



Woodbury C of E Primary School

Planned Expenditure of the Pupil Premium Grant 2019-2020

The Pupil Premium Grant (PPG) is an amount of money allocated to schools through their budget based on the number of children in receipt of Free School Meals (FSM), Children in Care (CIC) and children whose families are in the services (SC). Each school allocates the grant to provide for the needs of its pupils with the aim of narrowing the gap between the progress and attainment of the lowest achieving children and the national expectations for their year group. The allocation of funds in each school will depend on the school context and the needs of individual children and groups of pupils.

At Woodbury C of E Primary School, the PPG is used to ensure that vulnerable and disadvantaged children achieve high levels of attainment, engage in all aspects of school life at the same or greater level as the other children in the school. We aim to raise the aspirations, opportunities and confidence of these pupils and use the funding to target support to make this happen.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (April 2019)	
Total number of pupils eligible for Pupil Premium Grant as at April 2019	10
Total number of pupils eligible for Service Grant as at April 2019	5
Total amount of PPG received April 2019- March 2020	£15 680

Planned Expenditure 2019- 2020 Pupil Premium Grant

Summary of current and proposed actions for the year 2019/20		
Item/project	Objective/impact	Success criteria / Measurement
<p>Learning Support Assistants to provide learning and pastoral support in class, in small intervention groups and individually depending upon needs of the children</p> <p>£10 930</p>	<p>To increase the rate of learning of vulnerable pupils by removing barriers to learning achieved by:</p> <ul style="list-style-type: none"> • <i>Improving the access to high quality whole class teaching by quickly addressing mis-understanding and filling gas</i> • <i>Boosting pupil confidence and encouraging resilience</i> • <i>Providing feedback to teachers to enable them to adjust teaching to provide maximum support to vulnerable pupils</i> 	<ul style="list-style-type: none"> • Children can access whole class teaching • Children are confident and resilient learners • Gaps and misconceptions are addressed • Specific learning or pastoral needs are quickly identified and therefore able to be addressed
<p>In addition to high quality whole class teaching teachers provide additional support in class for vulnerable children</p> <p><i>Within staff costs</i></p>	<p>To accelerate progress of targeted children by the children receiving:</p> <ul style="list-style-type: none"> • <i>priority questioning and support during high quality teaching,</i> • <i>additional guided teaching,</i> • <i>Individual pre or post teaching.</i> 	<ul style="list-style-type: none"> • Children show increased engagement in lessons • Children show increased confidence in learning • Children make improved progress
<p>Half termly meetings between teachers and leadership team to monitor progress of vulnerable children</p> <p>£300</p>	<p>Leadership team and teachers have a shared and in depth understanding of the progress, needs and next steps of each vulnerable child.</p> <p>Best practice to be shared and plans put in place to remove potential barriers to learning.</p>	<ul style="list-style-type: none"> • SLT and teachers have a shared deep knowledge of progress and needs of children. • The decisions of SLT and teachers is based on current knowledge of children enabling the needs of the children to be met effectively

<p>Training of all staff focused upon developing whole class teaching strategies to support vulnerable children, including those with SEND</p> <p><i>Costs within staff development</i></p>	<p>All staff have a strong skill set to support vulnerable children in whole class teaching, so as to address and prevent gaps in learning skills and knowledge and to promote a positive approach to learning.</p>	<ul style="list-style-type: none"> • All staff provide high quality teaching and support for learning to maximise the progress of vulnerable children
<p>To support vulnerable children in developing a growth mind set and an understanding of how they learn to help them develop learning and personal resilience.</p> <p><i>Costs within staff development</i></p>	<p>To teach children about how to learn, using Building Learning Power</p> <p>Staff to know how to support children to develop a positive growth mind set</p> <p>Resilience of vulnerable children is promoted</p>	<ul style="list-style-type: none"> • Learning is improved as children are more resilient • Children become more confident and are able to take risks in their learning • Children have increased expectations of themselves
<p>All children, staff and parents to complete Child Assault Prevention Programme or Workshops</p> <p><i>£1000</i></p>	<p>Children know how to keep themselves safe and how they can get help</p> <p>Parents have an improved understanding of how to keep children safe and strategies used in school to promote this.</p> <p>Staff have improved knowledge of how to teach children to keep themselves safe.</p>	<ul style="list-style-type: none"> • Children are safer both in and out of school in respect of unsafe situations or people, including from the risks of bullying and abuse.

<p>To support the mental health of vulnerable children through the teaching of strategies to promote positive mental health.</p> <p><i>Costs within staff development</i></p>	<p>To teach children strategies to promote positive self-talk</p> <p>To teach children to use the '10 a day' to promote positive mental health</p> <p>To provide children with regular opportunities for yoga and other mindfulness activities</p>	<ul style="list-style-type: none"> • Children can use positive self-talk to address negative thoughts • Children know and follow the key factors to promote positive mental health
<p>The school to remain a THRIVE accredited school</p> <p><i>£600 and staff costs</i></p>	<p>The Lead THRIVE teacher maintains accreditation</p> <p>The emotional and social needs of children are supported in class, in groups and individually using the THRIVE approach</p> <p>Teaching and support staff are trained in THRIVE to provide a consistent and effective support to children</p>	<ul style="list-style-type: none"> • The emotional and social needs of the children are met with a consistent high quality approach
<p>Emotional Literacy Support Assistant Programme (ELSA)</p> <p><i>£200 plus staff cost</i></p>	<p>To maintain expertise of a learning support assistant to deliver emotional literacy support to targeted children to improve their emotional welfare and learning.</p> <p>ELSA specialist cascades training and helps other staff support children's emotional state</p>	<ul style="list-style-type: none"> • Children are supported in dealing with emotional difficulties • Staff confidently support children with emotional needs
<p>Outdoor Forest School sessions</p> <p><i>£200 plus staff costs</i></p>	<p>Targeted children learn to work together, develop confidence and take responsibility in individual or group activities</p> <p>Targeted children take part in gardening activities to support mental health</p>	<ul style="list-style-type: none"> • Children develop learning skills beyond the classroom • Children provided with opportunity to nurture plants with the opportunity to •

<p>Increase the participation of vulnerable children in extra-curricular activities</p> <p><i>Within staff costs</i></p>	<p>All vulnerable children are invited and encouraged to represent the school in extra-curricular activities.</p> <p>Transport is provided and any costs covered so that all barriers to participation are removed</p>	<ul style="list-style-type: none"> • All vulnerable children represent the school at least once during the academic year
<p>Funfit and Sherborne Programmes for gross and fine motor skills</p> <p><i>£400 plus staff costs</i></p>	<p>Staff are trained to deliver Funfit and Sherborne programmes.</p> <p>Improved the physical and sensory development of targeted children.</p>	<ul style="list-style-type: none"> • Increased physical development and self-esteem of targeted children.
<p>Family and child support workshops</p> <p><i>£100</i></p>	<p>Families are provided with access to information and support through weekly meetings and workshops held within the Exmouth Learning Community .</p>	<ul style="list-style-type: none"> • Families have access to local information and support to reduce feeling isolated
<p>Speech and Language Support (Speech Link)</p> <p><i>£550 and staff costs</i></p>	<p>School based identification of children with speech or language needs enables provision to be provided quickly</p> <p>Targeted children are supported by a specific speech and language programme</p>	<ul style="list-style-type: none"> • Improved speech and language of targeted children improves their learning and confidence
<p>CODE X Reading Program</p> <p><i>£200 plus staff costs</i></p>	<p>To ensure that targeted children achieve age expectations in reading, through additional daily support being provided before school</p>	<ul style="list-style-type: none"> • Children make accelerated progress in reading • Children to achieve age expected attainment in reading • Children to develop a positive attitude to reading and view themselves as readers
<p>Higher Level Teaching Assistant to provide class and group support for year 6 children</p> <p><i>Within staff costs</i></p>	<p>To provide high quality support to increase progress of children in core subjects, through mentoring, immediate intervention and consistent support</p> <p>To increase confidence of children in test situations</p>	<ul style="list-style-type: none"> • Increased attainment and progress of year 6 children in maths, reading and writing to be at least in line with National figures. • Children to reach personal targets in KS2 SATs

<p>Booster classes, taught by teachers, for year 6 children in maths</p> <p><i>Within staff costs</i></p>	<p>To provide bespoke pre- and post-teaching for targeted children to increase attainment and accelerate progress of targeted children</p>	<ul style="list-style-type: none"> • Increased attainment and progress of year 6 children in maths to be at least in line with National figures. • Children to reach personal targets in KS2 SATs
<p>Support for families with the cost of visits</p> <p><i>£700</i></p>	<p>To ensure that all children take part in all educational visits and activities where a voluntary contribution is requested.</p> <p>No child has been or ever will be prevented from taking part in an educational visit due to financial need.</p>	<ul style="list-style-type: none"> • Cost is not a barrier for children to take part in an educational visit
<p>Provision of individual swimming lessons for targeted children</p> <p><i>£300</i></p>	<p>To ensure all vulnerable children can swim at least 25m by the end of KS2.</p>	<ul style="list-style-type: none"> • All children can swim at least 25m by end of KS2
<p>Provision of music lessons for targeted children</p> <p><i>£300</i></p>	<p>To enable those children who have expressed an interest in learning to play an instrument or belong to a choir to have this opportunity</p>	<ul style="list-style-type: none"> • Children show commitment to learning an instrument / belong to a choir • Children gain musical skills, confidence, enjoyment, social and therapeutic benefits

Next Review: March 2021