

WATCOMBE

PRIMARY SCHOOL



Watcombe Primary School

Pupil Premium Funding for Academic Year 2017/2018

2017/2018 Pupil Premium funding	7/12 = £ 59,638
2018/2019 Pupil Premium funding	5/12 = £ 42,591
TOTAL FOR ACADEMIC YEAR	£ 102,229
TOTAL FROM SPENT ON ACTION PLAN TO SUPPORT FSM/CLA	£ 159,682

What are the key barriers facing our Pupil Premium children?



On entry into school, the Pupil Premium group are **significantly below expectations** in all areas despite many being entitled to and accessing Nursery sessions from the age of two. School systems quickly identify lower attaining children and gaps in their attainment. To counteract this, targeted intervention is used across the school to accelerate progress. However, despite making very strong progress their attainment remains lower than their counterparts until much later in their school career when the impact of school systems can really be seen.

Attainment in reading, writing, maths and the development of speech & language skills are key priorities. These are areas which many within this group receive **fewer opportunities to develop at home** and may be areas which many of their parents found difficult to access during their own education. To counteract this, we have a targeted team of pastoral staff who are working with the families of our children. Including parents in school activities and enabling them to help support their children is interwoven into every aspect of school life.

Emotional and social development is a key area of focus for these children. Many pupils require support to build the fundamental building blocks in their social and emotional development and therefore aren't 'ready' for learning whilst also finding relationships with others a





challenge. To meet these needs we have a highly trained staff team who work with the THRIVE principles to fill the gaps.

We also strive to overcome the problem of a **fixed mindset** and aim to develop **intrinsic drive, self-belief and motivation** in their learning. We, as a school, promote growth mindset and offer positive role models as part of the planned curriculum. We strive to offer children opportunities to achieve and celebrate successes.

Attendance is an ongoing focus for the school, particularly improving the 'absence' and 'persistent absence' rates for our Pupil Premium children through quick identification and targeted support.

What are the priorities for spending?

Each year the Senior Leadership Team and the Governors decide how to spend the Pupil Premium funding which we receive in order to offer the most effective learning environment. Our priorities for spending in 2017/18 are:

1. Ensuring that additional TA hours support quality first teaching. Deployment of these hours is reviewed half termly as we analyse progress information.
2. Funding assertive mentoring sessions for pupils in Y5/6. This is an individual target setting meeting where learning targets are met and behaviour/attendance is discussed with the pupil and their parents.
3. Offering extra-curricular learning opportunities to raise attainment in maths and reading.
4. Ensuring that pupils develop sound reading skills and a good foundation of number skills in KS1 through the intervention programmes of Every Child Counts and Every Child a Reader. Ensuring that pupils develop good speech and language skills through targeted intervention.
5. Maintaining the Learning Mentor led breakfast club and operating the THRIVE based nurture units to support social and emotional development.
6. Funding additional THRIVE based TAs to support pupils in class so that they are 'ready for learning'.



7. Maintaining the Learning Mentors role of running targeted interventions and additional classroom support. (A bespoke package is built around the child/family).
8. Funding a Family Support Team to enable families to effectively support their children and access support groups etc.

Pupil Premium Allocation to Support Teaching

Strategic Decision	Funding	Outcome
Additional 70 hours of TA time per week across school to: <ul style="list-style-type: none"> - Enable the effective delivery of quality first teaching; - Maximise targetted support within lessons i.e. guided groups in reading, writing and maths; - Offer effective targeted interventions to meet specific needs. 	£93,764	
Additional 54 hours of Apprentice TA time per week across EYFS to: <ul style="list-style-type: none"> - Enable the effective delivery of quality first teaching; - Maximise targetted support within sessions i.e. guided groups in reading, writing and maths; - Offer effective targeted interventions to meet specific needs. 		
Speech & Language HLTA offering targeted support every morning to identified children.		
Reading Recovery (Every Child a Reader) 0.6 Teacher providing an intensive support.		
Provision of an Every Child counts 0.6 HLTA to offer an intensive number programme to children in Y2.		
Extension of provision beyond the school day to target specific needs in maths for identified booster children.		
Extension of provision beyond the school day to target specific needs in reading for identified booster children.		
Fortnightly release time for Y5/6 teachers & TAs to complete an assertive mentoring programme with children in their class.		

Pupil Premium Allocation to Support Social & Emotional Development

Strategic Decision	Funding	Outcome
Early Start Breakfast Club - free provision for identified children to support social/emotional development and to aid a smooth morning transition into the classroom.	£65,918	
Two HLTA learning mentors offering specific programs and 1:1 support to identified children in KS1 and KS2 - mornings.		
Two HLTA Learning Mentors operating THRIVE nurture units to support social and emotional development - afternoons.		
Additional THRIVE based TA to support social, emotional and learning needs.		
Family Support Team working to support families to help them access the support that they need. (One staff member funded through PP funding and one through 'Trouble Families' funding from the LA).		

How are these priorities achieved?

How is the progress of these children monitored?

The school tracks the progress of children who are eligible for Pupil Premium funding both as a group and individually. At the end of each half-term, staff submit data on each child. The Senior Leadership Team review this data and ensure that current provision is resulting in good progress. Where there may be concerns over provision, then this is reviewed and appropriate actions are taken rapidly. For some children this may result in additional provision being offered, for others it may mean a change of approach or a focus in a slightly different area. We offer a unique approach to meeting the needs of individuals not a 'one fits all'.



What has been the impact of our support over time?

2017 update due with the release of ASP.

2016 the following strengths were noted on the data dashboard:

Strengths in 2016

- KS2 progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils' progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- For KS2 pupils who have special educational needs, progress was not significantly below average* overall or for any prior attainment group in any subject. *and not below -3.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in mathematics.

2015		
National Floor Standards	School	
Level 4+ RWM	65%	97%
EP reading	94%	96%
EP writing	97%	100%
EP mathematics	93%	100%
Floor standards met?		

In 2015, our Y6 data showed that, on average, Pupil Premium children at Watcombe have **better** attainment than those children who do not across the nation. The attainment of

Watcombe Pupil Premium children is **above** the comparable national data for all subjects. The progress made by Pupil Premium children has been '**significantly above**' the national data from 2013-2015. This is because of our quality first teaching, targeted support and the personalised approach which we take.



How will we measure the impact of our support?



At the end of the 2017/18 academic year, we will assess our Pupil Premium strategy by looking at the progress made by these pupils on an individual, cohort and collective basis using both internal and external data. Our outcomes will be used to inform the 2018/19 School Improvement Plan and the deployment of future Pupil Premium funding.

When is the next scheduled Pupil Premium Review?

Our strategy is reviewed at the end of each half term when we review the progress that children within this group are making. The next school wide review is scheduled for July 2018.