

Pupil premium report for Wellington Primary Academy

Pupil premium planned spend 2019 – 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	January 2020
Total number of pupils:	281 (at time of grant calculation) 307 (current)	Total pupil premium budget:	£34,320
Number of pupils eligible for pupil premium:	26 (9.3%) at time of grant allocation 24 (7.8%) current	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

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Key aim

- To close the disadvantaged attainment and progress gap by providing additional targeted resources for disadvantaged learners and improving the quality of education for all learners.

Success criteria:

- Improved levels of attainment and progress for disadvantaged learners
- Full access to a curriculum that maximises the individual potential of disadvantaged learners
- Full access to our broad extra-curricular provision
- High quality provision of nurture which meets the complex needs of pupils social, emotional and mental health

Summary of outcomes – 3 year averages (2017-2019)

END OF KS1				
	Disadvantaged pupils	National average for disadvantaged pupils	Non-disadvantaged pupils	National average for non-disadvantaged pupils
% achieving expected standard or higher in Reading, Writing and Maths	50%	50%	69%	69%
% achieving expected standard or higher in Reading	63%	63%	75%	79%
% achieving expected standard or higher in Writing	75%	55%	72%	73%
% achieving expected standard or higher in Maths	50%	63%	74%	79%
% achieving expected standard or higher in Science	63%	71%	82%	86%

END OF KS2				
	Disadvantaged pupils	National average for disadvantaged pupils	Non-disadvantaged pupils	National average for non-disadvantaged pupils
% achieving expected standard or higher in Reading, Writing and Maths	50%	50%	41%	70%
% achieving expected standard or higher in Reading	71%	62%	59%	79%
% achieving expected standard or higher in Writing	93%	67%	70%	83%
% achieving expected standard or higher in Maths	64%	65%	56%	82%
% achieving expected standard or higher in GPS	50%	67%	48%	83%
% achieving expected standard or higher in Science	93%	72%	81%	87%

Barriers to learning

BARRIERS	
A	The reading and spelling ability of disadvantaged learners and other learners
B	Pupil mobility – a high number of pupils are mobile and have gaps in their learning as a result
C	SEND and low prior attainment (21% of disadvantaged learners are identified as having special educational needs) and the majority are on average low or middle prior attainers
D	Resilience, self-esteem and low academic aspiration

DESIRED OUTCOMES

Specific outcomes		Success criteria
A	An improvement in reading and GPS outcomes for disadvantaged learners relative to their non-disadvantaged peers nationally and improved parental understanding of home-based strategies to improve reading.	<ul style="list-style-type: none"> - Improved outcomes in reading for disadvantaged and other learners. - Increased parental engagement in reading, measured by attendance at parent workshops. - Increased parental engagement in home based strategies as measured through survey data.
B	A focus on 'quality first teaching' to have a positive impact on all pupil outcomes, including those who are identified as disadvantaged and mobile.	<ul style="list-style-type: none"> - Learning walks show improvements in the quality of teaching and learning over time - Book scrutiny used to monitor quality of teaching and learning. - Support and CPD put in place for members of staff who need additional training. - Lessons are planned to a high standard. - Assessment use to monitor effectiveness of teaching and learning and used to inform planning. - Rapid identification of learning gaps on entry/enrolment to inform interventions.
C	A clearly defined system for small group interventions and nurture with identified pupils to improve outcomes in all subjects.	<ul style="list-style-type: none"> - Improved outcomes for disadvantage learners. - Learning walks show improvements in the quality of teaching and learning over time. - Book scrutiny used to monitor quality of teaching and learning. - Assessment use to monitor effectiveness of teaching and learning and used to inform planning. - Rapid identification of learning gaps on entry/enrolment to inform interventions.

D	Resilient children developing confidence through activities relating to school values and improved approaches to learning and academic aspiration.	<ul style="list-style-type: none">- School values are taught through assemblies.- In school rewards recognise the school's values.- Opportunities for children to share and show off their work in class in order to build confidence.- Fun and engaging lessons planned to hook children in.- Use of sparkly starters make children curious about what they are going to be learning about.- Jigsaw used to cover aspirations and regular discussions about aims/goals.- Children to be encouraged to take risks and learn from their mistakes in order to develop their resilience.
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Details of planned expenditure to achieve desired outcomes

PLANNED EXPENDITURE					
Quality of teaching for all					
Desired Outcome	Chosen Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All children to receive high 'quality first teaching' (especially those eligible for PP funding) through well planned lessons, an engaging curriculum and staff CPD and management.	Staff CPD.	The EEF:	CPD to be organised for staff through senior and middle leaders.	HT	Termly Dec 2019 Apr 2020 Jul 2020
	Staff to identify barriers to learning for their identified pupils.	Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.	Development of the school's curriculum.	DHT	
	Planned and tracked interventions to take place regularly.	A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	Monitoring/tracking of data to show impact of 'quality first teaching' and identify areas for development.	Phase Leaders	
	Staff to plan high quality lessons, which thoroughly engage the children.	Previous Ofsted rated the teaching at WPA as 'requires improvement'. In order for our Disadvantaged Learners to do well they require 'high quality' teaching and a commitment to staff training will facilitate sustainable improvements.	Frequent learning walks and book scrutiny.	Subject Leaders	
	Subject leaders to create a rich and engaging curriculum.		Pupil progress reviews to happen termly.		

<p>For there to be no difference in attainment between disadvantaged learners and those who are not in Reading, Writing and Maths (diminished difference).</p>	<p>As above.</p> <p>Tracking of Disadvantaged Learners through standardized testing (Rising Stars: PIRA/PUMA/GAPS).</p> <p>Tracking of reading and maths ages.</p> <p>Development of core subjects by new subject leaders.</p> <p>Teaching Assistants providing planned and tracked interventions based in class or out of class.</p>	<p>The EEF:</p> <p>A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.</p> <p>By tracking and regularly analysing class data, Teachers will be able to plan lessons that challenge their pupils. It will also allow teachers to make sure that children are receiving the right interventions to help close any forming gaps.</p>	<p>Assessment timetable in place.</p> <p>Consistent assessments used throughout the year to ensure comparable results.</p> <p>Pupil progress meetings to take place after every data drop to ensure teachers are aware of the needs in their class.</p>	<p>HT</p> <p>DHT (assessment lead)</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
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Disadvantaged learners to make the same level of progress as their non-disadvantaged peers.	As above. Small group targeted interventions. Focus on small numbers of students such two, three, four or five. The aim is to provide support for pupils who require intervention to make accelerate progress. Quality marking and feedback provided by the teacher in order for Disadvantaged Learners to make rapid progress.	Research indicates that pupils taught in small groups make an average of four additional months' progress when compared with larger groups or whole class teaching.	Pupil progress data at data drops and external data tracked to show changes over time and identify strengths and areas for development.	HT DHT Phase Leaders Subject Leaders	Termly Dec 2019 Apr 2020 Jul 2020
Total budgeted cost:					£15,500
Targeted support					
Desired Outcome	Chosen Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Collaborative Learning Small group learning where pupils adopt active roles and contribute to the overall success of the task set.	Teaching Assistants providing interventions based in class or another setting such as the nurture provision.	The EEF: 'Moderate impact for very low cost, based on extensive evidence.'	Pupil progress data at data drops and external data tracked to show changes over time and identify strengths and areas for development.	HT DHT Phase Leaders SENCo	Termly Dec 2019 Apr 2020 Jul 2020

<p>Oral Language Interventions</p> <p>Oral language approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary, and the use of structured questioning to develop reading comprehension.</p>	<p>Pupil's comprehension and language skills will develop.</p>	<p>The EEF:</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p>	<p>Observation of spoken language and verbal interaction in the classroom indicates progress.</p> <p>Teaching Assistants providing interventions based in class or another setting such as the nurture provision.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p> <p>SENCo</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
<p>1:1 Tuition</p> <p>Short, regular sessions over a set period of time. Intensive tuition for one pupil.</p> <p>Tuition should be additional to, but explicitly linked, to normal teaching and teachers must monitor progress.</p>	<p>Pupils have their gaps filled and are meeting the expected requirements for their age range.</p>	<p>In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been as or more effective. For maximum impact short, regular sessions over a set period of time are required.</p>	<p>Pupil progress data at data drops and external data tracked to show changes over time and identify strengths and areas for development.</p> <p>Teaching Assistants providing interventions based in class or another setting such as the nurture provision.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p> <p>SENCo</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>

<p>Reading Comprehension Strategies</p> <p>Reading comprehension approaches to improving reading focus on learners' understanding of texts.</p> <p>Strategies to be employed such as monitoring comprehension, organising concepts in texts using story maps, generating questions and summarising.</p>	<p>Reading comprehension improves.</p> <p>More children make expected progress overall in reading.</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Pupil progress data at data drops and external data tracked to show changes over time and identify strengths and areas for development.</p> <p>Teaching Assistants providing interventions based in class or another setting such as the nurture provision.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p> <p>Reading Lead</p>	
Total budgeted cost:					£17,500
Accessing Enrichment Opportunities					
Desired Outcome	Chosen Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Support for extracurricular activities/enrichment and rewards	<p>A range of clubs to be offered at the school.</p> <p>School to take part in different sporting activities.</p>	<p>The EEF:</p> <p>There is some evidence that enrichment activities, such as sports participation, may lead to small improvements in attendance. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Encouraging disadvantaged learners to participate in extracurricular activities can help to develop them as a person as well as potentially having a positive impact on their attainment.</p>	<p>Engaging and exciting external clubs to be offered (based around the children's interests).</p> <p>Club members to rotate termly.</p> <p>Communication about clubs to be clear to parents.</p>	<p>HT</p> <p>DHT</p>	Termly
Subsidy for swimming lessons for disadvantaged learners	Financial help to be offered to the families of disadvantaged learners to encourage their child's participation in swimming.	Being able to swim is an important life skill and many disadvantaged learners do not get the opportunity to swim.	<p>Swimming lessons to be offered throughout the year for those that need them.</p> <p>Sports lead to monitor swimming progress.</p>	<p>HT</p> <p>DHT</p> <p>Sports Lead</p>	Ongoing
Subsidy for disadvantaged learners for school events (visits, visitors etc.)	Financial help to be offered to the families of disadvantaged learners to encourage uptake of school visits and workshops.	Disadvantaged learners are less likely to have the opportunity to explore the world around them. It is important that we provide them with opportunities to do so.	<p>Teachers to plan visits within their curriculum maps.</p> <p>Teachers to invite in visitors that link in with their current topics.</p> <p>Children to have the opportunity to say what they would like to do.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p> <p>Class Teachers</p>	Ongoing
Total budgeted cost:					£3,500

Total planned spend: £36,500
