



Great Wilbraham C of E Primary School

Pupil Premium Strategy Review 2019-20

Key priorities to date:	Key actions:	Key impact on pupils:	Expenditure:	What will change next year:
Individualised learning to develop pupils academically	Key interventions delivered to individuals	Pupils to make at least expected progress within area deemed to be a focus	See Excel grid	Progress in books
'Breakfast club' before school	Catch up sessions for Y6 PPG	Y6 PPG to make at least expected progress and close to ARE	See Excel grid	SATS results
Support in maths	Interventions to target specific individuals	Pupils to make at least expected progress.	See Excel grid	Intervention baseline and completion to show progress
Support in English	Interventions to target specific individuals	Pupils to make at least expected progress.	See Excel grid	Intervention baseline and completion to show progress
Provide resources	Uniform order, revision guides, support materials, online learning subscriptions – Ttrockstars, Numbots,	Ensure children are ready for school and able to learn	See Excel grid	Not only academic progress but also social and well being observations
Allow children to access opportunities	Promote use of PPG for activities	Allows children to have impact on learning outside the classroom and in other subjects	See Excel grid	Observations Progress in books Attendance at opportunities
Lockdown support	Ensure voucher scheme is provided Regular safe and well checks Provision of lockdown resources both printed and online	Continuation of learning Pupils to make expected progress Pupils mental health and wellbeing to be provided for	See Excel grid	Provision of digital technologies in case of lockdown
Pastoral support	ELSA trained specialist to work with children and establish an ELSA area	Immediate discussion and intervention to support pupil well being and mental health	See Excel grid	Hours dedicated to the ELSA programme and number of children involved.
			£17, 160	





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Pupil Premium Strategy Plan 2020-21

Academic Year: 2020/21	Total fund allocated: £17,070		Eligible pupils: 10	
Priorities	Actions to Achieve	Planned Impact on pupils	Planned Funding	Evidence
Individualised learning to develop pupils academically	Key interventions delivered to individuals	Pupils to make at least expected progress within focused area	See Excel grid	Progress in books
'Breakfast club' before school	Catch up sessions for Y6 PPG	Y6 PPG to make at least expected progress and close to ARE	See Excel grid	SATS results
Support in maths	Interventions to target specific individuals	Pupils to make at least expected progress.	See Excel grid	Intervention baseline and completion to show progress
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Provide resources	Uniform order, revision guides, support materials	Ensure children are ready for school and able to learn	See Excel grid	Not only academic progress but also social and well being observations
Allow children to access opportunities	Promote use of PPG for activities	Allows children to have impact on learning outside the classroom and in other subjects	See Excel grid	Observations Progress in books Attendance at opportunities
Pastoral support	ELSA trained specialist to work with children and establish an ELSA area	Immediate discussion and intervention to support pupil well being and mental health	See Excel grid	Hours dedicated to the ELSA programme and number of children involved.
Digital technologies to support with online learning	Purchase digital technologies if money is available	Pupil interaction and development of key skills	See Excel grid	Monitored interaction with online learning

Our aims:	Our principles:
<ul style="list-style-type: none"> To use pupil premium funding strategically to support identified children in reaching their full potential. To accelerate progress so that children reach and exceed national expectations. To offer an enriched curriculum that will raise aspirations and views in which children live. 	<ul style="list-style-type: none"> To use the funding responsibly for the good of the children; To consider provision that is appropriate and helps to support children at whatever stage they are in their education. With this, we recognise that children from low income families are not always disadvantaged and therefore will consider provision that helps them to extend their aspirations; To individually map provision so that support meets children's needs appropriately. To include PPG as part of the school development plan and the website

