

## Withycombe Raleigh C of E Primary School

### Pupil Premium Profile 2017-2018

Total numbers of pupils in school	589
Number of Pupil Premium eligible pupils	77 (35 pupil premium and 42 Service Children)
Total pupil premium budget (April 2017 – April 2018)	£89,083

\*January 2017 Census

### Pupil Premium Grant Action Plan Academic Year 2017/18

ITEM/PROJECT	COST	OBJECTIVES	OUTCOMES	IMPACT
<b>Employment of specialised TA's</b>	£16,426	To work closely with Senco, Class teachers and Parents to support and deliver Thrive, Emotional and Behavioural support. To help children access to learning to enable the gap to be narrowed with PP children.	The 'readiness to learn' gap is for PP children and groups is narrowed.	Pupil Premium children who worked with Elsa and specialist TAs went up from 35% to 70% in their emotional scores.
<b>Regular Review meetings of PP support and interventions by LT and Senco</b>	£800 (Termly meetings)	To ensure that quality provision is provided and is appropriate for children. To ensure that children are making progress and that the gap is being narrowed.	Intervention groups address specific needs. Children make good progress and the gap between PP and non-PP children is narrowed. Children are monitored and tracked closely.	Meetings ensured that children were in the right interventions and benefiting from them.
<b>Enrichment opportunities, trips, visits, including contribution towards residential.</b>	£2,500	To provide enrichment opportunities for all children. To offer financial support to the families of disadvantaged pupils to access enrichment activities.	Disadvantaged pupils are able to access all areas of an enriched curriculum, attending events/days in other schools/facilities.	Pupils that would otherwise not be able to go to trips were subsidised and were able to attend the trip with their peers.
<b>Thrive subscription and update training</b>	£2,836	To identify gaps in children's reading attainment.	Children's reading habits are tracked and monitored and data is addressed from	The THRIVE programme shows the SENCO or appointed TA the

		To monitor children's reading interest and habits and support comprehension.	this. Children's reading is closely monitored and children have increased control of their reading understanding and progression. Parents know how to, and can support children with their reading at home.	emotional development level the child is on. From that can then be formed the plan that helps the child develop control over their behaviour and emotions at home and at school. THRIVE data enables school to see the child's emotional progress.
<b>CPOMS</b> £1074	£805	Safeguarding electronic posting system to ensure concerns are centralised. Chronological sequencing and other tracking uses	Improved response for support for all safeguarding needs including PP	CPOMS has ensured that needs of PP children are immediately alerted to those who need to know and action taken.
<b>Weekly parent information workshops by Senco to enable support for PP</b>	£5,000	A series of parent workshops run through the School Senco to support parents (including PP) in helping their children	PP children being supported in their readiness to learn, supported with intervention in closing the gap and to ensure correct diagnosis for support	SENCo led approximately 12 information sessions a term through the whole school year. Parents, Teachers, TAs and other interested parties (social worker, childminders, etc) learned new strategies and ideas for how to work with their pupils.
<b>Collaboration model support focus for disadvantaged pupils</b>	9 sessions ( x £180) £1,620	To identify cohort needs. Professional conversation with teacher. Triad support including coach/mentor to support intervention or needs with a focus on PP children.	Teachers identified need or area to support PP children and the wider class. Strategies with view of closing the gap for PP and disadvantaged pupils	Children benefitted from the spotlight being shone on their progress and strategies shared to improve progress.
<b>Parent meetings and support sessions for targeted sessions with specialised TA , e.g. Supporting their child/ren with reading, supporting their child/ren with writing.</b>	£10,360	To enable parents to engage with their child's learning and know how to support them. To engage parents in workshops to support their child/ren with Maths, Reading and Writing.	Parents feel confident to support their children at home with their learning. Parents know where their child is and what they need to get better at, and improve.	Parents who attended found it beneficial to know how their children were progressing and how to help them.
<b>Purchase 'Speech link', 'Infant language link' and Education City subscription.</b>	£275 £849	To identify early language difficulties.	Whole class screens determine the level of First quality teaching practice, groups and/or individual children receive speech intervention from a Speech Link	Speech link and language link is used in KS1 and helps children with their language development. We use the information to inform interventions.

			programme.	Education city is used across the school. It has useful presentation material that teachers are using to further improve their teaching.
<b>One-to-one counselling.</b>	£885 (5 PP children supported) 3 terms x 10 weeks	To provide opportunities for children needing 'play therapy' and counselling to enable children to talk safely about their feelings and resolve issues for them.	Individual children identified as needing one-to-one counselling. Tailored support provided to those children, at an appropriate level and depth. Children supported with their emotional needs to support their behaviour and social/emotional needs.	Professional counselling was bought in to help children with serious challenges that were preventing their being ready to learn at school or be happy at home. Success was shown though results were confidential to the counsellor and child. PP children were prioritised.
<b>'THRIVE' training for 2 SEND LSA and weekly support for PP children.</b>	£400	To provide training and support for targeted TA's and Senco to assess PP children and enable them to work with and support PP children.	Children's emotional, developmental and social needs met.	ELSAs are a valuable support in helping children with emotional issues. PP children are prioritised for this service.
<b>PSP</b>	£850	To provide emotional support for identified children. PSP David Slater.	Children show an increase in confidence and self-belief.	Children with extreme need were prioritised to do leadership training on drawing and talking therapy.
<b>Support with school uniforms.</b>	£500	To enable children to feel fully included without other affecting their learning or self-awareness.	Children are included and don't feel different to others.	With supporting some Pupil Premium children with school uniforms we made sure pupils' self-esteem is not affected.
<b>Provision of School Meals for children eligible for Free School Meals (31 children for 2016/17 @ 80% take-up)</b>	£9,506	To provide a nutritionally balanced school meal.	Children will be able to perform to their full potential.	School made sure all children got at least one meal during the school day.
<b>Time for PP case studies.</b>	£750 (1/2 day for KS1 and KS2 phase leaders each term)	To enable children's attainment and progress to be tracked and closely monitored. To monitor progress of PP children with teachers.	Children's progress is tracked and interventions and support are making a difference. The gap in learning is narrowed.	Case studies allowed staff to focus on specific children who were underachieving and implement personalised interventions.

<b>General Courses to support targeted intervention for PP pupils (closing the gap; Cued speech, Pips training, Ipad training, Phonics Y1 additional support, etc.)</b>	£500	To support all children who need the knowledge and skills.	Children benefitted from well-trained TAs.	PP/SC children were first to benefit from trained TA intervention where they had the need.
<b>Teaching Assistants (10% of cost)</b>	£40,638	Teaching assistants are attached to provision across the school working with disadvantaged children. To communicate achievements and needs of children from their learning.	Class teacher ensure that disadvantaged pupils receive appropriate interventions/boost if required. Use of pre-teaching and over-learning strategies to narrow the gap.	While planning, teachers pay a special attention to pupil premium children who are underachieving and they plan interventions for them. Generally TAs will usually deliver them.
<b>Nessy</b>	£840	Dyslexic programme to support next steps	Provides levels and support programme for improvement - impacts on spelling and writing	PP children on Nessy had reading results go up by 20%.
<b>Purchase of Pupil Tracker to aid assessment and tracking of pupil's progress.</b>	£2,099	To track children's progress and learning. To identify gaps in understanding to inform intervention groups and support.	Class teacher aware of gaps in children's understanding. Leaders, Ts and TAs aware of children's progress and learning against 'ARS' – age related standards.	Pupil tracker enabled up to pull up PP children results and adjust the help they got appropriately.
<b>Accelerated Reader</b>	£705.00			PP/SC children prioritised.
<b>SUMMARY</b>				
TOTAL PP RECEIVED	£88,410			
TOTAL PP EXPENDITURE	£99,145			
TOTAL PP OUTSTANDING	£			