

# Wendell Park Pupil Premium Strategy Statement

1. Summary information					
School	Wendell Park Primary School				
Academic Year	2017-18	Total PP budget	£187,440	Date of most recent PP Review	NA
Total number of pupils	435	Number of pupils eligible for PP	144	Date for next internal review of this strategy	Spring 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school) ASP November 2017</i>	<i>Pupils not eligible for PP (national average ) ASP November 2017</i>
% achieving Age Expected in reading, writing and maths	63%	67%
% achieving Age Expected in reading	83%	77%
% achieving Age Expected in writing	77%	81%
% achieving Age Expected in maths	90%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	EAL- oral language skills are lower for some of the PP eligible pupils; this affects reading and writing especially at KS1.
<b>B.</b>	Capacity for family support - some PP eligible pupils also have a lack of support due to some parents: being new to English, younger and older siblings to be cared for and long working hours.
<b>C.</b>	Vulnerability including social services and CAMHS involvement for PP pupils, (in particular PP students with severe emotional needs) this affects behaviour for learning and family ability to support learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates for PP eligible pupils below 96% in all year groups especially Y3 and Y4 (Some PP students with persistent absence well below 90%) Housing issues where families are living in B&B accommodation due to the cap on housing benefit

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children to make more than expected progress to diminish difference between current data and potential Fischer Family Trust data (FFT).	KS2 data - pupils to achieve in line with FFT projections, including more able PP students to achieve in line with their peers at both ARE and GD
<b>B.</b>	Children are highly engaged and motivated to learn as measured by outcomes including pupil interview, teacher feedback and book look.	Children complete work including homework to a high standard and are proud of themselves as learners. Pupils talk of an aspirational future.

<b>C.</b>	A high level of parental engagement with child's learning and the wider school community. Improved attendance.	Improved pupil attendance and family attending parent consultation and parent learning workshops.
<b>D.</b>	Children develop language skills enabling them to access the curriculum.	Reading comprehension and half termly language assessment evidence of sustained improvement.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-2018</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in writing.	Power of Reading (CLPE)	High quality texts promote engagement and are accessible to EAL pupils and pupils of all abilities. Action research data available from CLPE.	Training of lead teachers who continual disseminates skills through staff INSET Regular writing moderation	English Subject Leader  HT and DHT	Termly
Improvement in reading.	Reciprocal Reading (RR)  Cracking Comprehension (CC)	FFT literacy has shown that RR has great impact as an intervention and in whole class teaching. <b>East Riding LA pilot</b> project involving 30+ schools –Children made 2 terms progress in one term.  CC uses interactive software to develop reading skills as well as teaching comprehension strategies.	Training including demonstration lessons by teachers who received training last year. Regular monitoring and evaluation by LA advisor and Senior Management	Reading Leader , HT and DHT	Termly
Improved oral language skills in Reception upwards	Encourage talk for Cross Curricular learning Pupil exposure to initiatives such as –Talk Boost, Verse vs Verse Primary Shakespeare Co	We want to invest some of the PP in longer term change which will help all pupils. There are many different evidence sources, e.g. EEF & Toolkit suggest cross curricular learning and high quality dialogical feedback are effective ways to improve attainment, and these are suitable approaches that we can embed across the school.	Staff who attend training to share good practice via INSET, lesson demonstrations and peer observations. Monitor use in classrooms so that the approach becomes embedded in school practice.	Phase Leaders English Lead  Deputy Head	Jan 2018
<b>Total budgeted cost</b>					£

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in reading comprehension	Small group and 1:1 support Homework Club once a week	John Hattie visible learning.	Recruitment of LST teacher for Year 6 x 5 days per week with extensive experience of teaching NCA test setting.	Specialist teacher	Half termly
Improvement in writing	Small group and 1:1 Homework Club once a week	John Hattie visible learning.	Recruitment of additional teachers Monitoring and evaluating impact	English & phase leader	Half termly
Improved oral language skills in Reception and Year 1	Small group provision and 1:1 support. Early Language Intervention through Talk Boost for children in Reception. Speech and Language Support via WLZone. Use of Curious Stories techniques.	Some of the students need targeted support to catch up. Talk Boost is a programme which has been independently evaluated and shown to be effective in other schools.- Over 58,000 children have benefitted from the programme which provides targeted and evidenced based intervention to improve language and communication skills.	Recruitment of additional teacher (Language and communication Intervention) Monitoring and evaluating impact Ensure that staff implement strategies gleaned from training in their daily practice e.g. Talk Boost strategies,	Reception class teachers Early Years Educators	Jun 2018  Three Supporting Teachers  (19,500 +42,398 +£36,6280 +36,140 =£98,526)
<b>Total budgeted cost</b>					<b>£134,666</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in Maths	Small groups and 1:1 support Team teaching in order to provide CPD to class teachers Staff INSETs for Teachers and TAs Homework Club once a week.  Maths Specialist to work in KS2 classes during maths lessons; to provide challenge for pupils working at greater depth.	John Hattie visible learning  Research - National Centre for Excellence in the Teaching of Mathematics (NCETM)	Appointment of Maths specialist teacher. DHT & AHT to evaluate and review impact. Improved School and external data (e.g. FFT data)  Use INSET days to deliver training. Peer observation of teachers who demonstrate outstanding practice in focus areas. Have PP students as a key focus during lessons observations, learning walks, Planning and book looks	KS leader	Half termly  Maths TA £13,000  Maths Specialist teacher  £27,027

Improvement in Behaviour for Learning	Small group and 1:1 support	Intervention Team Behaviour Consultant and Behaviour research	Regular recording and monitoring of behaviour. DHT to analyse behaviour records.	DHT & Inclusion Lead – ELSA	Half termly
Improvement in attendance	Tight tracking of PP students' attendance. PP students with attendance below 90% will receive support.	Families who receive support from school tend to achieve improved attendance. The Early Help Team is better placed to offer support on a number of issues e.g. housing, parenting, benefits and managing finances. Therefore the right type of support can be sourced thus having a positive impact on attendance.	Weekly monitoring of attendance. Attendance and punctuality % shared with whole school each week; acknowledging the top three classes. Borough Early Help team to work with identified families fortnightly.  School attendance lead to liaise with Early Help Team fortnightly. Half termly evaluation to monitor impact.	School Attendance Administrator DHT & Inclusion Lead	£1,875
<b>Total budgeted cost</b>					<b>£186,568</b>

6. Review of expenditure				
Previous Academic Year 2016-2017		£232,320 (176 pupils)		
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
Improvement in writing	Power of Reading (CLPE)	Changing to the Power of Reading and having the extra teaching support has assisted in raising writing standards. Pupil engagement and standards have increased. Writing at the end of KS2 was well above the national standard at age expected and greater depth. Early Years in year data has shown a year on year increase over the last three years and was above national for Good Level of Development (GLD.) Writing at KS1 has improved from last year and is above national standard , Additional teachers supported PP eligible pupils, either 1:1 or in small groups across the year groups.	It has been beneficial building on the previous year's Power of Reading Training. Teachers are now familiar with texts and are able to confidently and creatively teach the different writing genres. CPD is now delivered in house. The Power of Reading will continue.	<b>£110,515.5</b> (9 teachers x.0.5 x £24,559)

Improvement in reading	KS2 Reciprocal Reading KS1 Guided Reading	<p>Reading attainment end of KS1 was slightly below the national average, however at KS2 PP students outperformed national PP students. The difference between PP students and non PP within school is minimal at KS2.</p> <p>Effective monitoring by the Reading Lead and on two occasions by consultant Eleanor Martlew ,enabled clear identification of year groups and individual pupils in need of specific support.</p> <p>Access to high quality guided reading books (banded by ability) are extensively linked to Project and Topic work to encourage cross curricular learning and higher pupil engagement. These are complemented by teacher resources, and include attractive, well presented texts to appeal to reluctant readers and those whose reading age is below age related expectations. This provides easy to use, NC standardised resourcing for teachers. Standards in comprehension and decoding are improving. Pupils show greater excitement and high levels of enthusiasm for reading books which are engaging.</p> <p>Phonics results were much higher than the national standard and the highest the school has achieved at 94%.</p>	<p>Whole school approach has improved results - in-school data validates this. Attainment at expected and at greater depth in the KS2 SATs was above national.</p> <p>Continued focus will be placed on attainment at expected standard and greater depth at KS1 and Year 3.</p> <p>There will be a change in approach with the introduction of Cracking Comprehension and Reciprocal Reading strategy across both key stages.</p>	<p>£ Reading resources and reading CPD at Centre for Literacy in Primary Education (CLPE)</p> <p>Cracking Comprehension £</p>
Improvement in maths	1:1 maths tuition Additional maths teacher (Y6) Full time maths specialist teacher Maths specialist teaching assistant	<p>Small groups and 1:1 targeted support was provided. A full time additional teacher was appointed to the Y6 team and a Teaching Assistant delivered afternoon maths sessions to Y6 target pupils; focussing on gaps in their mathematical understanding and skills.</p> <p>Standards have increased and progress accelerated.</p> <p>Pupils are more confident and gaps in learning are timely addressed.</p> <p>At KS1 the gap within school and nationally between PP and their peers has diminished at the expected standard. Continued focus is required for attainment at greater depth to further diminish the difference. At KS2 PP students outperformed their peers within school and nationally at the expected standard</p> <p>At greater depth PP student attainment is in line with their peers both within school and nationally.</p>	<p>1:1 tuition provided by the additional full time teacher and TA was successful. The majority of targeted pupils reached national standard.</p> <p>We will continue with small groups and 1:1 targeted support to diminish the difference.</p> <p>Tuition will begin at the start of the academic year. A full time Learning Support Teacher will be appointed for Y6 from September as 59% of this cohort is PP eligible.</p> <p>The Maths Specialist teacher will continue in September and the specialist Maths Teaching Assistant will continue to work with individual pupils in the afternoons across Y3, Y4 and Y5.</p>	<p>£ <b>26,590</b> maths teacher</p> <p>£ <b>4400 tuition</b> (afternoon tutor for 40 days)</p> <p>£<b>110,515.5</b> (9teachers x.0.5 x £24,559)</p> <p>Teaching assistant charged to a different cost centre</p>

				<b>Cost £267, 960</b>

<b>7. Additional detail</b>				