

Pupil premium strategy statement (primary)

| Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|--------|--|----------------|
| School | Wellington Primary School | | | | |
| Academic Year | 18/19 | Total PP budget | 81,840 | Date of most recent PP Review | September 2018 |
| Total number of pupils | 630 | Number of pupils eligible for PP | 62 | Date for next internal review of this strategy | June 2019 |

| Current attainment KS1 | | |
|---|------------------------|----------------------------|
| 2017/2018 | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving in reading, writing and maths | | |
| % achieving in reading | 80% | 94 % |
| % achieving in writing | 70% | 92% |
| % achieving in maths | 70% | 94% |

| Current attainment KS2 | | |
|---|------------------------|----------------------------|
| 2017/2018 | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving in reading, writing and maths | 52% | 62% |
| % achieving in reading | 70% | 63% |
| % achieving in writing | 87% | 91% |
| % achieving in maths | 70% | 63% |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Very low communication baseline assessments on entry to Nursery and Reception |
| B. | Poor self-care and independence levels on entry |
| C. | Pockets of poor behaviour choices from PPG KS2 children – highlighted by lack of intrinsic motivation in lessons |

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

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| D. | Lack of parental awareness and understanding of the importance of English and Mathematics skills – low aspirations for their children |
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2. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Targeted Early years support programmes for Speech and Language | Rapid improvement in Early Years speech and communication skills |
| B. | Engaging parents in workshops and curriculum events to promote English and Mathematics skills | Engagement in their children’s learning – ability to support learning at home, using the schools methods |
| C. | Parental workshops focused on toilet training and support with self-care and independence | Improved self-care within the classroom, allowing for further teacher engagement in learning activities |
| C. | Mentoring scheme for those in KS2 – children to be targeted by SLT for mentoring | Aspirational role models for pupils who require support – timely support given to achieve successful outcomes. |

| 3. Planned expenditure | | | | | |
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| Academic year | | 18-19 | | | |
| 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. | | | | | |
| i. 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? |
| A. Improved oral language skills in Reception B. Improved progress for high attaining pupils | Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception. | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. | AHT and EY Lead | Jan 2019 |
| Improved progress for high attaining pupils | CPD on providing stretch for high attaining pupils. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. | Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). SLT member to target and track more able PPG children | AHT LG – SLT lead on more able PPG | Jan 2019 |
| Total budgeted cost | | | | | |
| ii. 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? |
| Improved oral language skills in reception and Nursery | 121 and small group provision of Talk Group intervention for children in Reception. Time to talk group run in KS1 and EY | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | EH – TA AHT AG – DHT within Early Years | Jan 2019 |

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| Improved progress for high attaining pupils Use of Third Space Maths one-to-one tutoring weekly with a group of PPG children in year 6 | Weekly small group sessions in maths and reading for high-attaining pupils with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. | Impact overseen by maths and English co-ordinator. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | HN – maths KK – English LG – More able PPG AHT - inclusion | Jan 2019 |
| Total budgeted cost | | | | | |
| iii. 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? |
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| Total budgeted cost | | | | | |