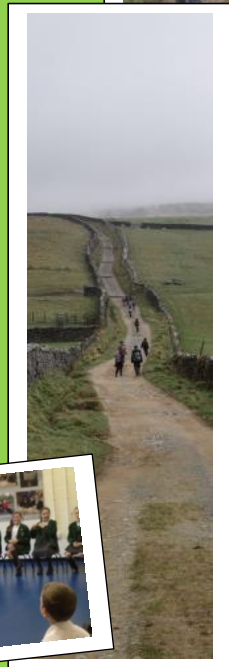




WELLESBOURNE PRIMARY AND
NURSERY SCHOOL

Living to Learn, Learning to Live

Pupil Premium Spending



2018 - 2019



Pupil Premium Spending 2018 – 2019

In respect of the academic year 2018 – 2019 the Pupil Premium Allocation is £260,400 (Forecast). Our priority this academic year continues to be to provide high quality adult support for our children. The Deputy Headteacher and SENCO will continue to offer individual support, to children and families, as needed. This year we are funding an additional teacher to support our Year 6 children. We are funding additional specialist teachers for music, PE and ICT to work with Year 6, Year 2 and Early Years.

We will continue to fund additional teaching assistants in each year 2, 6 and 3 classes to concentrate on developing mathematics and English. This year we will be funding additional teaching assistants for year 4 and 5. 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 continue to employ a teacher to deliver specialist computing lessons to all pupils, from Reception to Year 6, 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. Additionally, this year we have created yet more opportunities for lunchtime and after school clubs, and an additional walking club which targets our most vulnerable children.

Reading has been identified as a key priority this year, more specifically higher order reading skills and a percentage of this funding has been used to provide an online intervention which targets the children who will most benefit from this support.

Writing is still identified as an area of weakness for our children and especially our pupil premium children and our pupil premium greater depth writers. 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. This year we are focussing on the needs of our more able pupil premium children, in all areas, and a percentage of our funding has been allocated to a variety of ways of diminishing the differences for these children.

Additionally, a percentage of the grant will be 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 work with appropriate agencies to offer support for parents. With a combination of all these plans we are sure we will diminish the differences for **all** of our pupils in these areas.

Academic Year	2018 - 2019	Total PP Budget	September 2018
Total number of pupils	398	Number of Pupils eligible for PP	201
Raising attainment in Reading, Writing and Mathematics	Acquiring effective materials /resources, including human.		Enrichment

		Raising attainment in Reading, Writing and Mathematics	Acquiring effective materials /resources, including human.	Enrichment
A	Attendance and Punctuality			
B	Low levels of oral communication Speech and Language – delay on entry to school			
C	Lower levels of attainment in basic skills – Reading, Writing and Mathematics			
D	Lower levels of Life Experiences - Low Aspirations - Low levels of Confidence/ Low Self Esteem – Limited Access to Wider Opportunities			
E	Lower Levels of Parental Involvement and Expectation			
F	Home Circumstances			
G	Emotional Needs			
H	Diet			
I	SEND			
J	Medical Needs			

Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improvements in pupils' attendance and punctuality leading to improved levels of progress <i>Measured by attendance figures and data analysis</i>	An increase in the whole school attendance percentage and increased attendance with targeted year groups and individuals. Improved progress and attainment for targeted pupils.
B	Significantly improved speaking, listening and communication skills <i>Measured by observation and monitoring of EYFS Team and SENDCo</i>	Comparisons between on entry data and end of EYFS show significant progress. Comparison between end of EYFS and end of Key Stage show improved oral communication.
C	Significantly improved levels of Reading, Writing and Mathematics and Reading, Writing and Mathematics combined for PP children. <i>Measured by regular monitoring and review of data during pupil progress meetings and book monitoring</i>	Attainment of PP pupils compares favourably with that of National other. The difference between PP and National other closes.
D	Improvement in pupils' enjoyment of wider life experiences, enabling children to take part in more and varied enrichment activities. Development of confidence and self-regulation to enable pupils to thrive and be prepared for next steps in their education Development of mental health and well-being to improve mind set and raise aspirations <i>Measured by questionnaires, pupil voice and engagement in activities</i>	Pupils' demonstrate positive outlook, engagement and excellent behaviour and behaviour for learning.
E	Increased involvement of parents in academic aspects of their child's education <i>Measured by attendance at events including Stay Play and Learn and good communication re home readers and homework</i>	A significant increase in parents responding in home reading books. A significant increase in children returning home readers frequently and on time.
F	Good relationships and communications enable school to support where home circumstances become more challenging <i>Measured by Learning Mentor monitoring of support and successful of signposting and locating outside agencies that can support as appropriate</i>	Parents confident to approach school for support. Children and children aware of the support the school can offer.

G	<p>Pupils in need of emotional health and well-being support are readily identified, monitored and appropriate support is put in place <i>Measured by consistent updating of Mentor Screening Grid and secure and honest evaluation of support received</i></p>	<p>Pupils' show a greater understanding and self-awareness and utilise strategies to support their emotional well-being.</p>
H	<p>The school provides a balanced and nutritionally excellent lunch and children are encouraged to take this up. The school operates and Healthy Lunchbox policy and children and parents are aware of the benefits of a balanced diet. Cross curricular activities and learning support the education of pupils to the benefits of healthy eating and lifestyles. <i>Measured by the uptake of school meals and extra-curricular activities</i></p>	<p>Pupils active and engaged. Pupils adopting a healthy lifestyle that ensures their physical well-being and fights against obesity.</p>
I	<p>The newly formed SEND Team monitor the needs of individuals and match the support to meet these needs. <i>Measured by data analysis, book scrutiny and pupil voice meetings</i></p>	<p>PP pupils with SEND make appropriate progress and are enabled to achieve their full potential.</p>
J	<p>Early identification of medical needs ensure that no child is held back because of medical needs <i>PP Lead monitors the medical needs of pupils and ensures parents are supported to access appropriate support</i></p>	<p>No PP pupil is prevented from achieving or making sufficient progress because of medical needs.</p>

Barrier for Learning	Pupil Premium Allocated	How will this allocation be spent?	Target group of pupils	Predicted impact.
Raising attainment in Reading, Writing and Mathematics				
Attendance and Punctuality	£15,000	Inclusion Officer to improve attendance and punctuation and support families as and when needed to get children back into school.	Persistent Absences Persistently late PP children whose attendance is falling below 90%	Attendance and punctuality improved
Low levels of oral communication Speech and Language – delay on entry to school	£20,000	Targeted groups for social opportunities – a.m. walking groups, lunchtime walking group Additional specialist teachers in Reception (Music and Computing)	Y1 / Y2 – walking group Y5 / Y6 – walking group KS 2 lunchtime walking group Reception	Improved communicate and speech and language
Lower levels of attainment in basic skills – Reading, Writing and Mathematics	£42,000	Additional teacher for Year 6 and Year 2 Smaller more focused groups led by experienced, qualified teachers. More robust focus on more able PP so that they achieve their full potential.	Year 6 and Year 2	Higher confidence, raised aspirations. Accelerated progress in core subjects. Year 6 PP will achieve in line with National other. Higher percentage of PP to achieve greater depth / exceeding.
	£20,000	Additional specialist teachers for Reception. (Music and Computing) Smaller more focused groups led by experienced, qualified teachers. More robust focus on more able PP so that they achieve their full potential.	Reception	Higher confidence, raised aspirations. Accelerated progress in GLD. PP will reach at least secure in ARE.
	£61,000	Additional teaching assistant in Year 6, 5, 4 and 3 to enhance the provision. HLTA support.	Year 6 – Year 3	Higher confidence, raised aspirations. Accelerated progress in core subjects.

				Year 6 PP will achieve in line with National other. SEND will perform at least in line with National SEND.
Lower Levels of Parental Involvement and Expectation	£25,000	Family Events and after school opportunities for parents to get involved Supplement Home Reading books to ensure high quality and appropriate numbers	Reception – Year 6	Parents actively involved in supporting their children in reading at home. Parents aware of ARE and encouraging their children to be at or above. High attendance at Family Events promotes opportunities for learning at home.
	£5000	Supplement Nursery library to develop home reading in the Nursery and create reading relationships between school and parents	Nursery	Nursery parents involved in picking and sharing books with their children. Ethos of reading will become embedded in the household.
Acquiring effective materials /resources, including human.				
Low levels of oral communication Speech and Language – delay on entry to school	£1000	TAs trained to support opportunities to develop speech and language	Reception – Year 4	TA support individual needs of the children in their classes, which supplements the work of the Speech and Language Team where appropriate
Lower levels of attainment in basic skills – Reading, Writing and Mathematics	£3850	Lexia – on line intervention to support and challenge less and more able	Year 1 – Year 6	Higher confidence, raised aspirations. Accelerated progress in reading.

	£300	Times Table Rock Stars – online times tables programme to support and challenge less able and more able	Year 1 – Year 6	Higher confidence, raised aspirations. Accelerated progress in mathematics
	£4000	Training for SEND Champions to support PP children with SEND	Nursery – Year 6	SEND Team (EYFS, KS1, Lower KS2, Upper KS2) work with colleagues to identify support and resources as appropriate. PP children make at least expected progress.
Lower levels of Life Experiences - Low Aspirations - Low levels of Confidence/ Low Self Esteem – Limited Access to Wider Opportunities	£28,000	Extra-curricular activities and Clubs Trips out (Half termly) and visitors Theater visit Theme days and weeks MFL Reception – Year 2 WAS application Specialist music and computing teaching Membership of National Trust	Nursery – Year 6	PP children develop resilience and self-regulation, they are able to monitor their feelings and self –help or seek support as needed. Esteem is raised, confidence developed and aspirations higher
Emotional Needs	£26,000	Learning Mentor with training in building emotional resilience and counseling / coaching for children with specific difficulties. External agencies to support individuals or groups of families as necessary. School to support families in need – eg provide uniform etc	Nursery – Year 6	PP children develop resilience and self-regulation, they are able to monitor their feelings and self –help or seek support as needed. Esteem is raised, confidence developed and aspirations higher

Diet	N/A	Balanced diet and nutrition training form part of PE curriculum. Sports Coach delivers this.	Reception – Year 6	Raised confidence and understanding of healthy lifestyle
Enrichment				
Attendance and Punctuality	See Raising Attainment Budget	See Raising Attainment	Nursery – Year 6	Attendance and punctuality improved
Low levels of oral communication Speech and Language – delay on entry to school	See Raising Attainment Budget	See Raising Attainment	Nursery – Year 6	Improved communicate and speech and language
Lower levels of attainment in basic skills – Reading, Writing and Mathematics	See Raising Attainment Budget	See Raising Attainment	Nursery – Year 6	Higher confidence, raised aspirations. Accelerated progress in core subjects. PP will achieve in line with National other. Higher percentage of PP to achieve greater depth / exceeding.
Lower levels of Life Experiences - Low Aspirations - Low levels of Confidence/ Low Self Esteem – Limited Access to Wider Opportunities	See Materials / Human Resources Budget	See Materials / Human Resources	Nursery – Year 6	PP children develop resilience and self-regulation, they are able to monitor their feelings and self –help or seek support as needed. Esteem is raised, confidence developed and aspirations higher
Lower Levels of Parental Involvement and Expectation	See Materials / Human Resources Budget	Family Events and social opportunities for parents to work alongside their children	Nursery – Year 6	Parents actively involved in supporting their children in reading at home. Parents aware of ARE and

				encouraging their children to be at or above. High attendance at Family Events promotes opportunities for learning at home.
Home Circumstances	See Materials / Human Resources Budget	Learning Mentor dedicated support time	Nursery – Year 6	PP children and their families feel confident and trust school to support should the need arise.
Emotional Needs	£10,000	PSHE specialist support Pastoral Team develop opportunities through the year to raise the profile of PSHE and develop self-help strategies for children	Nursery – Year 6	PP children develop resilience and self-regulation, they are able to monitor their feelings and self –help or seek support as needed. Esteem is raised, confidence developed and aspirations higher
Total Expenditure:	£261,150	Total Allocation:		£260,400