

Service pupil premium strategy for Wellington Primary Academy

Service pupil premium spending 2019 – 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	January 2019
Total number of pupils:	307 - Current	Total service pupil premium budget:	£62,700
Number of pupils eligible for pupil premium:	209 (68%) - Current	Amount of service pupil premium received per child:	£300

STRATEGY STATEMENT

Key aims and objectives:

- To provide mainly pastoral support during challenging times such as for service children and their families.
- To provide children with parents in the military with the best possible education through high 'quality first' teaching and targeted interventions.

Success criteria:

- Pupils regardless of background and circumstances are able to improve their levels of attainment and progress
- Pupils have access to additional pastoral support that targets their needs
- Pupils are able to access our broad extra-curricular provision to develop their resilience and self-esteem.

Identified barriers to learning

BARRIERS

A	High rates of pupil mobility
B	The need for additional pastoral support in order to cope with parents often being away from home (deployment)
C	The need to improve pupil resilience and self-esteem (linked to aspiration)

DESIRED OUTCOMES TO OVERCOME BARRIERS

A: Children who are new to the school are quickly assessed in order for teachers to plan accordingly. Interventions will be put into place to address gaps in learning, which can have a detrimental social and emotional impact. Historic attendance data will be used to identify pupils for early attendance interventions.

B: Pupils receive pastoral support through 'Thrived' trained staff in order to help them access their learning.

C: Improved attitudes to learning and a greater understanding of the importance of education leading to increased aspirations. Jigsaw will be used to cover aspirations and regular discussions and aims/goals. Resilience will be built and confidence developed through education of the school's values and allowing pupils to take risk and learn from their mistakes.

Planned expenditure for current academic year

ACADEMIC YEAR

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?
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<p>Pupils to receive high 'quality first teaching' (especially those with identified SPP funding) through well planned lessons, an engaging curriculum and staff CPD and management so that social and emotional concerns relating to the impact of mobility on learning are reduced.</p>	<p>Staff CPD.</p> <p>Staff to identify barriers to learning for their identified pupils.</p> <p>Planned and tracked interventions to take place regularly.</p> <p>Staff to plan high quality lessons which thoroughly engage the children.</p> <p>Subject leaders to create a rich and engaging curriculum.</p>	<p>The EEF:</p> <p>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.</p> <p>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.</p>	<p>CPD to be organized for staff through senior and middle leaders and the impact of it carefully tracked.</p> <p>Development of the school's curriculum.</p> <p>Monitoring/tracking of internal data to show impact of 'quality first teaching'.</p> <p>Frequent learning walks and book scrutiny.</p> <p>Pupil progress reviews to happen termly to include service pupil indicators and comparisons to other pupils.</p> <p>Service pupils to exhibit less social and emotional concerns relating to feeling behind as a result of mobility – to be measured by pupil surveys and behavior/counsellor records.</p>	<p>HT</p> <p>DHT</p> <p>Phase Leaders</p> <p>Subject Leaders</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
Total budgeted cost:					£14,700
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?

<p>Students to become more independent in managing their emotions and reactions to events in school life.</p>	<p>Two members of SLT to be sent on SLT Thrive course.</p> <p>Two WPA staff members to be sent on Thrive Practitioner courses.</p> <p>Thrive Practitioners begin 'practise' case study 1:1 pupils (Autumn Term)</p> <p>Provide each school with resources for successful implementation.</p> <p>Deliver whole school training to all staff: Modules 1 and 2 Autumn Term, Modules 3 and 4 Spring Term, Module 5 Summer Term.</p> <p>Screen/Assess all pupils termly (Spring Term onwards) to gain whole school, class and individual profiles, progress and impact</p> <p>Attendance & Welfare officer to lead on provision throughout the year.</p>	<p>The EEF:</p> <p>The evidence from the EEF indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Pupil progress data at data drops compared with a 'control group' of students such as parallel classes or data from the previous year.</p> <p>Benchmarks for % attendance will be set and compared monthly.</p>	<p>SENCo</p> <p>Thrive Practitioners</p> <p>HT</p> <p>CT</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
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<p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices.</p> <p>Helping students to becomes more independent in managing their emotions and reactions to events in school life.</p>	<p>Two members of SLT to be sent on SLT Thrive course.</p> <p>Two WPA staff members to be sent on Thrive Practitioner courses.</p> <p>Thrive Practitioners begin 'practise' case study 1:1 pupils (Autumn Term)</p> <p>Provide each school with resources for successful implementation.</p> <p>Deliver whole school training to all staff: Modules 1 and 2 Autumn Term, Modules 3 and 4 Spring Term, Module 5 Summer Term.</p> <p>Screen/Assess all pupils termly (Spring Term onwards) to gain whole school, class and individual profiles, progress and impact</p> <p>Attendance & Welfare officer to lead on provision throughout the year.</p> <p>Hiring of TAs and one support teacher.</p>	<p>The EEF</p> <p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>The creation of an environment where behaviour is viewed as communication and adults view all behaviour as an opportunity to make links between the external and internal worlds of the child to enable pupils to succeed in mainstream education.</p> <p>Benchmarks for % attendance will be set and compared monthly.</p>	<p>SENCo</p> <p>Thrive Practitioners</p> <p>HT</p> <p>CT</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
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<p>Targeted support to equip pupils with skills to manage difficult situations. PSHE learning such as key experiences from history where people have learned resilience.</p> <p>Community engagement activities such as working with parents in school and charity work.</p> <p>Provision of counselling services.</p>	<p>Time for staff training:</p> <ol style="list-style-type: none"> 1. How to deliver SEL. 2. Time for CPD and planning for high quality PSHE. 3. Teachers to model and reinforce positive social and emotional skills. <p>ELSA support.</p>	<p>The EEF:</p> <p>‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).’</p> <p>‘SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.’</p>	<p>Pupil progress data at data drops compared with a ‘control group’ of students such as parallel classes or data from the previous year.</p> <p>Pupil Voice data such as surveys are positive in relation to learning and social relationships in school. Pupil Voice benchmarks will be set regularly.</p> <p>Benchmarks for % attendance will be set and compared monthly.</p>	<p>SENCo</p> <p>Thrive Practitioners</p> <p>HT</p> <p>CT</p>	<p>Termly</p> <p>Dec 2019</p> <p>Apr 2020</p> <p>Jul 2020</p>
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<p>To overcome emotional and social barriers to learning including support with transitions at school.</p> <p>Emotional/ social barriers can have a detrimental effect on learning and the ability to engage in learning. This will in turn impact on progress and attainment and further social and emotional need.</p>	<p>One to one interventions with school counsellor.</p>	<p>Adults and pupils review the provision in terms of reduced distress, support for pupils especially from service families, improved anger management and decisions to refer for extra support such as SEND.</p>	<p>Boxall Profiles to be completed.</p> <p>Improved self-confidence and self-esteem of identified children.</p> <p>Enabled and empowered pupils to develop strategies for managing their emotions.</p> <p>Benchmarks for % attendance will be set and compared monthly.</p> <p>Termly data drops to analyse impact on their learning.</p>	<p>SENCo</p> <p>Thrive Practitioners</p> <p>HT</p> <p>CT</p>	<p>Termly Dec 2019 Apr 2020 Jul 2020</p>
<p>To ensure social and emotional support for those children whose parents have been posted on military duties overseas.</p>	<p>Resource the CAMO Club run by TAs using a suitable area such as the meeting room or library.</p> <p>Students to be supported by spending time together as a group and communicate with parents. Building a support network.</p>	<p>Sometimes military parents are deployed and pupils require additional emotional support to ensure they continue to achieve well at school and are happy.</p>	<p>Benchmarks for % attendance will be set and compared monthly.</p> <p>Termly data drops to analyse impact on their learning.</p>	<p>SENCo</p> <p>Thrive Practitioners</p> <p>HT</p> <p>CT</p>	<p>Termly Dec 2019 Apr 2020 Jul 2020</p>
Total budgeted cost:					£44,000
Accessing enrichment opportunities to support with the wider strategy					

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?
<p>Support for trips/visits targeted at service pupils, such as Forest School, outdoor learning, teambuilding and sport.</p> <p>Additional support fund</p>	<p>Targeted trips/visits to promote resilience and aspiration.</p> <p>Financial help for families with a military background where hardship results from their home circumstances.</p>	<p>Targeted trips and visits will help service pupils to develop social connections with other pupils, whilst promoting resilience and aspiration.</p> <p>With many parents being deployed it may fall on one parent to provide payment. This may be difficult if finances are not shared.</p>	<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'd like to do.</p>	<p>HT</p> <p>DHT</p> <p>CT</p>	<p>Termly</p>
				Total budgeted cost:	£4000