporting children's emotional development</p>	<p>Boxall profile training Aut term for EH4MH lead</p> <p>Disseminated in staff meeting</p> <p>PDM given to completing the profiling</p> <p>Training for LSA's</p>	<p>AC and GH</p>	<p>Aut Term into Spring term to complete training and profiling.</p> <p>Whole class profiling to be completed by Feb half term</p>	<p>£500 - Release time to complete training and profiling</p>	<p>Boxall profile implemented but the targeted support was not implemented prior to lockdown due to the time.</p>

						Total budgeted cost	£13,500
<b>iii. Other approaches</b>							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?		
<b>Children will benefit from enrichment activities</b>	Children will have priority booking places in after school clubs and will be given financial support where needed for residential	Improved self-esteem, social skills and social inclusion. Better school attendance and participation in extra-curricular activities/residential trips	After school club administrator will contact parents of PP children  PP families will be contacted regarding residential visits	LM/KP GH/ST	Termly	£2000	Children participated in extra curricular activities for a term and half
<b>Children will receive support to develop social skills at lunch times</b>	Lunch time nurture club for PP children run by dedicated TA	Children will improve their ability to interact in social situations. They will develop vocabulary and their social and emotional intelligence through positive role modelling of adult. EH4MH	Regular PPM feedback and feedback from TA	JA	Termly	£0	Nurture group implemented daily - safe space for vulnerable children
<b>Children will be able to discuss any worries and receive 1:1 support</b>	Teacher Peer Mentor will provide support for PP children	Children will feel listened to, know how to stay safe and how to voice their concerns should they need to. EH4MH to lead from attachment based mentoring programme	Regular monitoring CPOMS	AC and GH	Termly	£980	Not fully implemented due to COVID-19
<b>Engage &amp; support vulnerable families with focused parental workshops/programmes linked with EH4MH</b>	Lead teacher for EH4MH to lead mental health workshops and a 10 week mental health parent programme	Children to have improved mental health & well-being. (outcomes from previous programmes have shown really positive impact). Parents have greater understanding of how to support their child with MH	AC released to implement the Timid to Tiger parenting programme. Cover needed to release AC for this.	AC and GH	Spring term into Summer term 2020	£1000	Great engagement with mental health workshop and timid to tiger parent programme

# Woolacombe School Pupil Premium Strategy Plan 19/20

	<b>Total budgeted cost</b>	£3980	
	<b>Total cost</b>	18480	