

Pupil Premium Strategy Statement – Wellesley Park Primary School 2020-2021



| 1. Summary information | | | | | |
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| School | Wellesley Park Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £83,835 | Date of most recent PP Review | - |
| Total number of pupils | 324 | Number of pupils eligible for PP | 68 (21%) | Date for next internal review of this strategy | Feb 2021 |

| No 2020 Data – due to COVID | | | | |
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| 2019 Outcomes for PP children – Year 6 | Pupils eligible for PP at our school | All pupils at our school | Pupils eligible for PP nationally (DFE figures 2019) | Comparison between our PP pupils and PP pupils nationally |
| % Y6 achieving ARE in reading, writing and maths combined | 100% | 71% | 64% | +36% |
| % Y6 achieving ARE in reading | 100% | 81% | 75% | +25% |
| % Y6 achieving ARE in writing (TA) | 100% | 75% | 78% | +22% |
| % Y6 achieving ARE in maths | 100% | 85% | 76% | +24% |

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

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

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| A. | Reading academic attainment for PP children is below average and therefore exacerbating social injustice. |
| B. | KS1/2 attainment for PP children is below national average. |

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

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| C. | Attendance can be inconsistent and readiness to learn low, due to often chaotic home environments and/or adverse childhood experience. |
| D. | PP children often have recognised difficulties/poor behaviour for learning and lack of resilience. |

3. Desired outcomes

| | Desired outcomes and how they will be measured | Success criteria |
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| A. | KS1 reading progress scores to increase for all children particularly the 24/68 (35%) eligible for PP, closer to the national average of zero. KS2 reading progress scores increase for all children particularly the 44/68 (65%) eligible for PP, closer to the national average of zero. | <ul style="list-style-type: none"> An improvement on last year's KS1 progress score of -7.6 for reading (FFT 2019) An improvement on last year's KS2 progress score of -2.0 for reading (FFT 2019) The progress gap between PP and non-PP children will decrease in Reading. |

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| | <p>% of PP children achieving the expected standard in phonics to increase to within national averages. % of PP children achieving age expected standard by end of KS1 reading, writing and maths is closer to national averages.</p> | <ul style="list-style-type: none"> • To achieve NA for all PP children meeting the standard in year 1. In 2019, 64% of PP children in year 1 met the phonics standard compared to 71% of PP children nationally. |
| B. | <p>Attendance of Pupil Premium children to improve and when in school, children are emotionally and physiologically able to learn.</p> | <ul style="list-style-type: none"> • Persistent Absentees for PP children is better than the national average. • Fixed term exclusions will be below 2% • Whole school attendance will be above 96% • Attendance of PP children increases from 94.18% (2018-2019) to at least 95%. • Attendance gap between pp and non-pp pupils reduce from 2.04% to 1.5% • |
| C. | <p>All children enjoy school and feel settled, safe and prepared to learn.</p> | <ul style="list-style-type: none"> • Pupil surveys show an improvement in the following areas: School enjoyment, enjoyment of learning, and feeling safe in school. • Attendance at afterschool clubs and events increases (when Covid-safe to do so) |

Planned expenditure Academic Year 2020 - 2021

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>A. To increase % achieving ARE in Reading at KS1&KS2.</p> <p>% of PP children achieving the expected standard in phonics to increase to within national averages</p> | <p>Teachers' released for additional time to provide reading/phonics oral intervention sessions across KS1/KS2.</p> | <p>EEF toolkit - Reading comprehension - specific strategies focussing on the learners' understanding of written text - additional six months' progress expected: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=reading%20interventions</p> <p>EEF toolkit - Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both – additional five months' progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=oral%20language%20interventions</p> <p>EEF - Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns - additional five months' progress. This is recognised as being twice as effective, if delivered by a teacher, rather than support staff. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> | <p>Pupil progress meetings</p> <p>GL/HAST single word assessment shows evidence of impact through standardised scores and reading ages.</p> <p>Accelerated Reading assessments.</p> <p>Formative and summative data will show an increase in the number of children achieving age related expectation in reading.</p> <p>Tracked and monitored by a combination of Phase leaders / Subject leader / Assessment lead and PP/SEND lead to ensure consistency of data collection, interpretation and evaluation of impact.</p> | <p>EHC</p> | <p>½ Termly - informally, Termly - formally.</p> | <p>£13,369</p> |

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| <p>A. EYFS language interventions NELI Programme</p> | <p>Delivered by trained support staff</p> | <p>EEF: The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills. The most recent trial of the programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-on/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=NELI</p> | <p>Tracked and monitored by EYFS Lead and PP lead, termly</p> | <p>MC / EHC</p> | <p>Termly</p> | <p>No Cost – DfE fully funded</p> |
| <p>A. To enhance provision for pupils who require more support to achieve expected and better progress.</p> | <p>To provide interventions and small group work with additional support staff.</p> | <p>EEF research evidences recommends that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=Teaching%20assistants</p> <p>TAs will provide focused, teacher planned, interventions for Phonics, Reading and Maths – which will be monitored by class teachers to ensure that provision is delivered consistently, targets are SMART and being worked towards in all sessions and that progress is evident and accelerated.</p> | <p>Pupil progress meetings</p> <p>Formative and summative data will show an increase in the number of children achieving age related expectations</p> <p>Tracked and monitored by a combination of Phase leaders / Subject leader / Assessment lead and PP/SEND lead to ensure consistency of data collection, interpretation and evaluation of impact.</p> | | | <p>£3367</p> |

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| B. Attendance of Pupil Premium children to improve and when in school, children are emotionally and physiologically able to learn. | Forest School to be the medium by which to deliver a social and emotional curriculum, encouraging resilience and a positive attitude to learning. | EEF toolkit - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - additional four months' progress. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emotional | Use of SDQs (Pupil, teacher and parent) to monitor and track progress through reduction in points/needs. Tracked and monitored by PP/SEND lead | EHC | ½ Termly - informally, Termly - formally. | £10,000 + £2491 for resources |
| | Theraplay | EEF - Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf | Use of SDQs (Pupil, teacher and parent) to monitor and track progress through reduction in points/needs. Tracked and monitored by SEND lead | EHC | ½ Termly - informally, Termly - formally. | £2884 |
| B. Overall: Outcomes for pupils to continue to meet age related expectations by the end of KS2. | Reducing class size. | EEF toolkit - Reducing class size appears to result in around three months' additional progress for pupils, on average. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=class%20sizes | Pupil progress meetings Formative and summative data will show an increase in the number of children achieving age related expectations by the end of the year. | | ??? | £45000 |
| | Year 6 boosting sessions | EEF toolkit – small group tuition, delivered by class teacher, to support lower attaining learners or those who are falling behind, to ensure effective progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tuition | Progress of children will be monitored through termly Pupil Progress meetings which will then inform future groupings and planning. | CW | Termly | Run as before/after school club |

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 implementation? | Cost for chosen action |
|--|---------------------------------------|--|--|------------|--------------------------------------|------------------------|
| C. 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>Previous poor attendance of PP children.</p> <p>EEF suggests providing additional time for targeted groups of pupils either before or after school adds 2 months' progress. Research is ongoing: https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p> | <p>Adult support before school provision from 7:45am ensures that the club runs for all children.</p> <p>Good quality breakfast provided (cereals, toast, porridge and fruit juice) to ensure a good start to the day.</p> <p>Teachers provide these children with targeted interventions – reading, spellings, times tables, arithmetic – to complete with known adults at school.</p> <p>% of PP children's attendance is higher than the National Average</p> <p>Persistent absentees for all children is better than the National Average.</p> | EHC | Termly | £3574 |

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 |
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| <p>D. All children enjoy school and feel settled and safe.</p> | <p>To subsidise curriculum enhancements for all classes.</p> | <p>EEF research suggest that the impact is greater for more vulnerable learners. https://educationendowmentfoundation.org.uk/school-themes/enrichment/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=enrichment This will increase the enrichment of the curriculum as well as improving 'cultural capital' so that children are able to develop skills drawn from a wide range of experiences and therefore, apply these skills to situations in later life. EEF suggest that adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. EEF studies suggest that adventure learning interventions add 4 months progress over the course of a year. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=adventure</p> | <p>Residential Yr 4/5/6 (30 48%PP children) adventure residential trip will be 50% funded.</p> <p>Parent and pupil surveys demonstrate that all children enjoy school.</p> | | | <p>£3150</p> |
| TOAL COST | | | | | | <p>£83,835</p> |