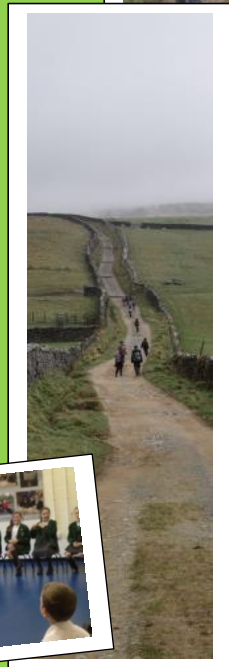




WELLESBOURNE PRIMARY AND
NURSERY SCHOOL

Living to Learn, Learning to Live

Pupil Premium Spending



2019 - 2020



Pupil Premium Spending 2019 – 2020

In respect of the academic year 2019 – 2020 the Pupil Premium Allocation is £248,867 (Forecast). Our priority this academic year is to provide focussed individual and small group support using robust analysis of data to maximise the use of resources.

The Deputy Headteacher, Learning Mentor and SENCO will continue to offer individual support, to children and families, as needed. This year we are funding additional reading support in Year 1. We have funded a music specialist teacher, and an ICT specialist teacher. These teachers additionally support intervention work and Early Years Provision.

We fund additional teaching assistants in each year 6, a HLTA in Year 5 to enable a greater focuss on reading which has been identified as a key area. As a result of the funding, are able to keep class sizes low in the majority of our cohorts. 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 into our Early Years and Key Stage 1. More opportunities for extracurricular sports, after school and at lunch time. Additionally, this year we have created more opportunities for lunchtime and after school clubs, including 2 walking clubs which targets our most vulnerable children, and 5 lunchtime running groups which target our vulnerable children.

Reading has been identified as an area for concern and this year we are focussing on our younger children. Analysis of assessment data has shown us that 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. 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 work with appropriate agencies to offer support for parents. With a combination of all these plans we are sure we will diminish the difference for our pupils in these areas.

1. Summary information

School	Wellesbourne Primary and Nursery School				
Academic Year	2019-20	Total PP budget	£246,867	Percentage of PP	55.25%
Total number of pupils	295	Number of pupils eligible for PP	163	Number of pupils eligible for PP in EYFS	46.7%
Date of most recent Pupil Premium Review			October 2019	Date for next internal review of this strategy	February 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

A	Poor levels of oral communication
B	Lower levels of attainment in basic skills
C	Lower levels of life experience, limited access to sports and everyday opportunities, limited aspirations, lack of confidence and self-esteem (including parents)
D	Lower levels of parental expectations and involvement in their children's learning
E	Vulnerable and chaotic family circumstance- poor nutrition, dysfunctional home life, mental health, domestic violence, generations of unemployment, drug and alcohol misuse. Increasing reported incidences of ACEs. (adverse childhood experiences)
F	Low attendance / punctuality rates

3. Intended Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Significantly improved speaking, listening and communication skills for PP eligible pupils in Early Years.</p> <p>To be measured by regular monitoring and review of 'good level of development' data.</p>	<p>PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally. They will achieve 'good level of development' % in line with non PP pupils at Wellesbourne which diminishes the difference.</p>
B	<p>Significantly improved levels of Reading, Writing and Mathematics but with a focus on reading PP eligible pupils will achieve levels of progress in line above those of similar pupils both locally and nationally.</p> <p>To be measured by regular monitoring and review of internal data and robust termly pupil progress meetings.</p> <p>Monitoring an analysis of reading, ongoing evaluation and adaptation of plans.</p>	<p>PP pupils will achieve % above levels of progress or against that for other pupils locally and nationally and achieve 'good level of progress' % in line with non PP pupils at Wellesbourne which diminishes the difference.</p> <p>Pupils will transfer skills into other curriculum areas.</p>
C	<p>Improvements in pupils' enjoyment of wider life experiences, enabling children to take part in enriching activities that they may not ordinarily be able to be involved in. Pupils will gain confidence, become more self-regulated, engaged learners and fully access all aspects of the curriculum.</p> <p>Pupils will develop through a positive mind set, improved learning skills and high aspirations, and show progress from established starting points in terms of both key skills and learning attitudes.</p> <p>These will be measured by data analysis of progress from starting points but also by parental and pupil surveys, questionnaires and feedback.</p>	<p>Measured improvements in pupil engagement, self expectations, learning skills and cognitive developments. Pupils make above average progress compared to other pupils locally and nationally. Pupils will achieve levels of progress in line with non PP pupils at Wellesbourne which diminishes the difference.</p>

D	<p>Increased levels of parental involvement, engagement in their children's learning. Parents gaining greater range of learning skills to assist with language development at home.</p> <p>Increased number of parents coming in to school to develop skills in phonics and reading</p> <p>Raised parental expectations.</p> <p>Improvements in pupils' language and reading over time. The above will be measured by increased numbers attending parental support sessions. Improvements in pupil's oral language and reading, over time</p> <p>By parental surveys, questionnaires, interviews and feedback.</p>	<p>A significant increase in the number of parents involved and engaged in their children's learning and progress. There will be increased levels of pupil engagement and aspiration.</p>
E	<p>Early identification of ACES (adverse childhood experiences) and timely and appropriate support.</p> <p>Robust and frequent monitoring of Welfare Screening Check.</p>	<p>A significant increase in children's and families mental health.</p> <p>Higher attendance and greater participation by parents and children in the targeted focused support – eg parent workshops.</p>
F	<p>Improvements in pupils' attendance and punctuality leading to improved levels of progress.</p> <p>Measured by attendance figures and data analysis.</p>	<p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p>

Planned expenditure (Academic Year 2019 – 2020)

Quality of teaching for ALL (Classroom Pedagogy)

Intended Outcomes	Key Actions	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	Review
<p>Close the attainment gap at GLD (<i>Early Learning Goal - Communication & Language: to develop listening, concentration, attention, understanding and speaking skills.</i>)</p> <p>Targeting pupils in EYFS and Year 1</p> <p>Barriers A & C</p>	<p>Improve the consistency of quality first teaching in EYFS and Year 1 – with a focus on listening, concentration, attention, understanding and speaking skills.</p>	<p>The Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from a disadvantaged background: over a school year these pupils gain 1.5 years’ worth of learning with very effective teaching.’</p> <p>Evidence from the Education Endowment Foundation Early Years Toolkit found that communication and language approaches have a high impact for very low cost. It stresses the importance of spoken language and verbal interaction with children.</p>	<p>Allocate additional learning mentor and SENDCO time to support communication, speech and language development in EYFS and Year 1.</p> <p>Provide high quality provision with well qualified and well-trained staff. High quality provision is characterised by the development of positive relationships between staff and children and by the engagement of children in activities that support the development of speech and language.</p> <p>Regular monitoring reveals the increased numbers of children achieving expected and exceeding in communication and language through EYFS and the difference between PP and Not PP children is diminished.</p> <p>Additional TA will ensure ratio is lower and promote better learning opportunities and greater development of communication skills.</p> <p>Staff are supported with good quality effective training and regular focussed team meetings.</p> <p>Appraisal targets for support staff in EYFS and Year 1 address the importance of high-quality communication and language teaching.</p> <p>£91,069</p>	<p>EYFS Lead</p> <p>KS1 Lead</p>	<p>December 19</p> <p>March 19</p> <p>July 19</p>

<p>Close the attainment gap at GLD(<i>Early Learning Goal</i> - <i>Communication & Language: to develop listening, concentration, attention, understanding and speaking skills and Language & Literacy -to develop reading and writing skills</i>)</p> <p>Targeting pupils in EYFS and Year 1</p> <p>Barriers A & B</p>	<p>To enhance CPD to ensure high quality first teaching.</p>	<p>Evidence from the EEF Teaching and Learning Toolkit Suggest that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five</p>	<p>Utilise the training provided by Hewyl Roberts in the use of story to promote high quality learning and engagement.</p> <p>Analyse hard and soft data in EYFS and Year 1 with a robust monitoring cycle which will be continuously evaluated. Ensure EYFS baseline assessments are accurate and robust.</p> <p>Allocate sufficient time to ensure that all staff engage with the data themselves: they input, analyse and use it to inform their planning and underpin their teaching.</p> <p>£8620</p>	<p>DHT</p> <p>EYFS Lead</p> <p>KS1 Lead</p>	<p>December 19</p> <p>March 19</p> <p>July 19</p>
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		months' additional progress over the course of a year.			
<p>Diminish the difference in attainment in reading between PP and other pupils across the school.</p> <p>Targeting pupils in Year 2 – Year 6</p> <p>Barrier B</p>	<p>Focussed planning and robust assessment, analysis and evaluation</p>	<p>The Sutton Trust found that, The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>Ensure high levels of management time so that all leaders have the time to assess and analyse the progress in their subject and offer timely support to ensure all children achieve their best and teaching is of the highest quality.</p> <p>Intelligent analysis of hard and soft data through schools' robust monitoring cycle, provision will be continuously evaluated.</p>	HT	<p>December 19</p> <p>March 19</p> <p>July 19</p>
	<p>Enhance CPD to ensure high quality teaching</p>	<p>Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced (Supporting the attainment of disadvantaged</p>	<p>Participate in Network CPD which is robustly evaluated and targeted to meet the needs of children in similar schools.</p> <p>Internally evaluate all CPD and monitor learning and next steps.</p> <p>£10,000</p>		

		pupils - Briefing for school leaders, 2015).			
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Targeted Support					
Intended Outcomes	Key Actions	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	Review
<p>Improve the rates of accelerated progress made by targeted PP pupils across the school.</p> <p>Barrier B</p>	<p>Varied interventions (according to need) to be provided during (and sometimes after) school.</p>	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours) (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups.</p>	<p>SENDCO out of class full time will monitor, analyse and evaluate interventions and ensure maximum success for the children being targeted.</p> <p>IEPs will focus on the needs of individual children and be analysed at the end of each intervention.</p> <p>DHT will monitor and analyse data from Lexia and ensure, via pupil progress meetings that correct individuals are being targeted and benefitting from this intervention.</p> <p>High quality CPD for support staff to ensure high quality teaching is taking place. Focussed after school clubs matched to the needs of the children and delivered by high quality teaching staff.</p> <p>Additional part time TA focussed on supporting reading through the school. £18,220</p>	<p>DHT</p> <p>SENDCO</p>	<p>Termly pupil progress meetings</p> <p>Interventions analysed when completed</p>

		They also ensure strong teamwork between teachers and support staff (Supporting the attainment of disadvantaged			
	Provide bespoke additional one to one / small group support for targeted individuals	More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.	Designate specific staff to support individuals. SENDCO to robustly monitor the progress of individuals. Provide bespoke CPD opportunities for staff working with specific individuals.	SENDCO	Termly pupil progress meetings Interventions analysed when completed CPD evaluated when complete

<p>Improve the attendance of PP pupils, particularly those who are persistently absent</p> <p>Barrier F</p>	<p>Appoint Inclusion Officer two days per week full time.</p>	<p>More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>Half termly reports analysed and trends addressed.</p> <p>Immediate action taken when a child is absent – first day response conducted by office. Inclusion officer informed of any children absent who are on the schools' 'vulnerable children' list eg those in PA, vulnerable families, those attending alternative provision.</p> <p>£45,900</p>	<p>HT</p>	<p>October 19 December 19 March 20 May 20 July 20</p>
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Other Approaches (Whole-School Approaches)					
<p>Pupils are exposed to a wide range of social/ cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'.</p> <p>Barriers C, D & E</p>	<p>Provide memorable opportunities and experiences which would normally be 'out of reach'.</p>	<p>Leaders in more successful schools make decisions based on a detailed understanding of their pupils' needs. They adopt the strategies that they think will have the greatest impact, rather than prioritising their ability to account for their school's spending on disadvantaged pupils</p>	<p>Robust monitoring of SMSC Grid ensures that all children are being offered a wide variety of opportunities to develop their experiences.</p> <p>The school runs two mini buses which keeps the cost down for the school and enables us to offer the vast majority of activities free to our families.</p> <p>Events and activities are planned to meet the needs of the individuals and groups and these are monitored and evaluated.</p> <p>A fully trained and experienced learning mentor works with individual children, families and staff to ensure targeted and focused support from outside agencies.</p>	<p>HT</p> <p>PSHE Lead</p> <p>Learning Mentor</p>	<p>December 19</p> <p>April 20</p> <p>July 20</p>
	<p>Target disadvantaged pupils to partake in enrichment/ cultural visits.</p>	<p>The school serves an area of considerable disadvantage showing a very high level of overall deprivation.</p>			
	<p>Pupils' in Year 6 to participate in Outdoor</p>	<p>Overall, studies of adventure learning interventions</p>			

	Adventure Learning Residential trips.	consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Work with outside agencies is evaluated and only reengaged where the impact is evident.		
	Pupils in Year 5 participate in the Adventure Service Challenge Programme	Additional, Evidence from the EEF Teaching and Learning Toolkit claims that collaborative learning produces results of +5 months progress. The impact of collaborative approaches on learning is consistently positive.	Safeguarding Team is fully trained and training frequently updated to be able to identify risk of ACEs and proactively support individual families. School Welfare Screening Check is completed termly and identifies vulnerabilities immediately which is then acted upon by Learning Mentor and appropriate support offered. £87,605		
Further develop an ethos of high attainment for all pupils	Further develop the curriculum to match the schools vision and values and celebrate the achievement and attainment of all.	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated. Collect and analyse pupil voice. Support individual families – eg uniforms, coats, shoes £10,000	PSHE Lead Learning Mentor School Council Lead	December 19 April 20 July 20

Area of spending:	
Staffing	£135,709
Training (including cover)	£37,600
Specialist Support	£39,500
Resources (including ICT)	£34,500
Total Spend	£247,309
Amount Allocated	£246,867