

# **Pupil Premium Strategy Statement – Wellington Primary School**

**2018-2019 Action Plan**  
**(Includes 2017-2018 review)**

## Pupil Premium Grant Action Plan 2018-2019

Summary information 2018-2019					
<b>School</b>	Wellington Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£140,390	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	492	<b>Number of pupils eligible for PP</b>	104	<b>Date for next internal review of this strategy</b>	Sept 2019

*We also estimate an income of £3435 from the Early Years PP.*

### Details of main barriers to educational achievement faced by children in receipt of PPG

- Low levels of education and educational aspirations amongst families
- Low levels of communication and language development and lack of relevant play skills on entering school.
- Lack of wider life experiences outside of the home and school.
- Complex family circumstances leading to poor routines and organisation in the home.
- Poor social and emotional health and poor nutrition.

### Key priority for 2018-2019 academic year and summary of actions

<p><b>Key Priority</b> Provide support to our Pupil Premium children and their families in order to minimise the disadvantage gap of pupils from low income families and raise the attainment and progress of these pupils.</p>	<p><b>Summary of actions</b></p> <ul style="list-style-type: none"> <li>• Improve levels of attainment and progress for PP children to match non-PP children.</li> <li>• Implement intervention across all year groups to diminish the difference in attainment between PP and non PP children.</li> <li>• Additional staffing in Year 6 to enable children to be split into 3 teaching groups for English and Maths.</li> <li>• Provide opportunities for additional learning to take place through a range of before and after school clubs.</li> <li>• Provide financial support for families through uniform vouchers and support with educational visit payments,</li> <li>• Attendance officers to improve attendance of PP children.</li> <li>• Welfare officer to provide quality pastoral care to PP children.</li> </ul>
---	--

Planned expenditure				
Academic year	2018 - 2019			
Chosen action / approach	When	Staff lead	Review date	Cost implications
<b>EYFS Intervention – Teacher led</b> EYFS leading intervention to ensure identified children achieve GLD, with PP children given highest priority.	5 sessions per week	EYFS Staff	Termly	Exact costs in process of being calculated for 2018-2019
<b>Y2 Intervention – Teacher led</b> Y2 teacher leading interventions targeting those children in danger of not making expected progress in mathematics, in particular PPG children.	4 x ½ hr sessions per week (Spring Term)	Y2 Staff	End Spring Term	
<b>Y3 Intervention – TA led</b> SDI/NDI maths sessions 1:1, which targets children who have found a maths concept difficult during lessons, with PP children being given highest priority.	4 x 1 hour sessions per week	Y3 Staff	Termly	
<b>Y4 Interventions – TA led</b> SDI/NDI maths sessions 1:1, which targets children who have found a maths concept difficult during lessons, with PP children being given highest priority.	5 x 1 hour sessions per week	Y4 Staff	Termly	
<b>Y5 Interventions – TA led</b> SDI/NDI maths sessions 1:1, which targets children who have found a maths concept difficult during lessons, with PP children being given highest priority.	5 x 1 hour sessions per week	Y5 Staff	Termly	
<b>Y6 Interventions – TA led</b> 2 x 1 hour maths sessions with a group of 6 children, which targets children who have the potential to achieve GDS, with PP children being given highest priority. 1 x 45 min Lexia session which targets PP children only	5 x 1 hour sessions per week	Y6 Staff	Termly	
<b>Additional teachers in Year 6</b> Additional staffing in Year 6 to enable children to be split into 3 teaching groups for English and maths.	Every morning	HT, DHT & AHT	Termly	

<b>Reading Intervention – TA led</b> 60 Lexia users across the school - This intervention targets children across the school, with PP children being given highest priority	Each child receives 5 x 20 mins per week,	HT/DHT	Termly	
<b>Maths Intervention</b> Y6 SumDog Club targets children who are currently not making expected progress, with PP children being given highest priority.	4 x 20 mins per week	Y6 Staff	Termly	
<b>Maths/Spelling Intervention</b> Computer suite made available at lunchtimes for children in Y5/6 to practise tables (TT Rockstars) and spellings (Spelling Shed)	4 x 45 mins per week	DHT	Termly	
<b>Homework Cubs</b> Y5/6 Homework clubs, which particularly target PPG children, in UKS2	1 x 1hr per week	UKS2 Staff	Termly	
<b>Curriculum Enrichment, School Visits &amp; Residential</b> School will ask for donations for educational visits, however, all children will participate. Enrichment activities are planned in school and out of school to allow all children to fully engage with the curriculum. Support will be provided for any family unable to manage payment for these.	Ongoing	All year groups will organise at least one visit throughout the year. Year 5 and 6 to organise a residential	Ongoing	
<b>Extra-Curricular Activities</b> Places on extra-curricular activities to be offered to children in receipt of PPG, with school covering costs.	Weekly	SLT	Termly	
<b>Pastoral Welfare</b> Pastoral welfare to provide care to PP children.	Ongoing	SLT	Termly	
<b>Attendance Officer x 2</b> Attendance Officers in FS, KS1 and KS2 addressing any issues, particularly focusing on the attendance of PP children.	Ongoing	SLT	Termly	
<b>School Uniform</b> PPG families are given £30 to be put towards the cost of uniform	September	Admin	N/A	
<b>Estimated total budget cost</b>				140,390

## Measuring the impact of the Pupil Premium Strategy 2018-2019

The impact of the Pupil Premium Grant is measured in relation to:

- Impact of identified strategies
- Achievement
  - *Early Years*
  - *Phonics in Year 1*
  - *Phonics in Year 2*
  - *End of Key Stage 1 results*
  - *End of Key Stage 2 results*

## Report on the Impact of the Pupil Premium Grant 2017 – 2018

Summary information 2017-2018					
<b>School</b>	Wellington Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£133,013	<b>PP Review Date</b>	Sept 2017
<b>Total number of pupils</b>	502	<b>Number of pupils eligible for PP</b>	101		

The school also received £1828 from the Early Years PP, based on 11 eligible pupils in the Summer Term

3. Review of expenditure				
<b>Academic year</b>	2017 - 2018			
<b>Chosen action / approach</b>	<b>When</b>	<b>Staff lead</b>	<b>Review date</b>	<b>Cost implications</b>
<b>EYFS Intervention – Teacher led</b> EYFS leading intervention to ensure identified children achieve GLD, with PP children given highest priority.	3 sessions per week	EYFS Staff	Termly	16,486
<b>Y2 Intervention – Teacher led</b> Y2 teacher leading interventions targeting those children in danger of not making expected progress in mathematics, in particular PPG children.	4 x ½ hr sessions per week	Y2 Staff	Termly	4,853
<b>Y3 Intervention – HLTA led</b> Maths sessions with a group of 13 children, which targets children who are currently not making expected progress, with PP children being given highest priority.	4 x ½ hour sessions per week	Y3 Staff	Termly	977
<b>Y4 Interventions – Teacher led</b> Maths sessions with a group of 4 children, which targets children who are currently not making expected progress, with PP children being given highest priority.	2 hrs per week	Y4 Staff	Termly	4,596
<b>Y5 Interventions – Teacher led</b> Maths sessions with a group of 5 children, which targets children who are currently not making expected progress, with	2 hrs per week	Y5 Staff	Termly	4,945

<b>Setting for maths in Year 5</b> HLTA has been placed in Y5 to enable the children to be grouped into 3 groups for English and maths.	5 x 55 min lessons per week	Y5 Staff	Termly	2,458
<b>Y6 Interventions – Teacher led</b> 1 x 45 min maths sessions with a group of 6 children, which targets children who have the potential to achieve GDS, with PP children being given highest priority.	1 x 45 min session per week	Y6 Staff	Termly	1,928
<b>Additional teachers in Year 6</b> Additional staffing in Year 6 to enable children to be split into 3 teaching groups for English and maths.	Every morning	HT, DHT & AHT	Termly	44,779
<b>Reading Intervention</b> Lexia Core 5 Reading - Y6 inc breakfast. This intervention targets all PP children in Y6 to ensure they make expected progress	3 x 20 mins per week	DHT	Termly	1,338
<b>Maths Intervention</b> Y2 SumDog Club targets children who are currently not making expected progress, with PP children being given highest priority.	4 x 20 mins per week	Y2 Staff	Termly	1,049
<b>Maths Intervention</b> Y6 SumDog Club targets children who are currently not making expected progress, with PP children being given highest priority.	4 x 20 mins per week	Y6 Staff	Termly	1,049
<b>Homework Cubs</b> Homework clubs, which particularly target PPG children, in UKS2	1 x 1hr per week	UKS2 Staff	Termly	2,707
<b>Curriculum Enrichment, School Visits &amp; Residentials</b> School will ask for donations for educational visits, however, all children will participate. Enrichment activities are planned in school and out of school to allow all children to fully engage with the curriculum. Support will be provided for any family unable to manage payment for these.	Ongoing	All year groups will organise at least one visit throughout the year. Year 5 and 6 to organise a residential	Ongoing	15,000
<b>Total expenditure</b>				134,387

## Measuring the impact of the Pupil Premium Strategy 2017-2018

The impact of the Pupil Premium Grant is measured in relation to:

- Impact of identified strategies
- Achievement
  - *Early Years*
  - *Phonics in Year 1*
  - *Phonics in Year 2*
  - *End of Key Stage 1 results*
  - *End of Key Stage 2 results*

### Early Years Results for 2018

This data is based on 7 PP children in a cohort of 62.

% at ARE	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care	Self Confidence and Self Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space and Measures	People and Communities	The World	Technology	Exploring and Using Media and Materials	Being Imaginative
<b>All</b>	80%	83%	85%	93%	93%	87%	90%	85%	68%	65%	70%	77%	83%	83%	85%	80%	82%
<b>PP</b>	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc
<b>Non PP</b>	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc	Tbc

	% of all pupils achieving GLD (National figure in brackets)	% of pupils in receipt of PP achieving GLD	% of school other (non-disadvantaged) pupils GLD
<b>2017</b>	66% (71%)	43%	69%
<b>2018</b>	65% (71%)	63%	65%



### **Phonics Screening Results for 2018**

Year 1 data is based on 11 PP children in a cohort of 60

Year 2 data is based on 13 PP children in a cohort of 59..

	% of all pupils achieving expected standard (national figures in brackets)	% of pupils in receipt of PP achieving expected standard	% of school other (non-disadvantaged) pupils achieving expected standard
<b>Year 1</b>	85% (81%)	67%	87%
<b>Year 2</b>	91% (92%)	91%	92%

### **KS1 Results for 2018**

This data is based on 13 PP children in a cohort of 59.

	% of all pupils at or above expected standard	% of pupils in receipt of PPG at or above expected standard	School other (non-disadvantaged) pupils %
<b>Reading</b>	66%	64%	67%
<b>Writing</b>	64%	55%	67%
<b>Maths</b>	70%	73%	69%
<b>Combined</b>	61%	55%	63%

### **KS2 Results for 2018 – Attainment**

This data is based on 19 PP children in a cohort of 60.

	% of all pupils at or above expected standard (national figures in brackets)	% of pupils in receipt of PPG at or above expected standard	School other (non-disadvantaged) pupils %
<b>Reading</b>	77% (75%)	58%	85%
<b>Writing</b>	83% (78%)	79%	85%
<b>Maths</b>	65% (76%)	63%	66%
<b>EGPS</b>	82% (78%)	79%	83%
<b>Combined</b>	58% (64%)	47%	63%

**KS2 Results for 2018 – Progress**

	Progress of all pupils	Progress of pupils in receipt of PPG
<b>Reading</b>	1.8	-0.9
<b>Writing</b>	1.3	2.1
<b>Maths</b>	-1.3	-1.3