

# Pupil Premium Strategy Statement – Wellesley Park Primary School 2018 - 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	350	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	<i>Pupils eligible for PP at our school</i>	<i>Pupils eligible for PP nationally (DFE figures 2017)</i>	<i>comparison</i>		<i>Pupils eligible for PP at our school</i>	<i>Pupils eligible for PP nationally (DFE figures 2017)</i>	<i>comparison</i>
% 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.	Progress in Maths for end of KS2 is in line with national expectation of 76% - KS1 data and phonics data?
B.	SEMH issues arising as part of home life are addressed in a timely fashion

### 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

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 removed	<ul style="list-style-type: none"> <li>KS1 attainment and progress scores are in line with national average for PP</li> <li>KS2 attainment and progress scores are in line with national</li> </ul>

		<p>average for PP</p> <ul style="list-style-type: none"> <li>• Pupil progress data across all year groups shows</li> </ul>
<b>B.</b>	Children model appropriate behaviours for learning and SEMH barriers have been reduced or removed	<ul style="list-style-type: none"> <li>• Informal learning walks show that classrooms are calm and pupils are modelling appropriate behaviours for learning</li> <li>• Decrease in cpoms incidents</li> <li>• Pupil / teacher evaluation of attitude to learning is aligned and on track</li> <li>• Forest school and ELSA data shows an improvement in boxall scores</li> </ul>
<b>C.</b>	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"> <li>• Attendance of PP children increases to at least 95%.</li> <li>• 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</li> <li>• work with outside agencies including counsellors, play therapists, speech and language therapists etc. shows an impact on progress and attainment data</li> </ul>

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>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><b>Sutton trust evidence:</b> 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. <b>Other evidence based research:</b> Vygotsky and John Hattie</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Resource time to support safeguarding procedures through attendance at core group and child protection meetings to reduce barriers to learning</li> <li>• Time required to support the online child protection tracking system in school to monitor behaviour and child protection information (CPOMS)</li> <li>• 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.</li> </ul>	<p>ES</p>	<p>July 2019</p>	<p>£10,800.00</p>
	<p>High quality Feedback for all children</p>	<p><b>Sutton trust evidence:</b> Feedback: +8months, Metacognition and self-regulation: +8months, Peer tutoring: + 5 months, Collaborative learning: +5 months</p>	<ul style="list-style-type: none"> <li>• Review of marking policy for whole school</li> <li>• Editing sessions taught specifically as part of the writing process to all children and purple polishing pens to be used by all children</li> <li>• Monitoring of feedback processes through book scrutiny</li> <li>• informal conversations with children on learning walk shows they are aware</li> </ul>	<p>ES/FM/M C/CW</p>	<p>July 2019</p>	<p>N/A</p>

	Year 6 PP children invited to 4 before school interventions groups 2 x reading comprehension and 2 x maths	Sutton Trust: small group additional teaching +5 months and additional time for targeted groups of pupils either before or after school + 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
	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
<b>Total budgeted cost</b>						£17,300.00
<b>Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost for chosen action</b>
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 issues with 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	<b>Sutton trust evidence:</b> 1-to-1 tuition: +8 months, small group tuition: + 4 months, social and emotional learning: + 4 months, outdoor educational learning: +4 months  <b>Other evidence based research:</b> 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		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				
<b>Total budgeted cost</b>						£60,000.00
<b>Other approaches</b>						
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	<b>Sutton trust evidence:</b> Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months	<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>	ES	July 2019	£3000.00
<b>Total budgeted cost</b>						£3,000.00
<b>TOAL COST</b>						<b>£80,300.00</b>

#### 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
<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>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>	<ul style="list-style-type: none"> <li>• 100% of Pupil Premium children achieved ARE in maths at the end of KS2.</li>   <li>• <b>KS1</b> Reading 20% Maths 20% Writing 30%</li> </ul>	<p>Yr6 teacher-led early Maths boosting session targeted at PP children. This intervention was targeted at teaching identified learning gaps following teacher assessments and close tracking throughout the year. This approach has proved to be high effective and will continue to be a chosen approach. Next year, there will be more teacher-led interventions for every year group to further narrow the gap for PP children.</p> <p>TA interventions did not prove to be as effective, with children making little or no academic progress. For any intervention to be effective it needs to be run on a regular basis with no interruptions, ideally by the same member of staff to provide consistency for the children.</p>	<p><b>£11,156</b></p>
	<p>High quality Feedback for all children</p>	<p>Feedback and marking improved through the year as evidenced by whole school book scrutiny.</p>	<p>Lesson observations and pupil progress meetings highlighted that writing is still a key area where children are not making expected progress and so Talk for Writing training has been booked for September 2019 to ensure a cohesive whole school approach to writing.</p>	<p>N/A</p>
	<p>Year 6 PP children invited to 4 before school interventions groups 2 x reading comprehension and 2 x maths</p>	<p>100% of Y6 children met ARE in maths  100% of Y6 children met ARE in reading comprehension</p>	<p>Small booster groups to address gaps and boost confidence combined with specific whole class guided reading sessions focussing on the key skills of explaining; retrieving, inferring and explaining choice has a positive impact on attainment.</p>	<p>N/A</p>

	Accelerated reader	Y3 – 80% of PP children made progress Y4 – 80% PP children made progress Y5 – 85% PP children made progress Y6 – 100% of PP children made progress	<p>Children responded very positively to it and enjoyed the competitive nature of it – Tea party was held at the end of term for Millionaire readers. Staff enabled to monitor reading comprehension more accurately and whether a child was reading through number of books read. This enabled possible issues with comprehension to be addressed more quickly and children to be encouraged to read more often. Children enjoyed being able to see the progress they had made, the words they had read and the tests they had taken.</p> <p>Dedicated time given to this as a whole school is crucial to set the right tone and give reading the priority status that it deserves. Competition amongst, and between, year groups created a buzz about reading.</p> <p>Paid in advance for 2 years – no further cost involved – provision will continue into 2019 - 2020. Potential future costs to increase book stock cost and roll out to Year 2</p>	£6654
	ILI (individualised Literacy Intervention)	100% of PP children made progress in reading and spelling on the Ili programme	<p>Careful selection of children for Ili is required and most progress is made by children who are below ARE as opposed to well below. Dyslexic children do well on the reading aspect but not so well on the spelling – a whole word approach is better in this instance rather than phonics.</p> <p>Would be a good intervention for children who did not pass their phonics test in year 1 / 2.</p> <p>All training has been given so no further on costs. Provision will continue into 2019 – 2020.</p>	£5218

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.	<p>67% had +95% attendance (absence mainly due to illness or 27% had +90% attendance (absence mainly due to illness) 6% had below 90% attendance</p> <p>80% of children had 0 -1 late 20% of children had +1 late</p>	Feedback from some parents whose child's attendance is good is that they would be willing to pay for this service. Fully funded provision to be looked at for 2019-2020. Several parents see it as an essential part of facilitating a smooth start to the day for children so provision for PP children will still be allocated.	£7261

Children are emotionally and psychologically ready and able to learn	Forest school 3 days a week for small groups	62% of children made good to outstanding progress in 1 or more areas of SEMH provision across the year; 54% made good to outstanding progress in 3 or more areas of SEMH provision	<p>Pupil voice and parental feedback has highlighted the importance that parents and children place on having access to this type of provision in school. Where progress has not been significant, there have often been extenuating circumstances which have seen progress ebb and flow through the year. If this provision had not been in place, some children may not have coped as well as they have and there could have been more disruption in class.</p> <p>A consistent TA to support Forest School lead will enable provision to be targeted more specifically. Provision will continue into 2019 – 2020 predicted cost £15,129</p>	£9500
	ELSA intervention 5 afternoons a week and within class in KS1	94% of children made progress in 1 or more areas of SEMH provision (5 areas in total); 59% made good to outstanding progress in 3 or more areas of SEMH provision	<p>ELSA provision will be continued into 2019 – 2020.</p>	£5500
	School Counsellor / play therapist	School counsellor has left the school. Play therapist started later in the term and actual data is not yet available.	<p>Contingency planning is needed to ensure continuous provision across the year. Provision will continue into next year to ensure that children have support with SEMH issues. Alternative providers have been sourced by Inclusion Lead including Young Somerset and Promise Works – external agencies offering free counselling and mentor support</p>	£7500
	Dedicated 1-to-1 support	supported pupils making academic progress and semh progress	<p>One-to-ones allow children to manage more effectively in class and to ensure they receive the provision required to keep them on track. Support can also be given to others to develop independence of one –to one children and ensure additional children receive support</p>	£22000
	Lunch and break club	Fewer incidents on the playground logged on cpoms.	<p>Provision will be continuing into 2019 – 2020 with greater emphasis on resourcing and timetabling. Inclusion admin</p>	£5000



<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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 school enrichment  Sutton trust evidence: Collaborative learning: +5 months Outdoor educational learning: +4 months, sports participation: +2 months	Swimming - £441 Residential - £2,404 Pantomime KS2	Anecdotal evidence from children is that residential, trips and visitors to school are an important part of the school year; whilst these trips and excursions will continue to be offered levels of funding will be reviewed for 2019 - 2020.	<b>£2845</b>
TOTAL Spend = <b>£82, 634</b>				