

Summary Information

School: High Wycombe Church of England Combined School

Academic Year: 2018-2019

Total Number of Pupils: 202

Total Pupil Premium Budget: £35,295

Number of Pupils Eligible for Pupil Premium: 26

Barriers to Future Attainment for Pupil Premium Children at HWCE

In-School Barriers (issues to be addressed in school e.g. poor Literacy)	
A	Low attainment in Literacy and Maths
B	Percentage with EAL/Language concerns
C	Percentage with SEN
D	Learning Skills e.g. Listening, Memory
External Barriers (action outside of school e.g. low attendance)	
A	Social / Emotional Difficulties
B	Resources to support children at home
C	Self Esteem

Outcomes

Desired Outcome	Success Criteria
<p>Pupil Premium children to be making at least expected progress and closing attainment gap</p> <ul style="list-style-type: none"> • Reading • Writing • Maths <p>(Tailored class support, Interventions, Learning Skills, Support at home)</p>	<ul style="list-style-type: none"> • 80% to be making expected progress in Reading • 80% to be making expected progress in Writing • 80% to be making expected progress in Maths • Intervention impact reports showing progress
<p>Pupil Premium children to be showing more confidence in class</p> <p>(Self-confidence, social skills developed)</p>	<ul style="list-style-type: none"> • Children to be actively participating in class more frequently • Children to be working more confidently in class lessons. • Impact of social skills shown in intervention review
<p>Pupil Premium children to be showing greater independence in class</p> <p>(attentions, listening and memory skills)</p>	<ul style="list-style-type: none"> • Children to be working more independently in class lessons. • Impact of learning skills shown in intervention review
<p>Pupil Premium children to be achieving the objectives in their interventions and showing impact of this in their learning (Interventions)</p>	<ul style="list-style-type: none"> • Children to be having tailored interventions to improve attainment and progress • Impact of interventions evident in review

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Planned Expenditure

Desired Outcome	Approach	Reasoning	How will you ensure it is implemented well	Lead	Review (Date)
Quality Teaching for All					
LSA to be effectively supporting groups and leading interventions	LSA Training (Interventions / Lesson Support) Monitoring of interventions	To ensure effective support is being given to the children to impact on their learning	LSA training meeting Termly review of interventions and data Lesson observations (LSA focus)	Becca Rosie	Termly
Teacher's to be planning effectively for all groups in their class to support and challenge them in all Literacy & Maths lessons	Challenge Training Intervention Training Planning Support	To ensure we are improving the quality of teaching and learning for all	Staff training and review programme	Becca Celine	Termly
Maths and Literacy Training to improve teaching for all	Staff Meeting Monitoring and evaluation in curriculum time	To ensure we are improving the quality of teaching and learning for all	Staff training and review programme	Becca Celine Rosie Tina	Termly
Targeted Support					
1:1 / Small group Maths interventions for year 2 and 6	Interventions to address gaps in children's knowledge to support attainment	To ensure we are addressing the gaps in the PP children's learning to help them progress	Training on specific interventions	Becca	Termly
1:1 / Small group Literacy interventions for year 2 and 6			Impact review of documents of interventions	Rosie	
1:1 / Small group Phonics interventions for year 2 and 6			Observations	Emma LSA	

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Desired Outcome	Approach	Reasoning	How will you ensure it is implemented well	Lead	Review (Date)
Other Approaches					
Small group Social skills interventions	Developing social and learning skills in PP children Supporting the children's pastoral needs	To address some of the PP children's barriers to learning	Training on specific interventions	Becca	Termly
Small group Learning skills interventions			Impact review of documents of interventions	Rosie LSA	
Pastoral Support (Nurture Group or equivalent)			Observations		
Resource Support (Trips, Uniform, Education Resources, External Clubs)	Providing children with resources both in and out of school	Supporting the children to access the wider school and out of school life to boost self-esteem, inclusion and happiness at school	Meetings with class teachers Meeting with parents	Becca Celine	Termly
Support specific to the individual child to support learning e.g. music lessons to be build self-esteem, playground support to develop friendships & self-esteem	Providing children with opportunities to develop their self-esteem	Supporting the children to access the wider school and out of school life to boost self-esteem, inclusion, learning and happiness at school	Meetings with class teachers Meeting with parents	Becca Celine	Termly

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Reviewed Expenditure

Desired Outcome	Approach	Impact (Did you meet Success Criteria)	Lessons Learnt (Continue with approach?)	Cost
LSA to be effectively supporting groups and leading interventions	LSA Training (Interventions / Lesson Support) Monitoring of interventions	LSA support in lessons has meant children can access lessons and made the progress they did. See data below	Approach to continue but to ensure that the higher ability are supported as much as the lower ability Ensure all children get support needed to make accelerated progress	3.5k
Teacher's to be planning effectively for all groups in their class to support and challenge them in all Literacy & Maths lessons	Challenge Training Intervention Training Planning Support	Most teachers have planned effectively for pupil premium children and differentiated to have a positive impact on their academic achievements and progress See data below	Approach to continue – develop support for newer teachers / follow up M&E with specific teachers	1.4k
Maths and Literacy Training to improve teaching for all	Staff Meeting Monitoring and evaluation in curriculum time	Reading – 78% made expected progress – target not met Writing – 78% made expected progress – target not met Maths - 61% made expected progress – target not met All of the subject areas improved the percentage making expected progress from autumn term. M&E shows improvements in	Approach to continue Release time for teachers to peer observe would enhance further	2.5k

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		teaching & implementation of new initiatives		
1:1 / Small group Maths interventions	Interventions to address gaps in children's knowledge to support attainment	See data above Interventions were successful in ensure progress was made by pupil premium children (staff shortages impacted on this and reduced support for PP children)	Approach to continue LSA training to be in place to support further	11k
1:1 / Small group Literacy interventions				11k
1:1 / Small group Phonics interventions				0.4k
Small group Social skills interventions	Developing social and learning skills in PP children Supporting the children's pastoral needs	Social skills has a positive impact on the children's self-esteem and ability to interact with others. Write ups / feedback show it had a positive effect on the children	Approach to continue but target all children necessary	2.5k
Small group Learning skills interventions	Developing social and learning skills in PP children Supporting the children's pastoral needs	This didn't take place this year	Would like to try this next year to support the pupil premium children further	£0
Pastoral Support (Nurture Group or equivalent)	Developing social and learning skills in PP children Supporting the children's pastoral needs	This didn't take place this year	Would like to try this next year to support the pupil premium children further	£0
Resource Support (Trips, Uniform, Education Resources, External Clubs)	Providing children with resources both in and out of school	A number of the pupil premium children were supported this year with trips, uniform and extra-curricular activities. This had a noticeable impact	Approach to continue and target all pupil premium children	4.5k

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		on the children's confidence, self-esteem and ability to celebrate successes		
Support specific to the individual child to support learning e.g. music lessons to be build self-esteem, playground support to develop friendships & self-esteem	Providing children with opportunities to develop their self-esteem	This didn't take place this year	Would like to try this next year to support the pupil premium children further	£0