

Watling Park School

Pupil Premium Allocation Action Plan 2016-2017

Context

Watling Park School opened in September 2016 with two Reception classes.

Watling Park School Principles

In line with many of the recommendations from the Ofsted report, *'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'*¹, Watling Park School is committed to upholding the following principles and practices:

1. Ensure that Pupil Premium (PP) funding is ring-fenced so it is always spent on pupils it is intended to support
2. Avoid confusion between entitlement to PP support and perceptions of lower ability; maintain high expectations of pupils eligible for PP including via individual success criteria
3. Focus on core learning in Reading, Writing and Mathematics and recognise the importance of daily high-quality teaching so that children 'keep up' rather than 'catch up'.
4. Ensure that relevant staff know which children are eligible for PP and so can take responsibility for accelerating their progress; ensure this is part of the school's performance management system
5. Use research and case studies (such as Sutton Trust, Ofsted, Education Endowment Fund toolkit²) to guide planning and implementation and spend funding on ways known to be most effective
6. Track effectiveness of the strategies in use by robustly monitoring and measuring impact on a frequent basis, thus allowing for expedient adjustments as necessary
7. Seek and provide high-quality CPD opportunities for all staff
8. Ensure that funding is spent to raise standards and broaden opportunities
9. Ensure demonstrable impact of each aspect of spending on the outcomes for pupils
10. Provide transparent reporting processes so that our parents, governors, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
11. Break down barriers to learning (including poor attendance, behaviour or links with families) to ensure that every PP pupil learns, enjoys and succeeds

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

²<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

Pupils Premium allocation for 2016/17: £69,960.

Pupils Premium spend will focus on one of the following three areas with a particular focus on narrowing the gap between pupil premium and non-pupil premium children and ensuring those children who are eligible for Pupil Premium are enabled to 'keep up' rather than 'catch up'

- Focus on learning in the curriculum
- Focus on social, emotional and behaviour
- Focus on enrichment

Proposed strategies include:

- Supporting families with uniform and clothing requirements
- Providing financial support for Extended School provision, enrichment opportunities, visits and trips.
- Teaching children in smaller class sizes and in small groups for key aspects of the core subjects
- Running focussed interventions, including 1:1 tuition for specific children identified through pupil Progress Meetings
- Recruiting additional teaching support staff and funding release time for class teacher

Strategy	Cost allocated	Summary of intervention	Proposed impact	Measured impact
Additional release time – ½ day per week	£8,000	Designated non-contact time for both teachers to run maths and literacy interventions, and support other teaching staff.	Improved outcomes for individuals and groups in receipt of PP PP pupils make accelerated progress	Tracking indicates pupils made rapid progress in Prime areas of PSED, CLL and PD Accelerated progress of PPG children on track in prime areas entering
Additional Teaching Assistant time to provide small group interventions and 1:1 tuition – part funded	£13,000	Children to access personalised learning opportunities through increased adult support and small group work To provide specialist tuition and provision to support children’s wider development, with a key focus on PSED, CLL, Literacy and maths skills	All staff trained to deliver individual programmes as well as in class support to enable pupils make good or better progress in all core subjects. Children make accelerated progress and reach their potential through personalised tuition and support	EYFS at 16% to 64% of PPG achieving Expected in all three prime areas.
Support staff training and time, part-funded	£12,000	Training and monitoring for teaching assistants to provide precision support in class and/or tutoring; strong focus on communication	Pupils can access personalised learning opportunities through increased adult support Children can articulate their learning and development needs	All PPG pupils receiving Talk Boost or SLT toolkit intervention made rapid progress in CLL, compared to starting points
External providers to run small group activities e.g., gardening club, Lego therapy, place to think sessions with trained TA	£7,000	Small group sessions to facilitate enhanced learning opportunities in the prime areas of CLL and PSED	Pupils make accelerated progress in the prime areas arising from baseline data	Pupils shown progress in communication and managing feelings. Fewer instances of negative behaviour recorded for children participating in groups.

Enrichment activities for more able pupils	£500	Small group session led by TA – challenge activities	Pupils will be able to collaborate and sustain in more problem solving, open ended challenges, collaborate and work together effectively to create joined and individual pieces learning.	More confidence and resilience in participating in open ended challenges with teacher intervention input.
Implement Growth Mindset approach across school	£1460	Training for all staff Resourcing	Teachers and TAs will be using the language of a growth mindset Pupils will be using the language of a growth mindset	Teachers use the language of growth mind-set in their classrooms and in feedback to children. Assemblies reinforce effort and perseverance over outcomes. Lessons observations show that children are confident facing challenges and are encouraged to take risks.
SALT	£8000	Additional Speech and Language support for children with communication difficulties use specialist support in order to assess pupils who may need an EHCP or an individual education plan.	Children make rapid progress in areas of literacy and CLL through personalised programmes Pupils will receive additional support. Pupils who are receiving SEN support will make progress in line with their peers nationally.	Pupils receiving SALT have shown rapid progress in identified areas since baseline

Educational Psychologist	£6000	The school will use specialist support in order to assess pupils who may need an EHCP or an individual education plan.	Pupils will receive additional support.	Pupils who are receiving SEN support will make progress in line with their peers nationally.
Support with uniform and equipment costs	£2000	WPS will pay 50% of the cost of uniform	All pupils feel part of the school community Pupils are happy, confident and have high levels of self esteem	All pupils will consistently wear the correct school uniform
Subsidised Before/After School clubs and activities	£3,000	WPS will pay 25% of the cost of Breakfast and After School clubs, and after care	Children can access a wide range of enrichment opportunities to broaden their experiences of life, culture and religion	Pupils engaged in activities to further develop social and emotional needs as required. Pupils accessed breakfast club improving punctuality
Pupil well being	£4000	WPS will pay for play therapist to provide weekly counselling sessions	Pupils' self-esteem will be raised and they feel confident about approaching their learning in a positive manner	Pupil's emotional wellbeing improved and they are able to access learning.
Subsidised trips and events	£2000	Subsidise cost of educational visits and events. Target parents and families for consent.	Develop children's experience, improve their vocabulary and develop their character	Post trip interviews demonstrated sense of achievement and increased engagement from children

Measuring Impact 2016 -17

- Progress and attainment of Pupil Premium funded children are (or will be as the school expands year on year) summarised as in the examples below, with clear comparisons to borough and national figures, and the school's non Pupil Premium children. Both attainment and progress will be measured.
- All pupils will be tracked using Classroom Monitor and ongoing assessments, to ensure pupil progress is at the forefront of our approach. Pupils entitled to the Premium will be closely tracked as individuals, and comparatively against their non-PP peers; evaluation of strategies will be conducted regularly to ensure adjustments can be made to secure maximum impact.

- The performance management system of the school explicitly references the need to secure good or better attainment and progress for all children, and highlights a sharp focus on children entitled to PPG, thus ensuring the staff team is highly proficient in identifying and modifying strategies for children in their care.

Targets 2016-17

1. All children entitled to the PPG make at least expected progress during their Reception year.
2. All children entitled to PPG to achieve the expected standard of phonic decoding in the Y1 test.
3. Measures will be in place to ensure pupils who are more able and in receipt of PPG have any appropriate additional provision to support them to excel.

	GLD	Y1 Phonics screening
PPG	62%	81%
Non PPG	80%	78%

Summary:

- 8 out of the 15 aspects of learning there is small gap between the performance of PPG and non- PPG.
- The gaps are as follows: All areas of Communication and Language: listening & attention, understanding, speaking, PSED: self-confidence, Literacy: reading & writing,
- PPG are performing in line with Non PPG. The gap has narrowed.

Actions:

In order to narrow the gap between the achievements of pupils in receipt of PPG the school will take the following actions in academic year 2018/2018.

- Smaller groups sizes for core subjects in Year 2 with the employment of an additional teacher for core phonics and mathematics
- High quality teaching assistants who teach groups of pupils in phonics and mathematics in order to accelerate learning.
- Run a nurture group to support vulnerable children as they enter Year 1
- Employ SALT to support identified children with speech and language difficulties
- Train teachers and teaching assistants new to the school in running appropriate intervention programmes to support with CLL and PSED.
- Continue to work with play therapist to support vulnerable children

