

Pupil Premium Strategy Statement – Wellesley Park Primary School 2018 – 2019

UPDATED January 2019



1. Summary information					
School	Wellesley Park Primary School				
Academic Year	2018 -2019	Total PP budget	£80,520	Date of most recent PP Review	-
Total number of pupils	353	Number of pupils eligible for PP	61 (17%)	Date for next internal review of this strategy	July 2019

Current attainment							
2018 Outcomes for PP children	Pupils eligible for PP at our school	Pupils eligible for PP nationally (DFE figures 2017)	comparison		Pupils eligible for PP at our school	Pupils eligible for PP nationally (DFE figures 2017)	comparison
% Y6 achieving ARE in reading, writing and maths combined	69%	64%	+5%	Average scaled scores			
% Y6 achieving ARE in reading	75%	75%	0%	Y6 Progress measure for reading	105.0	105.0	0
% Y6 achieving ARE in writing (TA)	88%	78%	+10%	Y6 Progress measure for writing	n/a	n/a	n/a
% Y6 achieving ARE in maths	69%	76%	-7%	Y6 Progress measure for maths	105.0	104.0	+1

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)

A.	Pupil premium children are achieve less highly in mathematics compared to other subjects are the end of KS2
B.	There is a rising number of children with SEMH issues, who require some level of emotional literacy intervention. This is particularly notable in some of the children eligible for PP funding as well as for others. These children are not feeling secure with good enough self-esteem to enable effective learning.

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Attendance is inconsistent and behaviours for learning are often poor often due to chaotic home environments
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To narrow the gap in pupil outcomes so that pupil premium children are achieving in line with their peers Barriers to learning, such as behaviour, attendance and accessibility in learning are reduced, or	<ul style="list-style-type: none"> In Year 1, 2 and 6 pupils eligible for PP will perform at least in line or better than other pupils nationally. Focus groups will

	removed	<ul style="list-style-type: none"> demonstrate accelerated progress.
B.	Children model appropriate behaviours for learning and SEMH barriers have been reduced or removed	<ul style="list-style-type: none"> Informal learning walks show that classrooms are calm and pupils are modelling appropriate behaviours for learning Decrease in behaviour incidents log on CPOMs Pupil / teacher evaluation of attitude to learning is aligned and on track Forest school and ELSA data shows an improvement in boxall scores
C.	Attendance of Pupil Premium children improves and when in school, children are ready and able to learn as barriers to learning have been removed	<ul style="list-style-type: none"> Gap between PP and Non-PP children's attendance narrows to less than 0.65% work with parents through TAF and TAC process to ensure needs are identified early and families get the support they need in a timely fashion work with outside agencies including counsellors, play therapists, speech and language therapists etc. shows an impact on progress and attainment data

Planned expenditure Academic Year 2018 - 2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost for chosen action
<p>% of PP children achieving age expected standard by end of KS1 in reading, writing and maths is closer to national average and at end of KS2 in maths</p> <p>Phonics?</p>	<p>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.</p>	<p>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.</p> <p>Other evidence based research: Vygotsky and John Hattie</p>	<ul style="list-style-type: none"> • 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. 	<p>Emma Sibley</p>	<p>July 2019</p>	<p>£10,800.00</p>
	<p>High quality Feedback for all children</p>	<p>Sutton trust evidence: Feedback: +8months, Metacognition and self-regulation: +8months, Peer tutoring: + 5 months, Collaborative learning: +5 months</p>	<ul style="list-style-type: none"> • Review of marking policy for whole school • Editing sessions taught specifically as part of the writing process to all children and purple polishing pens to be used by all children • Monitoring of feedback processes through book scrutiny • informal conversations with children on learning walk shows they are aware 	<p>ES/FM/M C</p>	<p>July 2019</p>	<p>N/A</p>

	Year 6 PPchildren invited to 4 before school interventions groups 2 x reading comprehension and 2 x maths	Sutton Trust: small group additional teaching +5 months andadditional time fortargeted groups of pupils eitherbefore or afterschool + 2 months' progress. Sutton Trust: Reading comprehension strategies +5 months	Regular tracking of SATs results test papers shows term-on-term improvement in results Monitoring by Y6 teachers ensures additional timely intervention if progress is not made	Year 6 teachers	July 2019	N/A
	Accelerated reader	Sutton Trust: Reading comprehension strategies (+5 months)	Regular monitoring by individual teachers and English lead	All staff and MC	July 2019	£5,000.00
	ILI (individualised Literacy Intervention)	1-to-1 tuition: +5months,	4 TAs trained to deliver bespoke Literacy Intervention SENCO and AHT inclusion to monitor provision and data	AK / KGS / MW / EM/ CO and ES	July 2019	£1,500.00
Total budgeted cost						£17,300.00
Targeted support						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review impleme ntation?	Cost for chosen action
D. Attendance of pupil premium children improves and when in school, children are emotionally and physiologically able to learn.	Breakfast club free for all children.	Previous poor attendance of PP children.	Adult support before school provision ensures that the club runs for all children. Good quality breakfast provided (cereals, bagels, porridge and fruit juice) to ensure a good start to the day.	SH / KGS	July 2019	£5,000.00

Children are emotionally and psychologically ready and able to learn	Forest school 3 days a week for small 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	Regular termly / half-termly meetings with ELSA Lead, Forest School Lead and Inclusion Lead	LK / ES / KGS		£15,000.00
	ELSA intervention 5 afternoons a week and within class in KS1		Completion of boxall profile as pre and post assessments for Forest School and ELSA Informal feedback from staff with regard to classroom behaviours for learning and pupil conversations			£5,000.00
	School Counsellor / play therapist		Specific, tailored interventions for children with more significant SEMH issues			£10,000.00
	Dedicated 1-to-1 support for specific child in year 5 and from spring term Year 4		Specific targeted support for 1-to-1 child ensures individual children and class have best chance of making progress and accelerating attainment. Children in classes where there is a high proportion of PP			£25,000.00
Lunch and break club		Reduction in incidents on the playground ensures children maintain the correct behaviour for learning in the afternoon Weekly SLT monitoring of cpoms behaviour incidents				
Total budgeted cost						£60,000.00
Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost for chosen action
All PP children have access to the same opportunities, as part of a broad and balanced curriculum offer, as other children in the school	Costs to parents of all residential visits, swimming lessons and internal and external visits offered as part of the schools enrichment	Sutton trust evidence: Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months	<ul style="list-style-type: none"> - 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. - Positive social interaction with peers creates collaborative learning opportunities. - Feedback from pupils shows that these opportunities are positive experiences for them. 	ES	July 2019	£3,000.00
Total budgeted cost						£3,000.00
TOAL COST						£80,300.00

4. Review of expenditure 2018 - 2019

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk