



## Wellesley Park Primary School

### Pupil Premium Grant (PPG) Annual Report 2017/18

#### Pupil Premium Grant (PPG)

Wellesley Park Primary School is an average size primary school serving the area around a Wellington town in Somerset. In September 2018, the school joined with nearby secondary schools, Castle and Court Fields, to become part of the Castle Partnership Trust. Pupils are taught in fourteen classes including 2 reception classes. The school has a roll of 363 pupils, of whom 61 are in receipt of pupil premium. This is 16.8% of the school and slightly above the national average.

#### Key priorities:

To use the pupil premium grant to narrow the disadvantage gap by addressing inequalities and raising the attainment between pupil groups. We will carefully analyse all available data each term to assess the impact of our interventions and then adjust our plans accordingly.

#### What is PPG?

The pupil premium grant for 2017-18 was allocated to local authorities and schools with pupils that are known to be eligible for free school meals (FSM) within the last six years (Ever Six) as recorded on the January 2018 School Census. Funding was also available to children in care (who have been looked after continuously for at least six months) and to children whose parents are in the Armed Forces.

#### Why has PPG been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. The Department for Education urges schools and local authorities to encourage parents to register their child as eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our students' needs.

*'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, we are accountable for the use of this additional funding.

New measures will be included in the performance tables that will capture the achievement of those pupils covered by the Pupil Premium. From September 2012, schools are required to publish online information about how they have used the Premium. This will ensure that parents, and others, are fully aware of the attainment of pupils covered by the Premium.

<b>What we expect to see:</b>	
Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:	
<ul style="list-style-type: none"> <li>• improve their levels of attainment and progress</li> <li>• close attainment gaps relative to school averages</li> </ul>	
<b>How much was PPG for the academic year 2017/18</b>	
For Year Groups Reception to Year 6 as recorded on the January 2017 School Census:	
<b>Updated rates from 1<sup>st</sup> July 2017:</b>	
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority:	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order:	£1900
Service children- Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defense:	£300
<b>Overview for Academic Year 2017/18</b>	
Total number of pupils on roll	<b>367</b>
Total number of pupils eligible for PPG funding	<b>59</b>
Total Amount of Pupil Premium Grant (from April 2013 to March 2014)	<b>£ 86,500</b>
% of pupils on roll known to be eligible for and claiming FSM	<b>16%</b>

Percentages of children in different year groups in 2017-2018:

<b>Year Group</b>	<b>% of children entitled to Pupil Premium</b>
Reception	22%
Year 1	17%
Year 2	8%
Year 3	14%
Year 4	17%
Year 5	5%
Year 6	17%

## During 2017/18 we used the Pupil Premium Grant in the following ways:

As part of our school improvement plan we provided the following intervention strategies/extra support for pupils who were making slower progress or required supportive and individual learning in order to narrow the gap.

### ***Curriculum and Learning:***

- Dedicated member of staff to act as third member of Inclusion Team, co-ordinating and managing additional provision for children. Also responsible for:
  - ✓ to track progress and attainment of children
  - ✓ to liaise with SLT, Head, Governors
  - ✓ providing 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
- TA to deliver specific curriculum based, 1-to-1 and/or small group interventions in English and Maths to plug specific gaps in learning; interventions to include ILI (individualised Literacy Intervention), Inference Reading Comprehension and maths
- Additional TAs to provide further in class support in class for English and Maths in mornings,
- TA to provide specific intervention in afternoons delivering a range of targeted work directed at core subjects in KS1 and KS2 which included:
  - ✓ Speech and Language work using Speech Link language tool;
  - ✓ EAL support including Racing to English programme;
  - ✓ targeted reading;
  - ✓ phonics support work (RWI phonics);
  - ✓ spelling and sentence skills;
  - ✓ motor skills development;
- **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

### ***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, +5 months, oral language interventions: + 5months, outdoor educational learning: +4 months
  - **Other evidence based research:** Maslow, Carol Dweck

**Resourcing:**

- Subsidise costs to parents for off-site educational activities including residential trips, curriculum enrichment activities and sporting opportunities.
- To assist with music tuition for PP children who wish to learn an instrument
- Support families as required with the purchase of school uniform
  - **Sutton trust evidence:** Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months

**Measurement and Evidence of Impact of PPG Spending:**

**KS2 National comparison of data for Pupil and Service Premium 2017 - 2018**

	Percentage of pupil and service premium pupils that met expected standard			Average Scaled Score		
	Wellesley Park	England*	Comparison	Wellesley Park	England*	Comparison
1. Reading	75%	75%	0%	105.0	105.0	0
2. Grammar	81%	78%	+3%	107.0	106.0	+1
3. Mathematics	69%	76%	-7%	105.0	104.0	+1
4. Writing TA	88%	78%	+10%	n/a	n/a	n/a
Combined	69%	64%	+3%	n/a	n/a	n/a

\*-average of all pupils nationally, as published by DFE July 2017

## Whole School Attainment & Progress 2017-2018

	% at or above age related expectations (attainment)		
	Writing	Reading	Maths
Whole school (367)	48.2%	52.1%	51.2%
Pupil & Service premium children (59)	32.8%	30.1%	32%
% gap	-15.4%	-12%	-19.2%
Year 6 2017-2018 Combined: 70%	85.6%	73.2%	80.4%
Year 6 PP 2017-2018 Combined 69.6%	88%	75%	69%
% gap	-2.4%	+2.8%	-11.4%

## Behaviour:

Exclusions: (Number occurred since Sep 2017) Fixed term: 24.5 days Permanent: 0

No. of reported incidents of racism: 1

Attendance for 2017-2018: (Whole school): **96.36%** Pupil premium: **95.31%**

## How much is PPG for the academic year 2018/19 at a National Level?

For Year Groups Reception to Year 7 as recorded on the January 2018 School Census:

Updates rates from 1st July 2018:

Pupils in year groups reception to year 6 recorded as Ever 6 FSM £1,320

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order: £2,300

Service children- Pupils in year groups reception to year 6 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence £300

## Overview for Academic Year 2018/2019 for Wellesley Park Primary School:

Total number of pupils on roll	<b>363</b>
Total number of pupils eligible for PPG funding	<b>61</b>
Total Amount of Pupil Premium Grant	<b>£ 80,520</b>
% of pupils on roll known to be eligible for and claiming FSM	<b>17%</b>

Percentages of children in different year groups in 2018-2019:	
	% of children entitled to Pupil Premium
Reception	10%
Year 1	21%
Year 2	16%
Year 3	10%
Year 4	16%
Year 5	21%
Year 6	5%

### How we intend to spend the 2018/2019 PPG?

As part of our continuing school improvement plan to provide intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning to narrow the gap, the PPG will be used in the exactly the same way as last year plus the following ways;

#### **Staffing:**

- Staff release time for pupil progress meetings allowing the class teacher, the head teacher and the Key Stage leader to meet to review pupil progress and plan targeted interventions
- Teachers working with small groups of pupils through either pre-teaching or delivering targeted intervention work
- All teaching assistants supporting personalised programmes (through Learning Passports) for English and Maths and specific interventions, delivering a range of targeted work directed at these core subjects in KS1 and KS2 which include; -
  - ✓ Speech and Language work
  - ✓ targeted reading;
  - ✓ phonics support work
  - ✓ spelling and sentence skills
  - ✓ motor skills development
  - ✓ Numicon breaking barriers
  - ✓ Communication and interaction work
- Supervision time of pastoral intervention work by Inclusion Lead weekly with school practitioners
- Pastoral support through two trained practitioners working with pupils, parents and outside

agencies addressing children's behaviour, social and emotional needs through individual and small group work.

- To extend targeted programme of work delivering forest school/outdoor activities within the school grounds to further support the pastoral provision through nurture groups and at an individual level

**Resourcing:**

- Release time to develop the Wellesley Park 'Early Help model', aimed at raising the awareness of mental health in the children as well as strategies to help support this within the school environment
- Resource time to support safeguarding procedures through attendance at core group and child protection meetings to reduce barriers to learning
- Time required to support the online child protection tracking system in school to monitor behaviour and child protection information (CPOMS)
- Resource time to support multi-agency working through the Team Around the Family (TAF) process and provision required to support Education, Health and Care (EHC) plans for children with additional needs to increase the life chances of the children involved.
- Purchase of, and training in, use of Speech Link and Accelread programme, ILI (Individual Literacy Intervention) and Provision Map for delivering and tracking of interventions

**Measurement criteria:**

- To narrow the gap in pupil outcomes so that pupil premium children are achieving in line with their peers by the end of Key Stage 2
- Barriers to learning, such as behaviour, attendance and accessibility in learning are reduced, or removed

**Measurement and Evidence of Impact of PPG Spending:**

Evidence of outcomes based on measurable data will be provided including:

- Impact on progress and attainment especially towards "closing the gap" through IDSR data annually, and termly assessment information available from our school tracking system, School Pupil Tracker Online (SPTO)
- Pupil attendance is above 95% and behaviour good

**School Statement/Summary on Pupil Premium Grant**

Wellesley Park Primary School is proud of the achievements of all pupils, including the attainment and progress of pupils eligible for Free School Meals in the last six years and

children who are looked after.

The school will continue its commitment to targeting PPG expenditure to support the raising of attainment for the most vulnerable pupils.

We would be grateful if all parents who are in receipt of Universal Credit, could complete a free school meals form, even if your child does not have a school dinner. This is most important for the school because it has a direct benefit to the school's budget. All further information can be found at [www.somerset.gov.uk/freeschoolmeals](http://www.somerset.gov.uk/freeschoolmeals) or please ring 0845 3459122