

# Woolacombe School Pupil Premium Strategy Plan 20/21

1. Summary information					
<b>School</b>	Woolacombe School				
<b>Academic Year</b>	2020/21	<b>Pupil Premium allocation</b>	£18,105	<b>Pupil Premium Lead</b>	Gail Holmes
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	24	<b>LSC Pupil Premium Lead</b>	Vicky Macintosh

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<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 well being and building character virtues
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Some children and families lack of parental engagement in a child's learning
<b>E.</b>	Some children have limited opportunity to engage with enrichment opportunities

## 3. 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 through character education 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 and attain character virtues to enable them to access their learning
<b>D.</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>E.</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.
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## 4. Planned expenditure + SBS

<b>Academic year</b>	<b>2020/21</b>
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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

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	Impact
<b>To ensure the needs of the whole class are identified early and targeted through teaching</b>	PDM time dedicated to completing class profiles. Termly assessments to support tracking of progress using standardised tests  Ongoing Staff training on all areas including SEND	The needs of the class to mapped on the class profile utilising the graduated response document to ensure universal, whole class, targeted and specific support implemented to ensure quality teaching for all.	Dedicated time. Monitored through PDMs.  Pupil conferencing	Class teachers	Termly	£0	
<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.	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	Power Maths books implemented with dedicated PDM time to support the approach.  Reading PDM's dedicated to CPD  FFT training for teacher and LSA's	NO and class teachers  GH and OP	Termly through Maths and Literacy focus weeks	£1000	

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		ensure high quality teaching of reading at every level through a multi-layered approach but ensuring consistency across the school					
<b>To ensure the implementation of the curriculum supports children's ability to consolidate and apply knowledge and skills taught</b>	Curriculum Maestro Implemented Staff CPD and PDM time given to curriculum implementation to enhance children's ability to retain the knowledge and skills they have learnt	Curriculum, Intent, implementation and impact designed to support all learners and carefully mapped to ensure clear progression throughout the school  Regular opportunities to recap prior learning will enhance new learning	Pupil voice discussions and regular opportunities to recap prior learning	NO GH and class teachers	Termly through focus weeks and curriculum review days	£1000	
<b>To implement character education to develop well rounded children with core character virtues</b>	Character Education implemented across the school through whole school and class focus	Children will build intellectual, performance, civic and moral virtues	Whole school SMSC/PSHE approach and assemblies.  Taught, sought and caught approach to ensure children develop character virtues through different opportunities	Gh and All staff	Termly reviewed - implemented Spring/Summer 2021	£1000	
<b>Total budgeted cost</b>						<b>£3000</b>	
<b>ii. Targeted support</b>							
<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>Early years/Reception/Year One/Year Two and KS2</b>	<b>KS1 children will receive targeted support through interventions</b>	High impact daily intervention to support raising achievement	Class profiles and intervention timetables target these specific interventions	Class teachers and LSA's HS AC, AB - KS1	Termly	£8,000	

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<b>To raise attainment in all areas especially in speech, Language and Communication, Reading and Maths</b>	Reading Recovery teacher to support children on a 1:1 basis in Year 2  LSA's to deliver - Talk boost and FFT interventions	Talk Boost and FFT are recognised interventions with proven impact and clear starting and ending points to track progress.		and EY teachers			
<b>Pre Teaching intervention strategy will help children to consolidate knowledge of core skills so they may be used effectively in other learning.</b>	Pre Teaching sessions will focus on developing and consolidating core skills to build competences prior to the lesson	Pre Teaching has proven to have a positive impact on children's progress.	Dedicated time given to Pre- Teach in the timetable	Class teachers	Termly	£0	
<b>KS2 Specialist intervention in dyslexia/literacy difficulties</b>	KS2 Specialist Dyslexia teacher to work with individual or groups of PP children	Proven progress utilising decision spelling strategies	Dedicated time given	OP	Termly	£2000	
<b>Specialist support through MAT central inclusion team</b>	Inclusion officer to support children and families linking to EH support for families	To support parental engagement to ensure better outcomes for children	Dedicated time given where needed	GH/Inclusion officer	Termly	£2000	
<b>To develop children's SEMH through supporting their emotional well-being and building resilience</b>	To implement the boxall profiling across the school as a whole class screening but targeting vulnerable children first to implement targeted support	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	Boxall profile training Aut term for EH4MH lead  Disseminated in staff meeting  PDM given to completing the profiling Training for LSA's	AC and GH	Whole class profiling to be completed by Feb half term	£0	
<b>Total budgeted cost</b>						£12,000	
<b>iii. Other approaches</b>							

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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 investment in trust wide enrichment opportunities	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	£1000	
<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	£1000	
<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	£105	
<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	
<b>Total budgeted cost</b>						£3105	

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