



St Wilfrid's Church of England Primary Academy

Pupil Premium Action Plan

2018 – 2019

Current No. of Pupils on Roll	562
Total no. of pupils eligible for PPG (Based on January 2018 Census)	66
Amount of PPG received per pupil	£1320
Total Pupil Premium Grant	£87,120

Current Number of Pupil Premium Pupils (October 2018)

Year Group (Total Pupils)	Number of Pupils	Percentage of Cohort
Nursery (40 pupils)	2/40	5%
Reception (76 pupils)	8/76	10.5%
Year 1 (75 pupils)	7/75	9.3%
Year 2 (70 pupils)	10/70	14.3%
Year 3 (84 pupils)	14/84	16.7%
Year 4 (76 pupils)	15/76	19.7%
Year 5 (79 pupils)	15/79	19%
Year 6 (62 pupils)	8/62	12.9%
All Pupils (562 pupils)	79/562	14.1%

A Summary of some the Main Barriers to educational achievement faced by eligible pupils at the school

<p>Maths:</p> <ul style="list-style-type: none"> Lack of rapid recall of mental arithmetic and fluency. Lack of application of arithmetical knowledge to reasoning. 	<p>Social and Emotional:</p> <ul style="list-style-type: none"> Lack of confidence and low self-esteem. Insecure attachment. Reluctance to take risks and make mistakes. Difficulties resolving problems with peers. Low expectations of themselves. Lack of strategies to resolve social issues.
<p>English:</p> <ul style="list-style-type: none"> Lack of phonics application to spelling and writing. Lack of application of spelling rules. Limited exposure to higher level vocabulary. English as an additional language. 	<p>General:</p> <ul style="list-style-type: none"> Lack of engagement with home learning. Parental ability to support learning. Attendance and punctuality.

Allocation of PPG 2018 – 2019 Action Plan			
Barrier/Area	Action	Cost	Success Criteria (Measure of Impact)
Maths and English (See Barriers)	PPG Co-ordinator to work alongside Headteacher to co-ordinate and deliver targeted intervention to disadvantaged pupils. This role will include undertaking a forensic analysis of the needs of PPG children and organising targeted intervention and enrichment opportunities to enable children eligible for PPG to flourish. This will include targeted assessment, monitoring and evaluation, pupil interviews, case studies etc. Additional monitoring of children who are PPG and SEN.	£22,000	Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English and Maths. Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills. SLT monitoring will evidence engagement and progress in learning.
	Appointment of a part-time teacher (five afternoons per week) to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.	£10,000	Progress will be shown against individual targets and children will have an awareness of the targets they are working on and how they are achieving.
	Appointment of a part time teaching assistant to provide targeted support as directed by the class teacher or in response to pupil voice	£6,200	PPG pupils will make at least expected progress, with many making accelerated progress. This will include SEND children. Where children have not made expected progress, case studies will be produced.
	Teachers to deliver targeted intervention to PPG children in the areas of Maths and English.	£9,986	
	Teaching Assistants intervention L2 (16 hours) £8,500 HLTAs (6 hours) £4,310	£12,810	Children will show greater confidence in using and applying skills taught in Maths and English.
	Subscriptions to online tutorial programmes, including Maths Whizz and IDL	£5,000	Intervention impact will be evaluated using start data and end data or focused skills assessment where applicable. Children will engage with online tutorial programmes in school and at home. Parental engagement with home learning will develop further as parents can request individual feedback. Engagement will be supported by motivational rewards: a class trophy will be given out weekly to encourage peer support and termly certificates for those who have engaged most.

	Development of child voice: individual response questionnaires, with responses put in place to identified individual needs.		<p>Pupil engagement and pupil interviews will show children have raised expectations of themselves and a greater understanding of the purpose of their learning. The children will be inspired and see the impact of their voice on decisions made in school.</p> <p>Staff will be aware of needs and strengths; children will have needs met and further questionnaires will reflect an improvement in areas required. Questionnaires will look at social experiences of children and engagement in school in addition to attitudes to learning and resources available to children.</p>
	Teacher Mentoring Programme: SENCO and Learning mentor to interview individuals to create their own academic and personal targets with termly check ins to assess progress and provide support in achieving own goals.		Children will be supported to take ownership of their own learning and look at how goals can be developed in small, achievable steps. Termly reviews will show that children are aware of their goals and that progress is being made and barriers removed as required. Children will also understand that barriers can be identified and the steps that can be taken to remove them.
	Peer Mentoring Programme: identified children to be trained as peer mentors in conjunction with Standish High school and the Targeted Education Support Service to develop their own skills and confidence and apply these skills to supporting others (meta-cognition)		Children will develop own skills through mentoring others and younger children will be supported by older peers. Individual mental health will improve – evidenced through pupil questionnaires.
Social and Emotional (see Barriers)	Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.	£10,000	Children will demonstrate improvement in social and emotional skills. This will be demonstrated through Boxhall profiles and pupil and parent questionnaires.

	Counselling provided for individual disadvantaged pupils with specific needs.	£8,500	Discussions with parents and class teachers will show a development in confidence and self-esteem; children will have strategies to cope in different situations. Assessed through pupil and parent feedback, attendance, monitoring by learning mentor on playground and in social skills groups.
	PGL payments to disadvantaged pupils in Year 5 and 6 to ensure children access a range of learning experiences and have opportunities to develop their confidence through a range of outdoor challenges.	£2,624	Discussions with parents, children and class teachers will show a development in confidence and self-esteem.
Total		£87,120	

Date of First Pupil Premium Reviews: January 2019