

WELLESBOURNE PRIMARY AND  
NURSERY SCHOOL

*Living to Learn, Learning to Live*

# Pupil Premium Spending Review and Evaluation

2016 - 2017



## **Pupil Premium Spending 2016 – 2017**

In respect of the academic year 2016 – 2017 the Pupil Premium Allocation is £270,559 (Forecast). Our priority this academic year continues to be to provide high quality adult support for our children. The Learning Mentor and SENCO will continue to offer individual support, to children and families, as needed. This year we are funding additional teachers (mornings) to support our Year 3, 4, and 6 children. We have funded a music specialist teacher to teach music through the school, Year 3 – Year 6 during the afternoons. This will develop the spoken word and enhance creativity and self esteem.

We continue to fund additional teaching assistants in each year 2, 6 and 5 classes to concentrate on developing mathematics and English. Additionally two experienced teaching assistants in Early Years and KS1 to support reading. We have established high levels of staffing and our year group teams work together to ensure all are supported and challenged according to their needs. As a response to the ever changing computing curriculum and advances in new technology we have employed a part time teacher to deliver specialist ICT lessons to all pupils during afternoon sessions this ensures our children and staff are well equipped to use ICT to enhance the delivery of the national curriculum. As a result of the funding, are able to keep class sizes low. It is the policy of the school, in line with the governors' directive, to continue to provide good adult role models and specialist teaching, therefore this year we have introduced yet more sports coaching and opportunities for extracurricular sports, after school and at lunch time.

Writing is still identified as an area of weakness for our children. Within this some of our children struggle to use varied and interesting vocabulary, on occasion due to lack of experience. We have funded a variety of activities to broaden the children's' experience and develop their vocabulary skills. we have also part funded the refurbishment and creation of a new learning hub and library area in what used to be the ICt suite and Library landing area, this will develop the children's creativity and promote independent learning.

Additionally, a percentage of the grant will spent on supporting our free school meals families directly as the need arises, and at the discretion of the Headteacher and governing body.

Finally, we intend to further resource ICT and the use of the web site / Twitter. This will enhance learning in a current and interesting way which our children will more readily engage in. With a combination of all these plans we are sure we will narrow and/ or close the gaps for our pupils in these areas.

TASK	TIMESCALE/ RESOURCES/ COST	MONITORING / EVALUATION (HT / Pupil Premium Governors)
<p>Additional teaching staff for small group work and 1:1 tuition. SENCO now out of class and able to deliver support to individual children as needed. N – Y6 children</p>	<p><b>£40,000</b></p>	<p>Children entitled to Pupil Premium (PP) make slightly better progress than children Not Pupil Premium (NPP), when it comes to making 6 steps or more.</p> <p>This is mixed across year groups and subjects. The gaps have narrowed compared to this time last year.</p> <p><b><i>This was a successful initiative. However, it is felt it will more effective to target a specific year group for the additional teacher support, as this provision in Year 6 has proved very effective.</i></b></p>
<p>Additional teaching staff for third teacher for Year 6.</p>	<p><b>£32,000</b></p>	<p>PP outperformed NPP in mathematics and EGPS. There was very little difference (3%) in reading. PP and NPP children achieved similarly at greater depth in reading, writing, EGPS and reading, writing and mathematics combined. NPP significantly outperformed PP in greater depth in mathematics. (See table below)</p>

***This provision was very effective and will be repeated next year.***

	Mathematics		National	Reading		National	Writing		National	Reading, Writing, Mathematics combined		National	EGPS		National
	AS+	GD	AS+	AS+	GD	AS+	AS+	GD	AS+	AS+	GD	AS+	AS+	GD	AS+
All	<b>80%</b>	<b>20%</b>	<b>75%</b>	<b>78%</b>	<b>18%</b>	<b>71%</b>	<b>80%</b>	<b>8%</b>	<b>76%</b>	<b>78%</b>	<b>5%</b>		<b>70%</b>	<b>28%</b>	<b>77%</b>
PP	86%	14%		76%	19%		77%	5%		72%	5%		77%	29%	
NPP	79%	26%		79%	19%		85%	3%		87%	5%		63%	27%	

Experienced teacher to deliver focused interventions for Year 3 mathematics and Year 4 writing

**£38,000**

Year 3

PP made better progress in writing than NPP. PP and NPP made similar progress in reading and mathematics.

Reading - 78% of PP children are working at or above age related expectations compared to 90% of NPP.

Writing - 85% of PP children are working at or above age related expectations compared to 83% of NPP.

Mathematics - 66% of PP children are working at or above age related expectations compared to 90% of NPP.

Year 4

PP made better progress than NPP in writing and mathematics. Progress for PP and NPP was similar in reading.

Reading - 79% of PP children are working at or above age related expectations compared to 91% NPP.  
 Writing -85% of PP children are working at or above age related expectations compared to 82% of NPP.  
 Mathematics - 78% of PP children are working at or above age related expectations compared to 87% of NPP.

***This provision did not have the high level of impact on the group targeted. Therefore, mid-year the teacher support was directed to a different target. The teacher was trained to support children with speech and language difficulties and to train teaching assistants to continue the support the following year.***

***Evaluation of this work proved it to be very effective. (See table below.)***

Teacher worked with 7 cohorts (N – Y6)

This table shows the level progress in years as measured using the ? from the start to the end of the intervention.

	Number of children	Up to 1 year	Up to 2 years	Up to 3 years	More than 3 years
Reception	7	86%		14%	
Year 1	14	93%	7%		
Year 2	4	50%	25%		25%
Year 3	11		36%	55%	9%
Year 4	10	20%	10%	40%	30%
Year 5	7	29%	29%		42%

Three children were discharged by the speech and language team.

Learning Mentor. She is fully aware of the FSM children in each class and has close contact with all of the families. She also successfully liaises with other agencies.	<b>£25,000</b>	Progress for PP is good and confidence is rising. (See additional soft data evidence.)
Additional experienced teaching assistant in Year 5 to enhance provision and support small group FSM / SEND.	<b>£14,000</b>	Progress for PP and NPP is similar in reading. PP made better progress in mathematics and NPP made better progress in writing.  The cohort has 14 children identified as SEND. 43% of which have significant needs. 1 has an EHCP. The 57% without significant needs have made better than expected progress.
Additional teaching assistants to support reading in Early Years and Key Stage 1. 1 to 1 reading and use of Reading Partners Programme delivered by an experienced teaching assistant.	<b>£20,000</b>	This programme was highly successful. All children have made better than expected progress. PP significantly outperformed NPP in reading SATs. Although, NPP significantly outperformed PP at greater depth. (See table below) Year 1 outperformed national in the phonics screening check this year. PP were in line with NPP.

Year 2 Reading			
	EXP+	GD	National
All	<b>69%</b>	<b>22%</b>	
PP	79%	12%	
NPP	64%	19%	

	Phonics Check	National
All	<b>88%</b>	<b>81%</b>
PP	89%	
NPP	88%	

<p>Create and resource new Learning Hub so that books are vibrant and in good condition and technology is used to deepen knowledge and understanding and to encourage independent learning.</p>	<p><b>£30,000</b></p>	<p>Children entitled to Pupil Premium (PP) make slightly better progress than children Not Pupil Premium (NPP), when it comes to making 6 steps or more.</p> <p>This is mixed across year groups and subjects. The gaps have narrowed compared to this time last year.</p> <p>Year 1 and 2 children have accessed the hub for phonics and this has proven very successful. School (88%) phonics results are better than national (81%). In Y1 PP (89%) is slightly better than NPP (88%). In Y2 16% of children passed their screening check meaning that 94% of the cohort have now passed.</p>
<p>Continue whole class music lessons which focus on improving self-esteem and developing creativity. ( Specialist music teacher) Additionally extra time is given to staff to develop their CPD.</p>	<p><b>£20,000</b></p>	<p>Children are enthusiastic and confidence is developing through the school.</p>
<p>Educational Trips, Curriculum development and enrichment, specialist support into school (eg theatre groups, music workshops)</p> <p>Funding towards educational residential trips</p>	<p><b>£40,000</b></p>	<p>Enrichment has been very good this year. Children speak enthusiastically about activities such as archery, Zumba, Circusology, museum trips and Chester Zoo visit. They can evaluate their experiences and share their opinions.</p> <p>Children involved in the walking group can share their experiences and those involved on more than one block support and challenge new members.</p> <p>The residential was very successful. Children worked well together and supported each other when they were less than confident to tackle some of the activities.</p>
<p>Digital Media and additional resources</p>	<p><b>£10,000</b></p>	<p>ICT equipment is used purposefully and the percentage of children achieving expected standards at the end of both key stage has increased</p>
<p>Work with community groups to support groups of children in developing confidence and/or social skills.</p>	<p><b>£3000</b></p>	<p>Families are better engaged and the children are better supported. Some more reluctant families are engaging ore with the school and a good relationship is beginning to develop.</p>

Support families directly, as the need arises, and at the discretion of the Headteacher and governing body.	<b>£2000</b>	This pot of money has been used well to support individuals with shoes, coats and sports kits.
Total Spend	<b>£274,000</b>	
Allocation	<b>£270,559</b>	

### Learning Mentor Support

#### **2016 - 2017**

**This year our Learning Mentor has been focussing on developing external links that support our pupil premium children and families.**

Links with **Broadgreen International School** – Year 5 group completed a weekly, two and a half hour club, for the Spring term, to develop confidence and social skills.  
*Children enjoyed this activity and gained experience within a large secondary school setting.*

**Autism in Motion** – this group held weekly, during the Summer term, workshops to support parents of children with autism.  
*This was a very successful initiative. The instructors reported enthusiastic engagement and all parents succeeded in developing individual strategies that worked for their children. This group may return to continue to work alongside this original group of parents but also to work with another cohort.*

**NHS Teeth Workers** - worked with Early Years parents and reported successful engagement around other aspects of hygiene.  
*Parents engaged well but the school plans to roll the programme over so that the Reception children are involved in the dental hygiene project.*

**CHATS Team** - worked with parents to support individually during drop in sessions.  
*Not well attended . Repeat sessions will need to be advertised more.*

**School Nurse** – half termly drop in sessions around dental hygiene and hygiene.  
*Not well attended.*

**Positive Futures** – Mentoring – developing self-esteem and team building  
*Children enjoyed the sessions and teachers and parents reported improved confidence.*

**Everton in the Community** – 6 week course targeting Y6 children to develop their leadership and community feeling. Children trained to work with younger children, fun sports activities







