



Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Wellstead Primary School				
Academic Year	2017-18	Total PP budget	55,180	Date of most recent PP Review	Sept 2017
Total number of pupils	360	Number of pupils eligible for PP	47 (13%)	Date for next internal review of this strategy	Sept 2018

Pupil Premium Overview								
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total	9	5	6	9	7	10	1	47
Girls	3	2	4	6	4	5	0	24
Boys	6	3	2	3	3	5	1	23
Current FSM	6	5	5	6	5	6	1	34
Ever 6	0	1	0	3	2	4	0	10
Service	0	1	2	1	1	0	0	5
LAC	0	0	0	0	0	0	0	0
Post LAC	3	0	1	0	0	0	0	4

2. Current attainment		
For 2016/17 data	<i>Pupils eligible for PP (your school)</i>	<i>National Average for all Children</i>
78% of all children achieved GLD in EYFS	4	71%
50% of PP children achieved GLD in EYFS	4	71%
85% of all children achieved ARE in Reading Key Stage 1	9	76%
78% of PP children achieved ARE in Reading Key Stage 1	9	76%
75% of all children achieved ARE in Writing Key Stage 1	9	68%
67% of PP children achieved ARE in Writing Key Stage 1	9	68%
83% of all children achieved ARE in Maths Key Stage 1	9	75%
67% of PP children achieved ARE in Maths Key Stage 1	9	75%
87% of all children achieved ARE in Reading Key Stage 2	5	72%
100% of PP children achieved ARE in Reading Key Stage 2	5	72%
80% of all children achieved ARE in Writing Key Stage 2	5	76%
33% of PP children achieved ARE in Writing Key Stage 2	5	76%
87% of all children achieved ARE in Maths Key Stage 2	5	75%
50% of PP children achieved ARE in Maths Key Stage 2	5	75%
73% of all children achieved ARE in ALL Subjects Key Stage 2	5	61%
33% of PP children achieved ARE in ALL subjects Key Stage 2	5	61%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Individualised teacher knowledge of each PP child as a learner enabling additional intervention to have an impact on achievement
B.	Low level of language and communication skills
C.	Social and emotional issues affecting learning behaviours
D.	PP children in KS2 are yet to achieve in line with national data in all subjects

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

D. Financial support for enrichment opportunities is lower for pupils eligible for PP. This reduces opportunities for pupils eligible for PP to attend residential trips, take up music lesson and attend enrichment club/activities.

4. Planned expenditure

Academic year **2017-18**

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?
<p>C. Improve Personal, Social and Emotional Development for pupils eligible for PP.</p>	<p>School SALSA to run regular social communication groups and interventions and train up LSA Team.</p> <p>Use of SDQ to assess pupils eligible for PP and plan PSE development as required. 1:1 FEIPS or small group ELSA support</p> <p>Use of Educational Psychologist (SLA time 5 days + half termly ELSA/FEIPS Supervision for 2x LSAs) to lead observation, assessment and professional discussion to help better understand the needs of individual pupils eligible</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Many different evidence sources, e.g. Sutton Trust, EEF Toolkit suggest Social and Emotional learning interventions can be effective for pupils as targeted support. This can lead to greater confidence and motivation which positively impacts on attendance and attainment. Further to this meta-cognition approaches are also highly effective and form a major part of Cognitive Behavioural Therapy approaches used in ELSA/FEIPS work with individual children.</p>	<p>ELSA/FEIPS teaching time and preparation time</p> <p>Monitoring of ELSA/FEIPS Register with Inclusion lead support to identify greatest needs and suitable interventions.</p> <p>Support for school ELSAs through Educational Psychologist supervision (half termly).</p> <p>Well-being team lead by Inclusion lead to monitor and evaluate impact of changes.</p> <p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p>	<p>Inclusion lead</p> <p>KF / KH ELSA/FEIPS</p> <p>SAT - SALT</p>	

	<p>for PP (as required).</p> <p>Inclusion lead to attend mental health training</p> <p>Develop opportunities for parents/carers to learn more about supporting PSE development.</p> <p>Lunchtime nurture groups to develop PSE skills and understanding in pupils eligible for PP.</p>				
<p>B. Improve oral language skills in EYFS and improve pupil's abilities to access learning in lessons</p>	<p>YR trial and lead initiatives to improve oral language skills and Communication and Language needs in YR following training last academic year</p> <p>Improved assessment of Speech, Communication and Language needs across the school</p> <p>Assessment and on-going monitoring of speech and language skills throughout KS1 and KS2</p>	<p>We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest oral language development is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>School audit of Language and Communication.</p> <p>Independent SALT and SALSA to train and mentor lead teacher/INCO.</p> <p>Monitoring of impact on individuals and groups.</p> <p>Training on speech and language links for Year R , ks1 and ks2</p>		

<p>D. PP achieve in line with national data in all subjects</p>	<p>SLT to monitor that all PP children will receive consistent, accurate and clear feedback within the lesson, so that next steps can be given and misconceptions addressed. PP lead to coach staff on in lesson feedback that moves learning on. Staff meetings to develop impact of feedback, questioning and challenge. These meetings will be held by English leaders, maths leaders, teaching and learning leaders. Clear learning journeys are tracked through planning and book looks and pupil interviews. Lesson observations to have a clear focus on the needs of PP being responded to.</p>	<p>Data shows that although the gap is diminishing between PP and non PP children in some areas this is not yet consistent.</p> <p>We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest whole school training and development of staff understanding of reading, approaches to learning and comprehension skills are effective ways to improve attainment.</p>	<p>Monitoring of lessons and staff mentor support offered.</p> <p>Pupil Progress Meetings and evaluation of Provision Maps to monitor impact progress and attainment for individual children.</p> <p>SLT to monitor PP books on a regular basis</p> <p>Learning walks</p>		
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A. Individualised teacher knowledge of each PP child as a learner enabling additional intervention to have an impact on achievement	Carefully selected additional training opportunities for staff will be identified through the year and used to further develop expertise in the main subject areas. This training will be cascaded back to other members of staff to ensure that it impacts upon whole school performance. Continuing staff development based on the outcomes of the 'Teaching the Hard to Teach Training'	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest whole school training and development of staff understanding are effective ways to improve attainment.	Feedback from training sessions and impact statements. Staff development sessions where teacher training is delivered to ensure consistency across year groups. SLT to monitor progress of children in books to evidence of training being implemented		
Total budgeted cost					£30,736
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?
A, D and E To ensure Pupil premium children at Wellstead Primary are provided with excellent opportunities and QFT	PP lead to undertake Pupil Premium specific training to develop strategies and approaches within the school and ensure that the school is fully up to date on the latest approaches and most effective uses of Pupil Premium funding. PP lead to set up local cluster group (alongside other PP leads) to share best practice and create	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest whole school training and development of staff understanding are effective ways to improve attainment.	Development of new approaches to ensure best use of Pupil Premium funding.		

<p>D.PP achieve in line with national data in all subjects</p>	<p>Additional LSA hours to target those children who are receiving the Pupil Premium. Teachers careful planning enables LSAs to readily and successfully focus on the needs of PP children through support within the classroom.</p>	<p>We want to provide extra support to ensure high attainment and progress. 1:1 Tuition and 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.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p>		
<p>A. Individualised teacher knowledge of each PP child as a learner enabling additional intervention to have an impact on achievement</p>	<p>Teachers to be released to undertake review sessions with PP children in their class. This will ensure that the strengths and areas of challenge for each child is readily identified and that they are seen more as individuals by their teachers. To be undertaken three times a year. Used to support completion & updating of pen portraits</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p>	<p>Headteacher to monitor outcomes through completed pen portraits, termly data and child wellbeing questionnaires completed later in the year</p>		
<p>D.PP children, especially in KS2, achieve in line with national data in all subjects</p>	<p>Year 5 Sound training</p> <p>Weekly small group sessions in reading for pupils eligible for PP</p> <p>Regular reading with trained parent volunteers.</p> <p>Reading consultations with class teacher to identify strengths and next steps.</p>	<p>We want to provide extra support to ensure high attainment and progress. 1:1 Tuition and 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.</p> <p>Year 5 cohort targeted due to large numbers of PP children and low level progress and attainment data</p>	<p>Impact evaluated by English leader.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p>		
Total budgeted cost					£23,200

E. 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?
To reduce financial barriers to pupils' learning so they can access all resources to enhance their experiences and progress in their learning	Welfare payments have been identified as being vital in ensuring that the children feel fully engaged in the school. It ensures that they don't feel different to their peers and can have access to the same opportunities. Payments within this will include school trips (including residential), uniform and use of extended schools provision	<p>To provide these children with the same access to school and enrichment activities as all other children.</p> <p>The EEF Toolkit suggests that outdoor adventurous learning can positively impact on attainment and more widely on self-confidence</p>	<p>PP children will have spending recorded on personal plans. Regular liaison with parents Targeted support to ensure that some children are given access to extra-curricular opportunities as their peers</p>	School business manager and PP lead	<p>Ongoing as and when parents need additional support</p> <p>Reviewed termly</p>
Total budgeted cost					£1,200

5. Review of expenditure

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

6. 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