

## Wendell Park Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Wendell Park Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£162,000	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	441	<b>Number of pupils eligible for PP</b>	123	<b>Date for next internal review of this strategy</b>	December 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school) ASP November 2018</i>	<i>Pupils not eligible for PP (national average ) ASP November 2018</i>
<b>% achieving Age Expected in reading, writing and maths</b>	67%	74%
<b>% achieving Age Expected in reading</b>	78%	84%
<b>% achieving Age Expected in writing</b>	67%	84%
<b>% achieving Age Expected in maths</b>	93%	84%

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 (including refugee families new to English).
<b>B.</b>	Capacity for family support - some PP eligible pupils also have a lack of support due to some parents: 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
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<b>4. Desired outcomes</b>	
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	<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.	Families are informed about secondary school choices and how to apply for selective school
<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 so that they make accelerated progress in reading and writing.	Progress meetings will identify pupils not making accelerated progress and interventions will be evaluated

## 5. Planned expenditure

**Academic year**      **2018-2019 Estimate £162,360,00 123 pupils Spent £142,270 £25,000 Shine £4,211 School Journey**

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.

### i. Quality of teaching for all

<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.	Year Five and Year Four to be targeted for maths, reading and writing. Identified children to work in small groups so that gaps in learning can be quickly addressed.	High quality texts promote engagement and are accessible to EAL pupils and pupils of all abilities. Action research data available from CLPE.	Peer to Peer review to focus on writing and reading Training KS1 and KS2 staff to be moderators with the LA Further writing training for teacher new to Y6 and Y2	English Subject Leader and Assistant Headteacher with responsibility for Teaching and Learning Executive HT as SLT lead	Half termly
Improvement in reading.	Year Five and Year Four to be targeted for maths, reading and writing. Identified children to work in small groups so that gaps in learning can be quickly addressed.	FFT literacy has shown that RR has great impact as an intervention and in whole class teaching.  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	English Subject Leader and Assistant Headteacher with responsibility for Teaching and Learning Executive HT	Half termly

Improved oral language skills in Reception and Nursery upwards	Adult led learning to focus on using full sentences; prompting critical thinking and problem solving by questioning; teaching of vocabulary and reinforcement of grammar for past, present and future.	-Impact of West London Speech and Language work 2017-18 -Addresses EAL issues earlier -	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.	Early Years and KS 1 Lead English Subject Leader and Learning Executive HT	Half termly
<b>Total budgeted cost</b>					<b>£91,569</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>
Diminish the gap in reading and writing	Small group and 1:1 support	John Hattie Visible Learning. Data from 17/18	Impact to be measured using TT progress, book looks and lesson observations	English & KS leader	Half termly
Diminish the gap in maths	Interventions in the afternoon to target pupils who need further reinforcement from morning lesson	John Hattie Visible Learning. Data from 17/18	Impact to be measured using TT progress, book looks and lesson observations	Maths & phase leader	Half termly
Improved oral language skills in Reception and Year 1	Small groups and 1:1	Jon Hattie Visible Learning Data from 17/18	Impact to be measured using TT progress, learning profiles and lesson observations	Early Years Lead	Half termly
<b>Total budgeted cost</b>					<b>£34,072</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	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	KS leader	Half termly  Maths TA £13,000

	lessons; to provide challenge for pupils working at greater depth.		demonstrate outstanding practice in focus areas. Have PP students as a key focus during lessons observations, learning walks, Planning and book looks		
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	<b>£1,875</b>
<b>Total budgeted cost</b>					<b>£ 16,629</b>

6. Review of expenditure					
<b>Previous Academic Year 2017-2018</b>		<b>£180,180 (137 pupils) Spent £163,419 Balance £16,761</b>			
i. Quality of teaching for all					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>
Improvement in writing	Power of Reading (CLPE) and small	Writing number of GD at KS2 30%	-Review the books chosen for Power of Reading to ensure there is enough challenge -Ensure there are enough opportunities for independent writing and time to apply feedback from teachers		

Improvement in reading	KS2 Reciprocal Reading KS1 Guided Reading	Reading number of GD at KS2 30%	<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><b>£ 0</b> 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>£ 4,400</b> tuition (afternoon tutor for 40 days)</p> <p><b>£110,515</b> (9 teachers x.0.5 x £24,559)</p> <p>Teaching assistant charged to a different cost centre <b>£21,914</b></p>
				<p><b>Cost</b> <b>£ 163,419</b></p>

## 7. Additional detail

