

Summary Information

School: High Wycombe Church of England Combined School

Academic Year: 2017-2018

Total Number of Pupils: 209

Total Pupil Premium Budget: £32,580

Number of Pupils Eligible for Pupil Premium: 24

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"> • 70% to be making expected progress in Reading • 70% to be making expected progress in Writing • 70% 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)	RJ RA	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	RJ CH	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	RJ CH RA TS	Termly
Targeted Support					
1:1 / Small group Maths interventions	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	RJ RA LSA	Termly
1:1 / Small group Literacy interventions			Impact review of documents of interventions		
1:1 / Small group Phonics interventions			Observations		

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Other Approaches					
Small group Social skills interventions	Developing social and learning skills in PP children	To address some of the PP children's barriers to learning	Training on specific interventions	RJ	Termly
Small group Learning skills interventions			Impact review of documents of interventions	RA LSA	
Pastoral Support (Nurture Group or equivalent)	Supporting the children's pastoral needs		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	RJ	Termly
			Meeting with parents	CH	