



Pupil Premium Strategy Statement 2019 / 2020

Our **Pupil Premium Strategy** aims to use the **Pupil Premium Grant** to close the attainment gap between those pupils entitled to the grant and those who are not. We aim to accelerate the progress of pupils eligible for the Pupil Premium Grant. The Pupil Premium Strategy is reviewed mid-way through the academic year, as well as at the end of the academic year. We ensure that staff are accountable for the progress of Pupil Premium pupils.

What is Pupil Premium?

The Pupil Premium funding, which is additional to schools' standard funding, is money that is given from the Government to help schools to close the attainment gap between children from low-income and other disadvantaged families and their peers.

Who is it for?

The Pupil Premium is aimed at pupils who are from low-income families and are eligible for free school meal (FSM). This also includes any child that has been registered for FSM in the past 6 years (known as Ever 6, FSM).

How much is Pupil Premium?

In 2019-2020 this spend was allocated as:

- £1,320 per primary school child qualifying for FSM, either currently or as identified as an Ever 6 FSM.
- £2,300 per child who is looked after.

What are our key aims to 'close the gaps'?

Here at Wessex Gardens, we aim to provide the best education for all pupils by creating a safe environment, where pupils can flourish and enjoy themselves through the various ways of learning. We recognise that barriers to learning for some can impact on a child's attainment and well-being and we ensure that children eligible for the Pupil Premium Grant have the required support in place in order for them to achieve to their full potential, in line with the Wessex Gardens' Vision.

What support do we offer for disadvantaged pupils?

The attainment and progress of all pupils at Wessex Gardens Primary and Nursery School is tracked, analysed and discussed in pupil progress meetings in order to draw conclusions and develop action plans. We make use of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils. We support each child in line with their strengths and areas for development, recognising that every child is an individual and tailoring support accordingly.



Our funding priorities fall into four areas:

1. **Learning and the Curriculum**
2. **Parents and Families**
3. **Social and Emotional Support**
4. **Enrichment within and beyond the curriculum**

Learning and the Curriculum

- Providing a range of teacher and support staff led interventions
- 1:1 and small group learning
- Quality first teaching for all pupils.
- School trips, including the residential school journey for Y6 pupils
- Engaging Curriculum Days
- Morning and after-school clubs

Parents and Families

- Family Links
- Parent Gym
- Parent workshops
- ESOL Classes
- Coffee mornings
- Attendance and punctuality meetings
- Breakfast and after-school clubs

Social and Emotional Support

- Mentoring programmes (individual and group)
- Mindfulness and well-being

Enrichment

- Enriched curriculum opportunities
- A variety of clubs
- Enterprise programmes
- Music and sport opportunities



1. Summary information

School	Wessex Gardens Primary and Nursery School				
Academic Year	2019/2020	Total PP budget (financial year April 2019 - April 2020)	£188,760	Date of most recent PP Review	31st Oct 2019
Total number of pupils	414	Number of pupils eligible for PP	143	Date for next internal review of this strategy	April 2020

2. Current attainment at the end of KS2

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Status</i>
% achieving expected level + in reading, writing and maths	41%	71%	Below other pupils nationally
Progress measure in reading	-0.15	1.6	Broadly in line with other pupils nationally
Progress measure in writing	-0.8	1.7	Broadly in line with other pupils nationally
Progress measure in maths	-0.11	2.4	Below other pupils nationally

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

Poor oral language skills
No spoken English on entry
SEND (46% of all pupils with SEND are eligible for PP grant)
Pupils entering well below age related expectations
Restricted enrichment opportunities
Mobility
Restricted learning opportunities beyond school
Low income households



Housing issues

Mental health and emotional wellbeing

4. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
Improving DA pupils' behavior for learning	Improved behavior will result in greater focus, accelerated progress and improved outcomes in R, W M (evidence= Data)
Accelerating progress of non-SEN DA in reading, writing and maths to close the in-school achievement gap	Achievement gap between DA and non-DA pupils in maths has closed (Evidence= Data)

5. Planned expenditure

Academic year	2019 / 2020	Total budgeted cost:	£188,760
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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. Learning and the Curriculum

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment of DA pupils in Reading at the end of KS2	Use of progressive reading scheme at KS2 Peer to peer reading support	Collaborative learning/ peer tutoring = moderate impact for low cost- EEF toolkit, based on extensive evidence.	By appointing a lead teacher to oversee delivery and impact.	JG, GH, NG	March 2020
Improve behaviour for learning for identified DA pupils	Mentoring Family links course, parent group and crèche	High impact of previous mentoring and Family Links course- pupil behaviour both in and out of school had improved as a result.	Records of all parents taking part kept so that we can monitor impact on children's behavior.	ZM GM	March 2020



ii. Parents and Families					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve parental support for home-learning	Development of video content to support calculation strategies, phonics and handwriting (to begin with). To be put on our website.	Moderate impact for moderate cost, based on moderate evidence- EEF. In questionnaires, our parents expressed a great need for learning and understanding methods taught.	A lead teacher will source and upload a series of videos demonstrating learning. A clear timeline will enable the completion of this project within a year.	TBA	March 2020
Provide after-school care for children	Pupil premium funded after school club	High impact in our school; children improve their social, problem solving and team work skills as a result of the after-school club. They form friendships with children from other year groups which results in a cohesive school community. Children have provided very positive feedback about the after-school club.	We will ensure that children are offered a place when they need it.	BC, AM, DR, RC	Termly
Improve attendance and punctuality	Pupil premium funded breakfast club	High impact; target children arrive to school early and have breakfast to ensure they have a positive start to the day. This has a positive impact on behaviour and outcomes.	We will ensure that punctuality / wellbeing monitoring continues to be a focus and that children's punctuality / behaviour improves at the start of the day	ZM, AB, RC	Ongoing
iii. Social and Emotional Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve social skills of target pupils	Social skills group	High impact of mentoring in our school is based on evidence: Improved		GM	July 2020



Improve anger management of target pupils	Anger management group	behaviour and outcomes for target pupils have been reported in Pupil progress meetings for 92% of pupils who benefitted from mentoring support from Learning Mentors.	Key children identified early. Records are kept by Learning Mentors.	GM	July 2020
Improve self-esteem of target pupils	1:1 mentoring			ZM/ GM	July 2020

iv. Enrichment within and beyond the curriculum

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Equal opportunities for all pupils	School Journey	High impact; Participation in trips has enabled disadvantaged pupils to broaden their life experiences and develop their understanding of the world. This has in turn supported positive outcomes in class.	By ensuring that all pupils continue to be supported to attend school journey in order to support the development of their social skills, risk taking, problem solving and team building skills.	AB	July 2020
Equal opportunities for all pupils	Trips	High impact; Participation in trips has enabled disadvantaged pupils to broaden their life experiences and develop their understanding of the world. In turn this has supported positive outcomes in class.	By making sure that all pupils attend trips organised to support their understanding of the curriculum.	RC	Ongoing
For pupils to develop high aspirations	Visitors from different professions, author visits And university links (IOE and Middlesex)	Our pupils have expressed aspirations to very distinct professions. Enabling pupils to meet people from these professions in real life is hoped to embed the understanding that aspirations can be achievable.	Though this may not transfer directly into improved pupil outcomes, we will measure the impact by collecting pupils' views about themselves, their self-esteem and self-belief before and after the initiative.	AH, GH	July 2020
Ensure safety of children following after school clubs/ activities	After school supervision of children not collected following after school clubs/ activities	High; extra supervision provided by the SLT has enabled more clubs to take place, offering more opportunities for our pupils' development. We have made	We will continue to ensure there is adequate supervision after school.	RC	July 2020



		a choice to continue based on this evidence.		
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6. Review of expenditure

Previous Academic Year

2018 / 2019

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
Raise attainment in writing Increase rates of progress for more able pupils at KS2	TLR3 allowance for improving outcomes in writing TLR3 allowance for improving outcomes for more able pupils	In Summer 2019, out of 6 DA pupils, 63% achieved EXS+ in writing. However, 93% of DA pupils without SEND achieved EXS+ in writing. This is on line with their attainment the previous year, and up significantly from 2016. We have also improved rates of progress for DA pupils in writing, from -5.3 in 2016 to -0.9 in 2017 and now +0.1 in 2019. 15% of pupils made accelerated progress due to strong leadership and quality first teaching. Several pupils who achieved a L3 in writing at KS1 did not achieve GDP at the end of KS2.	A focus on writing for purpose and writing about real experiences has had a really positive impact on pupil outcomes. Grammar taught in context as well as cross-curricular writing have also contributed to positive pupil progress across the school. We now need to work on providing an element of choice in writing so that most able pupils have the opportunity to showcase and develop their writing skills further.	£1,296.00
Improve outcomes for pupils eligible for PP with SEN (PP+SEN pupils form 50% of all pupils eligible for PP and 46% of all pupils with SEN)	Assistant SENDCo SEN allowance and proportion of salary	Assistant SENDCo has undertaken specialist teaching of maths weekly within the classroom environment in Year 4, resulting in improved outcomes for disadvantaged pupils both with and without SEN in maths. This has resulted in DA pupils progressing as well as non-DA pupils. In-class targeted support for both teachers and target pupils has been a successful strategy.	We will harness this and change strategy so that in-class support and advice is provided for teachers to enable them to support and challenge pupils with SEN more effectively. We will continue to develop provision mapping so that it includes a baseline assessment.	£33,180.00



			Subject leaders' monitoring of books will be done collaboratively with at least one member of the inclusion team present.	
Increased rates of progress and attainment for pupils eligible for PP	Teaching Assistants	<p>KS2: Although our DA pupils attained less well than other pupils nationally in all areas, the progress of DA pupils in RW and M was broadly in line with other pupils nationally in R and W, and in line in Maths.</p> <p>KS1: Although our DA pupils attained less well than other pupils nationally in all areas 100% of our middle attainers achieved EXP+ in R and W, and 86% in Maths. This is in line with other pupils nationally.</p>	We will continue to deploy TAs effectively, but with a sharper focus on the following: Teaching Assistants will be involved in the identification of DA children's barriers to achievement. Teachers will plan for TAs to lead introductions to lessons for groups of pupils, such as more able pupils or those that need to consolidate.	£80,128.00

ii. Targeted support

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
Well resources interventions support pupils' progress	Resources	Resources purchased (books, text books, numicon, training package) enabled planned interventions to be well resources, resulting in pupils' progress.	Ensuring that interventions are well resources contributes to a higher success rate of pupils. We will continue to ensure that necessary resources are made available.	Funded by school
Improved behaviour for learning for targeted pupils	Family links course, parent group and crèche staff	High impact of course. Improved behaviour and outcomes for target pupils have been reported in Pupil progress meetings.	We will continue with parenting classes. Providing a creche is imperative to enable the success of the group.	£838.00
Accurate assessment of pupils	NFER Reading Assessment materials	Moderate impact; Assessments provide an accurate snapshot of pupils' performance compared to national standards.	We will continue to use NFER reading tests in the Summer Term.	Funded by school
Equal opportunities for all pupils	Trips	High impact; Participation in trips has enabled disadvantaged pupils to broaden	We will continue to ensure that all children attend trips to support their understanding of the curriculum.	£485.00



		their life experiences and develop their understanding of the world. This has in turn supported positive outcomes in class.		
Equal opportunities for all pupils	School Journey	High impact; Participation in trips has enabled disadvantaged pupils to broaden their life experiences and develop their understanding of the world. This has in turn supported positive outcomes in class.	We will continue to support disadvantaged children to attend the school journey to support the development of their social skills, risk taking, problem solving and team building skills.	£1,997.00
Provide after-school care for children	Pupil premium funded after school club	High impact; Pupils develop their social skills, problem solving and team work skills as a result of the after-school club. They form friendships with pupils from other year groups which results in a cohesive school community. Children have provided very positive feedback about after-school club.	We will continue to run our after-school club.	£135.00
Improve attendance and punctuality	Pupil premium funded breakfast club	High impact; target children arrive to school early and have breakfast- therefore a better and more positive start to the day.	We will continue to run our breakfast club.	£1,729.00
Improve behaviour for learning across the school; Provide support for pupils and families of pupils who are experiencing barriers to learning	Learning mentors	High impact; learning mentors have provided support and shared expertise at different levels: SLT level, teacher level, pupil level and parent level. Social skills groups have had a high impact on positive behaviour for learning. 1:1 sessions have enabled target children to overcome personal barriers to learning. Playground organisation and consistent whole-school behaviour management systems have resulted in improved behaviour of children in school.	Learning mentors to continue their high-impact work.	£54,118.00
iii. Other approaches				



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
Increase opportunities for reading to support raising attainment in reading	Extended opening of the library	Impact was high due to well-publicised extra opening hours of the library and promotion by teachers, children and school newsletters. Increased numbers of children borrowed books, and parents have also been able to accompany children to the library after school. Dual language books are on the library system, enabling pupils and families new to English to enjoy stories in English.	Opening the library after school has been a success - we will continue with this approach.	£2,925.00
Ensure safety of children following after school clubs/ activities	After school supervision of children not collected following after school clubs/activities	High; extra supervision has enabled more clubs to take place, offering more opportunities for our pupils' development.	We will continue to ensure there is adequate supervision after school.	£3,366.00
Improve children's literacy skills	Before school BUG club	Children's literacy skills will improve	Our TAs will continue to provide the BUG club before school	£1,350.00
Improve children's reading	Volunteer Reading Service	Targeted children's reading improves and they are more confident in class	We will continue to buy into the Beanstalk service	£1,284.00
Free school meal checking service	To ensure the school identify all eligible FSM children each term	A number of children were identified as eligible for FSM	We will continue to buy into this Traded Service	£649.00