

Pupil Premium Strategy Statement – Wellesley Park Primary School 2019 - 2020



1. Summary information					
School	Wellesley Park Primary School				
Academic Year	2019 -2020	Total PP budget	£72,600	Date of most recent PP Review	-
Total number of pupils	343	Number of pupils eligible for PP	55 (16%)	Date for next internal review of this strategy	Jan 2020

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)

A.	Reading academic attainment for PP children is below average and therefore exacerbating social injustice.
B.	KS1 attainment for PP children was well below the national average.

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

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

3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	KS1 reading progress scores increase for all children particularly the 14/53 (26%) eligible for PP, closer to the national average of zero. KS2 reading progress scores increase for all children particularly the 12/45 (27%) 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) An improvement on last year's KS2 progress score of -2.0 for

		<ul style="list-style-type: none"> reading (FFT)
B.	<p>% of PP children achieving the expected standard in phonics increases to national averages.</p> <p>% 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.
C.	<p>Attendance of Pupil Premium children improves 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. Attendance of PP children increases from 94.18% (2018-2019) to at least 95%. Gap between pp and non-pp pupils reduce from 2.04% to 1.5%
D.	<p>All children enjoy school and feel settled and safe.</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.

Planned expenditure Academic Year 2019 - 2020

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>Teacher's released for additional Boosting sessions across KS1/KS2.</p>	<p>EEF toolkit - Reading comprehension strategies focus on the learners' understanding of written text - additional six months' progress.</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.</p>	<p>Pupil progress meetings</p> <p>GL/HAST single word assessment shows evidence of impact through standardised scores and reading ages.</p> <p>Formative and summative data will show an increase in the number of children achieving age related expectation in reading.</p>	<p>EHC</p>	<p>Termly</p>	<p>£5712.96</p>
	<p>Yr 2 Phonics interventions</p>	<p>EEL - 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.</p>	<p>Pupil progress meetings</p> <p>GL/HAST single word assessment shows evidence of impact through standardised scores and reading ages.</p> <p>Formative and summative data will show an increase in the number of children achieving age related expectation in reading.</p>	<p>EHC</p>	<p>Termly</p>	<p>£3217.50</p>

Children have a greater resilience and an improved ability to self-regulate. Therefore, children will become independent learners with a positive sense of self.	Forest School to be the medium by which to deliver a social and emotional curriculum.	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.	Boxall profiles used to create a personalised tracking for individual children.			£8960 + £5277 £14237
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.	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.			£31,310
	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.	Progress of children will be monitored through ½ termly Pupil Progress meetings which will then inform future groupings and planning.	CW	½ termly	No cost
Total budgeted cost						
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

<p>C. Attendance of pupil premium children improves and when in school, children are emotionally and physiologically able to learn.</p>	<p>Breakfast club free for all children.</p>	<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.</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>Termly and end of year attendance figures.</p>	<p>Phase Leaders</p>		<p>£7000</p>
	<p>A specialised programme of support (ELSA) provide to support social and emotional needs so that children are able to self-regulate.</p>	<p>EEF suggests providing additional time for emotional support with add 4 month's progress.</p>	<p>Boxall profiles used to create a personalised tracking for individual children. This will be monitored and reviewed ½ termly.</p> <p>Pupil voice will demonstrate an improved emotional understanding and ability to verbalise their thoughts and feelings; recognising their personal strengths and difficulties.</p>	<p>EHC</p>	<p>½ termly</p>	<p>£5218</p>
Total budgeted cost						
Other approaches						
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>	<p>Cost for chosen action</p>

<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.</p> <p>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.</p>	<p>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.</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>£3730</p>
Total budgeted cost						
TOAL COST						<p>70,425.46</p>

4. Review of expenditure 2019 - 2020

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

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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