



## What do Wellesley Park children need?

Rationale behind funding allocation for 2017-2018

### Social, Emotional and Mental Health Strategies:

- Whole school development of zones of regulation as key part of behaviour policy
- Dedicated full-time member of staff to provide ELSA provision
- Additional Forest School provision for small groups of children
- Breakfast club provision
- 1-to-1 counselling by qualified counsellor
- Lunch time nurture groups

#### Sutton trust evidence:

1-to-1 tuition: +8 months, small group tuition: + 4 months, social and emotional learning: + 4 months, outdoor educational learning: +4 months

**Other evidence based research:** Maselow, Carol Dweck

### Curriculum and Learning Strategies:

- Dedicated member of staff to track progress and attainment and to co-ordinate and provide targeted support and help for children to overcome individual barriers to learning.
- Inclusion team TA to deliver specific curriculum based, 1-to-1 and/or small group, interventions for English and Maths to plug specific gaps in learning, as well as an additional class based TA to support where the need is greatest
- **Sutton trust evidence:** Feedback: +8months, Metacognition and self-regulation: +8months, Peer tutoring: + 5 months, Collaborative learning: +5 months, 1-to-1 tuition: +5months, reading comprehension strategies: +5 months, small group tuition: +4 months.

**Other evidence based research:** Vygotsky, and John Hattie

### Speech and Language Strategies:

- 1-to-1 or small group interventions using Speech Link programme for both infants and juniors
- 1-to-1 or small group interventions to support EAL children using Racing to English programme amongst others

**Sutton trust evidence:** 1-to-1 tuition: +5 months, oral language interventions: + 5months, small group tuition: + 4 months

### Enrichment and Extension strategies:

- Subsidise costs to parents of all residential visits, swimming lessons and internal and external visits offered as part of the schools enrichment programme
- Provide access to (and possible funding of) extension activities offered by external agencies. e.g Kilve Court, Queen's College, Wellington School etc.

**Sutton trust evidence:** Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months



Pupil Premium Grant (PPG) Funding Allocation Plan			2017 - 2018	
Total number of pupils on roll	367			
Total number of pupils eligible for PPG	54	15%		
Total number of pupils eligible for service child funding	5	1%		
Total PP	59	16%		
Total amount of PPG funding expected	£86,500			
Strategy	Staffing and resources cost	Intended outcomes / success criteria		
Curriculum and Learning				
Dedicated member of staff - to act as third member of Inclusion Team, co-ordinating and managing additional provision for children - to track progress and attainment of children - to liaise with SLT, Head, Governors - provide targeted support and help for children to overcome individual barriers to learning. - to support staff and their understanding of individual barriers that these children can face and to enhance classroom based strategies for accelerating progress	£10,000.00	- pre and post assessments show that targeted maths and English interventions show progress. - Assess, plan, do, review cycle ensures children are consistently monitored to make better than expected progress or progress that is appropriately challenging for each individual child - The staff are better equipped and quicker to address underachievement and misconceptions in learning. - Development provision flow charts so that staff are clear on how to support individual children at different levels of provision - Improved engagement of pupil premium children and a better understanding of children's needs. - End of year analysis of data shows that % differential at age related expectations is reduced / increased from last year's school figures of:		
			<b>KS1</b>	<b>KS2</b>
Cognition and Learning TA - to deliver specific curriculum based, 1-to-1 and/or small group, interventions in English and Maths to plug specific gaps in learning. - Additional TA to provide further in class support in class - interventions to include iLI, Inference Reading Comprehension and maths	£15,000.00	<b>Reading</b>	-10%	-12%
		<b>Writing</b>	+5%	+16%
		<b>SPAG</b>	N/A	0
		<b>Maths</b>	+43%	-2%
		<b>Combined</b>	-7%	-16%

<b>Social, Emotional and Mental Health</b>		
Full-time dedicated TA to deliver ELSA programme	£15,500.00	<ul style="list-style-type: none"> <li>-Fewer incidents of negative behaviour logged in class records or on CPoms and fewer incidents of exclusion.</li> <li>- pre and post assessment shows an improvement in emotional well-being for individual children</li> <li>- Discussion with individual children highlights that they are better equipped to manage their emotions and are more able to identify potential barriers to learning and resolve these themselves.</li> <li>- improved progress in curriculum areas as barriers to learning are removed.</li> <li>- Conversations with staff, parents and children highlight an improvement in readiness and resilience to learning and a more positive classroom environment.</li> </ul>
Training to develop additional ELSA support within school	£500.00	
Tailored Forest School provision to address specific speaking and listening and social interaction issues. Provision provided by a qualified external supplier supported by PP member of staff and additional TA.	£4,000.00	
1-to-1 counsellor	£2,600.00	
Dedicated staff members to support individual needs of specific child	£13,000.00	
Breakfast club providing free breakfast, child care and learning/play activities	£6,500.00	
Lunch time club to provide time for children to talk with staff and friends whilst collaborating on a range of creative, practical and technical activities.	£3,000.00	
<b>Speech and Language</b>		
Dedicated staff member to deliver 1-to-1, or small group, interventions (using Speech Link programme for both infants and juniors)	£6,900.00	<ul style="list-style-type: none"> <li>- pre and post assessments after interventions show progress</li> <li>- Improved oral language enables children to make accelerated progress in reading, writing and maths on staff tracking documents</li> <li>- improved social interactions within the classroom and with peers results in fewer recorded incidents in behaviour logs.</li> </ul>
Dedicated member of staff to deliver 1-to-1, or small group, interventions to support EAL children using Racing to English programme amongst others		
<b>Enrichment and Extension</b>		
Subsidise costs to parents of all residential visits, swimming lessons and internal and external visits offered as part of the schools enrichment programme	£9,000.00	<ul style="list-style-type: none"> <li>- Children are encouraged to develop greater independence, resilience and problem solving strategies in a range of contexts. Evidence from conversations with staff / children that some of these strategies have transferred to the classroom.</li> <li>- Positive social interaction with peers creates collaborative learning opportunities.</li> <li>- Feedback from pupils shows that these opportunities are positive experiences for them.</li> </ul>
Provide access to extension activities offered by external agencies. e.g Kilve Court, Queen's College, Wellington School, SASP etc.	£500.00	
<b>TOTAL</b>	<b>£86,500.00</b>	

<b>Impact of spending 2017 - 2018</b>
<b>Curriculum and Learning Curriculum and Learning</b>
<b>Social, Emotional and Mental Health</b>
<b>Speech and Language</b>
<b>Enrichment and Extension</b>