

# Weddington Primary School



*Every child, every chance, every day.*

## Pupil Premium Statement 2016-2017

## **Weddington Primary School – Pupil Premium Strategy 2016/2017**

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**Total number of pupils:** 406

**Total Number of pupils eligible for pupil premium funding:** 55 (14% of the school population)

**Looked After children:** 0

**Adopted from Care:** 1

**Service children:** 5 (1% of the school population).

The school receives £1320 per pupil eligible for pupil premium funding; £300 for service children and £1900 for children adopted from care. The total funding allocation for Weddington School is **£76,000**

### **Our Pupil Premium Strategy**

At Weddington Primary School we use the pupil premium grant to raise attainment and maximise achievement through a range of approaches which are funded/partially funded by the pupil premium grant. These include:

- Specific pupil premium progress meetings to monitor, track and challenge attainment and progress of children eligible for funding;
- Learning mentor support to improve attendance, punctuality, support children's emotional and social needs and support for families;
- Specialist services including attendance monitoring;
- Additional lunchtime support for children with social and emotional barriers;
- Teacher led booster groups;
- Teacher led after school revision clubs;
- Homework support during the lunch period;
- Additional teaching assistants to deliver phonics sessions to reduce group sizes and enable targeted teaching to accelerate progress;
- Additional teaching assistants to lead intervention groups for Mathematics, Phonics, Reading, Writing, Spelling, Punctuation and Grammar;
- SENCo assistant to support families and liaise with other agencies;
- Uniform grant for disadvantaged families;
- School trips fund to enable disadvantaged pupils to access offsite activities;
- Extra-curricular fund to enable disadvantaged pupils to attend before and after school provision (where a charge is incurred);
- *Ipad (or equivalent) incentive for new pupil premium applications.*

Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (July 2017)
<p><b>£24,930</b></p> <p><b>Learning mentor ACE subscription. Resources to support the work of the Learning mentor.</b></p>	<p>Targeted support from Learning Mentor, Social Skills groups, lunchtime support funding from specialist services.</p>	<p>For attendance to be in line with the national average or better.</p> <p>For pupils with emotional and behavioural needs to receive targeted support to reduce behavior incidents and to ensure they make progress in their learning.</p>	<p>The school has a LEARNING MENTOR who works with children and families on a one-to-one basis or in small groups. Her role is to improve attendance, punctuality support children's emotional and social needs, lead CAFs/Early help, support families in times of crisis and liaise with other agencies</p>	<ul style="list-style-type: none"> <li>• Robust monitoring system in place to prevent persistent absenteeism. Pupil premium students/vulnerable students who were in that band were monitored regularly and letters sent depending on levels of absence. This included: meetings with parents, informal and formal school targets, ACE or Early help referrals in place where necessary.</li> <li>• In some cases Safeguarding protocol had to be followed with involvement of MASH and families on CiN plans, which in some cases had to remain on the school register and therefore had an impact on the overall attendance figure for the whole year.</li> <li>• Latest Ofsted report stated that "attendance is improving steadily and that the Learning Mentor is effective in engaging with families and helping overcome barriers to good attendance"</li> <li>• Good Morning Club- was offered to pupil premium children and their siblings (breakfast and games before school) if attendance was an issue.</li> <li>• Punctuality, overall, was good but last year issues with sign-in inventory halted the SIMS monitoring of punctuality. PP pupils did, however, show improvements so missed less beginning of lessons.</li> </ul>

Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (July 2017)
<b>£7085</b>  <b>Learning mentor</b> <b>1.25 hours per day</b> <b>+ additional staff member.</b>	Lunchtime provision to support pupils with social and emotional needs.	<p>To reduce the number of behavior incidents during the lunchtime period.</p> <p>To support children to develop socially, form friendships and self-help strategies.</p>	Lunchtime support for children who need emotional, social and behavioral support during the lunchtime period.	<ul style="list-style-type: none"> <li>Children's emotional and social needs (pupil premium) were supported through provisions for: <ul style="list-style-type: none"> <li>✓ Raising self-esteem,</li> <li>✓ Improved commitment,</li> <li>✓ Confidence/self image,</li> <li>✓ Pupil interaction,</li> <li>✓ Raising expectations of students potential,</li> <li>✓ Improving social skills/forming relationships with peers and family,</li> <li>✓ Improvement in attitude and behaviour,</li> </ul> </li> <li>3 pupil premium students participated in the 'Peer Mentor Group' - last year. These were either 1:1 or group support sessions. Most well-being/mental health interventions were successful. Number of recoded incidents during the lunchtime period diminished considerably.</li> <li>Outcomes of any programs or joint projects were monitored and were found to have a significant impact on pupil well-being</li> </ul>
<b>£4920</b>  <b>5x hours of HLTA</b>	Targeted support: Focused teaching groups for Numeracy in Yr 6	For children's progress and attainment at the end of KS2 in Reading, Writing and Maths to exceed the national average and for the school to be in the top 25% of schools	Higher level TA leads a specifically targeted Maths group each day with the aim of closing the achievement gaps.	<ul style="list-style-type: none"> <li>In Maths disadvantaged pupils reaching expected standards was 92% compared to non-disadvantaged at 85% and 58% at National</li> <li>Disadvantaged pupils achieving greater depth was 23% compared to 22% of</li> </ul>

		nationally.		non-disadvantaged and 0% at National
Expenditure	Description		Intervention/nature of support	• <b>IMPACT/ How we will measure (July 2017)</b>
<b>£4182</b> Teacher(s) 3x afternoons from January- May.	Booster Classes within the school day in year 6 for Reading, Writing, GPS and Maths.		Focused teaching groups for English and Mathematics in year 6. The aim of the booster sessions are to close the achievement gap and accelerate progress for children who are not on track to reach their end of key stage target.	<ul style="list-style-type: none"> <li>In reading disadvantaged pupils reaching expected standards was 77% compared to non-disadvantaged at 65% and 53% at National</li> <li>Disadvantaged pupils achieving greater depth was 15% compared to 0% at National</li> <li>In writing disadvantaged pupils reaching expected standards was 69% compared to 64% at National</li> <li>Disadvantaged pupils achieving greater depth was the same as National</li> </ul>
<b>£2630</b> 2x 1 hours per week Teacher.	After school Revision Club (Y6)		Focused teaching groups for English and Mathematics in year 6 so raise attainment.	
<b>£2630</b> 2x hour lunchtime (Teacher)	Lunchtime Homework club (whole school)	To enable all children to be supported with homework activities (where support at home is challenging).	Lunchtime homework club- open session that all children can access when needed. Older pupils also act as mentors for younger pupils.	<ul style="list-style-type: none"> <li>Homework club was offered to all pupils on PP to ensure they were being supported in the same way as others in their cohort. This boosted self-esteem and confidence</li> </ul>
<b>£12,535</b> TA2x3 days per week+ HLTA 2 afternoons per week.	Intervention groups in years 3-5 for Reading, Writing and Maths.	Intervention groups are in place to improve progress of identified children who are not on track to achieve their end of year/key stage expectations.	English and Maths Intervention in years 3-5: Additional TA2s to deliver intervention to accelerate progress and close achievement gaps.	<ul style="list-style-type: none"> <li>Years 3-5 were supported which brought an average of 75% of pupils back on track in reading, 35% in writing and 100% in maths</li> </ul>
<b>£2610</b> 3X TA2s 3x 1.5 hours per day	Reduced phonic group sizes	Phonics groups sizes should not exceed 12 to enable children to be taught at the correct level and to have more personalized learning.	Aim of reducing the group size is to specifically target teaching at the right level in order to help children progress more quickly.	<ul style="list-style-type: none"> <li>63% of children in Year 1 passing phonic screening test in a very challenging cohort with 12% SEN</li> </ul>

Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (July 2017)
<b>£8859</b> 3x afternoon HLTA 3x afternoons of TA2s.	Support for Early Reading, Writing and Maths skills.	Intervention groups are in place for children who are not expected to meet the end of EYFS or KS1 expectation with the aim of improving the progress and attainment.  End of Key stage results for EYFS and KS1 meet or exceed national averages.	Intervention in F/S and KS1. Additional TA time to deliver intervention programmes to raise achievement, accelerate progress and to close the attainment gaps between vulnerable groups.	<ul style="list-style-type: none"> <li>The impact of the additional intervention carried out in EYFS contributed greatly to the end of year GLD result of 79% in comparison to the National average of 71%.</li> <li>All pupil progress pupils achieved their targets due to the additional, regular intervention.</li> </ul>
<b>£1263.50</b> 1.75 hrs per week of SENDCo assistant.	Support for children/families to liaise with outside agencies.	To ensure that disadvantaged pupils have access to external support (when needed). SENDco assistant also CAF/Early trained.	% of SENDCo assistant time is dedicated to supporting pupil premium children who are on the SEND register. Support with administration, liaison with families and work with pupils.	<ul style="list-style-type: none"> <li>The SENDco support assistant completed training in Attachment Difficulties and Mood Difficulties so was better informed to identify pupils with these and other SEMH difficulties.</li> <li>Intensive 1:1, or very small group support, given to vulnerable pupils taught them valuable strategies to enable them to learn e.g. self-regulation and self-motivational strategies to aid their learning.</li> <li>Involvement from bought in services – STS, EP, supported accurate assessments of barriers to learning and subsequent targeted support was given to improve progress of all PP pupils. 100% of pupil premium children on SEND achieved all of their IEP targets.</li> </ul>

Expenditure	Description	Desired Outcome	Intervention/nature of support	IMPACT/ How we will measure (July 2017)
<b>Currently no additional cost as staff training time utilised</b>	Pupil premium progress meetings to specifically monitor and track attainment and progress.	Progress meetings will show that children are making accelerated progress to close gaps. Where progress is slow, specific interventions are planned.	Class teachers meeting phase leaders termly to review the arrangements of pupil premium children in their care. Progress and attainment are tracked and reviewed, targets are set and achievement is monitored.	<ul style="list-style-type: none"> <li>End of term data shows that PP in school are achieving well and making good progress.</li> <li>All pupils in Key stage 1 were in line or just below national expectations.</li> <li>All pupils in Key Stage 2 achieved or exceeded nation standards.</li> </ul>
<b>£2770</b>	Uniform Grant for disadvantaged families to support purchase of school uniform.	To support disadvantaged families with school related costs.	Those families that register for FSMs will be provided with a voucher for £50, to spend at local uniform retailer.	<ul style="list-style-type: none"> <li>33% of PP pupils accessed the uniform grant. This promoted good self-esteem for those children and improved well-being.</li> </ul>
<b>£1020</b>	School trips fund to support disadvantaged families.	To ensure that all pupils are able to participate in a range of out of classroom experiences to enhance their learning experience.	Additional fund provided to specifically support disadvantage families to enable all pupils to attend trips including the year 6 residential trip.	<ul style="list-style-type: none"> <li>100% of PP children took part in offsite visits (including Year 6 residential).</li> <li>Pupils were engaged in a range of team building and social activities that encouraged them to have high expectations on their own abilities and boosted self-confidence.</li> </ul>
<b>£500</b>	Extracurricular activity fund to support disadvantaged families to enable pupils to participate in offsite/ extracurricular activities.	To ensure that all pupils have the same access to before and after school sports clubs to help maintain/improve a healthy lifestyle.	Extracurricular fund to cover the transport/entrance cost for disadvantaged families who cannot make contributions towards the cost of school trips. Additional funds to enable disadvantaged families to access before and after school clubs (paid clubs) or music lessons.	<ul style="list-style-type: none"> <li>There was 100% uptake on extra activities by PP pupils.</li> <li>All pupils were given, therefore, the same opportunities as everyone else in terms of an enriched curriculum. This boosted self-esteem and confidence in all PP pupils who took part.</li> </ul>
<b>£600 Linked to the number of</b>	Ipads- incentive for eligible families to register for the pupil	To encourage eligible families to register. To enable disadvantaged families to	Ipads (or equivalents) provide initially as an incentive to register for the fund but also to enable	<ul style="list-style-type: none"> <li>This initiative encouraged one family with 2 children to register and one i-pad was given to the family.</li> </ul>

families taking up the offer.	premium grant.	have access to online homework, additional learning resources and access to the internet.	families who may not be able to afford ICT equipment.	<ul style="list-style-type: none"> <li>Currently one pupils is working at expected standard and the other at greater depth.</li> </ul>
Total budgeted spend= £75934.50 (£65.50 underspend)				

