



Great Wilbraham C of E Primary School

Pupil Premium Strategy Review 2018-19

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	All children made at least expected progress if not accelerated progress	See Excel grid	Progress in books
'Breakfast club' before school	Catch up sessions for Y6 PPG	SATS results were very good and we received a letter from Cambridgeshire County team to congratulate us Y6 66% ARE combined	See Excel grid	This will continue again as it has been very successful
Support in maths	Interventions to target specific individuals	All children made at least expected progress if not accelerated progress Y6 66% ARE, 33% GDS	See Excel grid	Every year group will revise their provision of interventions
Support in English	Interventions to target specific individuals	All children made at least expected progress if not accelerated progress Y6 66% ARE reading and writing Y6 100% ARE GPaS	See Excel grid	Every year group will revise their provision of interventions
Provide resources	Uniform order, revision guides, support materials	Mainly academic support but some support provided for emotional needs	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	Observations, progress in books, attendance at clubs such as Code Club, trips to variety of educational enriching places	See Excel grid	Observations Progress in books Attendance at opportunities
Pastoral support	Staff member to attend ELSA support training and be a centralised support	This has benefited children across the school widely and although in it's first full year of being implemented we are hopeful it will have a positive impact.	See Excel grid	Funding will be put towards paying for additional hours and costs for an ELSA area
			£13,200	





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Pupil Premium Strategy Plan 2019-20

Academic Year: 2019/20		Total fund allocated: £13,200		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 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	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.	

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

