

Pupil premium strategy statement West Wimbledon Primary School

1. Summary information					
School	WEST WIMBLEDON PRIMARY SCHOOL				
Academic Year	2017/18	Total PP budget	122, 760.00	Date of most recent PP Review	Feb 2018
Total number of pupils	505	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Sept 2018

2. KS2 Current attainment (End of Key Stage SATs July 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% achieving EXS+ in reading, writing & maths	31% (16 pupils in total)	61%
average progress score in reading	-2.4	0
average progress score in writing	-1.6	0
average progress score in maths	-3.0	0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils eligible for PP in KS1 and KS2 are not achieving the expected attainment, in line with their peers, particularly in the area of writing.
B.	There is a -30% difference between the pupils eligible for PP at the end of KS2 and non PP pupils achieving EXS+ in reading, writing and maths
C.	Pupils eligible for PP in KS2 are not making as much progress as other pupils, particularly in reading (progress score difference in reading is -3.0)
D.	The difference between pupils eligible for PP and not eligible for PP at the end of KS1 making the expected attainment in reading, writing and maths is -29%

E.	The number of pupils eligible for PP in EYFS who are exceeding the expected outcomes is lower than the National average in the areas of C and L and PSED.	
F.	Social and emotional needs of a number of pupils eligible for pupil premium in KS1 and KS2 impacts on learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Some pupils eligible for pupil premium do not have access to extra-curricular activities, which enhance their learning.	
H.	Some pupils eligible for Pupil Premium have a low attendance rate, which falls below the school target of 97.1%. Low attendance has an impact on progress and attainment	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	% disadvantaged pupils achieving EXS+ in writing at KS1 and KS2 rises	% disadvantaged pupils achieving EXS+ in reading, writing and maths rises so that the difference diminishes. The attainment of pupils eligible for pupil premium is in line with 'other' pupils
B.	% disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 rises	% disadvantaged pupils in KS2 achieving EXS+ in reading, writing and maths rises so that it is in line with pupils nationally.
C.	Average progress score for disadvantaged pupils in reading in KS2 rises	Pupils eligible for PP make as much progress as other pupils in reading. Disadvantaged pupils make expected or more progress in writing by end of KS2
D.	% disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS1 rises	% disadvantaged pupils in KS1 achieving EXS+ in reading, writing and maths rises so that it is in line with pupils nationally.

E.	% pupils' eligible for pupil premium achieving above the expected attainment in the areas of C and L and PSED at end of EYFS rises.	% disadvantaged Pupils in Reception achieve above the expected attainment in C and L and PSED in line with the National Average
F.	The social and emotional needs of a number of pupils eligible for pupil premium are addressed and barriers to learning behaviour are significantly reduced	Social and emotional needs for pupils eligible for the pupil premium improve. Vulnerable pupils make at least expected progress and achieve in line with peers.
G.	Pupils are supported emotionally and through specialist support and extra-curricular activities, including during holiday periods. As a result pupils are better prepared to learn and self-esteem rises	Social and emotional needs of pupils eligible for pupil premium are met. Pupils make at least expected progress and achieve in line with their peers
H.	Attendance rates for pupils eligible for pupil premium rise. % pupil premium pupils classed as 'persistent absentees' falls	The number of persistent absentees among pupil premium pupils reduces. Overall attendance improves and is in line with national expectations

5. Planned expenditure

Academic year **17-18**

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact (July 2018)
A. % disadvantaged pupils achieving EXS+ in writing at KS1 and KS2 rises	Writing support in KS1 classrooms x 1 morning a week delivered by PP intervention TA	PP writing attainment outcomes are the lowest across all core areas. In class support using the planning provided by the teacher to ensure the children are able to continue with the learning outcomes as per the rest of the class.	PP TA to be monitored by acting SENCO/DHT Regular PP strategy meetings Pupil Progress meetings Termly scrutiny of PP data Planning with the classteacher	RW	

	<p>Writing support in KS2 classrooms x 2 mornings a week delivered by PP intervention TA</p> <p>9 pupils in Year 6 receive 1:1 support for ½ per week to provide additional support in reading, writing and maths</p> <p>Handwriting Intervention for Year 2 PP pupils to start in the Autumn term</p> <p>Pupil Premium Guided Writing Year 2 Group to start in the Spring term, run by the CT.</p>	<p>PP writing attainment outcomes are the lowest across all core areas. In class support using the planning provided by the teacher to ensure the children are able to continue with the learning outcomes as per the rest of the class.</p> <p>Data shows that 9 pupils in Year 6 are working towards the expected standard and would benefit from some 1:1 'tuition' which they may not be able to access out of school hours</p> <p>Handwriting for identified Year 2 PP students to diminish the difference between attainment of PP pupils and non-pupil premium pupils</p> <p>To address the low attainment of Year 2 PP pupils – to diminish the difference between PP and non PP pupils</p>	<p>PP TA to be monitored by acting SENCO/DHT</p> <p>Regular PP strategy meetings</p> <p>Pupil Progress meetings</p> <p>Termly scrutiny of PP data</p> <p>Planning with the classteacher</p> <p>CT to work closely with the 1:1 PP TAs to monitor the progress and attainment of the pupils</p> <p>Tracking and monitoring of PP pupils through pupil progress meetings, phase meetings, PP strategy meetings</p> <p>CTs to provide TAs with planning and focus ideas</p> <p>CT will report progress at regular PP strategy meetings</p> <p>Pupil Premium Learning Barrier grid includes tracking to monitor the progress pupils are making</p>	<p>RM</p> <p>Class TAs and CTs</p> <p>CTs</p> <p>CTs</p>	
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<p>B. % disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 rises</p>	<p>1:1 tuition for 9 pupils in Year 6 – ½ hour per week – to address individual targets in maths, writing and reading</p> <p>A wide range of Interventions offered to PP pupils to help raise the attainment to be in line with the ARE – Interventions currently being delivered are:</p> <ul style="list-style-type: none"> Numicon Rapid Readers Precision Teaching Daily readers Alpha to Omega Handwriting Pre-teaching Arithmetic/Reasoning Booster (Year 6) Small group work in class SALT 	<p>To address the -30% difference between the % of disadvantaged pupils achieving the EXS+ in RWMs and non-disadvantaged pupils</p> <p>Interventions offer pupils targeted and recommended support to help raise attainment – specific details of individual pupils and interventions they receive are documented on the Learning Barrier tracking sheet.</p> <p>The vast majority of interventions take place inside the classroom to ensure that the pupils are able to access the teaching and learning which is taking place alongside their peers.</p>	<p>New Learning Barrier tracking sheets in place to monitor and track the attainment and progress of all the PP pupils.</p> <p>The sheets assist in helping to monitor and identify if a current intervention is effective and if a new intervention should be considered.</p>	<p>Class TAs and CTs</p> <p>Class TAs Intervention TAs</p>	
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<p>C. Average progress score for disadvantaged pupils in reading in KS2 rises</p>	<p>Year 6 PP pupils are given the opportunity during their 1:1 tuition time – ½ hour per week – to work through KS2 reading comprehension texts.</p> <p>Identified PP pupils are read with every day or weekly by class based TAs.</p>	<p>Pupils eligible for PP in KS2 are not making as much progress as other pupils, particularly in reading (progress score difference in reading is -3.0)</p> <p>Children who have a lower reading age than their chronological age are read with weekly or daily to help diminish the difference between their reading age and chronological age.</p>	<p>CT to work closely with the 1:1 PP TAs to monitor the progress and attainment of the pupils Tracking and monitoring of PP pupils through pupil progress meetings, phase meetings, PP strategy meetings CTs to provide TAs with planning and focus ideas</p> <p>Regular monitoring of reading diaries and records by the English Lead and DHT Pupil progress meetings Learning Barrier tracking sheet</p>	<p>Year 6 TAs</p> <p>CTs and Class TAs</p>	
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<p>D. % disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS1 rises</p>	<p>Rapid Phonics delivered by our trained PP TA x 3 afternoons a week</p>	<p>The difference between pupils eligible for PP and not eligible for PP at the end of KS1 making the expected attainment in reading, writing and maths is -29%</p>	<p>PP strategy meetings – ½ termly Learning Barrier grids Pupil Progress meetings Tracking and progress grids</p>	<p>RM</p>	
	<p>Handwriting intervention group in Year 2 to start in Spring term 2018</p>	<p>Data has been scrutinised to identify the pupils who are not at the expected standard. Intervention is going to be put into place to address gaps in learning and diminish the difference between identified pupils and their peers.</p>		<p>EM and IM</p>	
	<p>PP Year 2 Writing group to start in the Spring term 2018</p>			<p>EM and IM</p>	
	<p>Support in class by PP TA x 1 morning a week</p>	<p>Support is provided in class, when possible, to enable the pupils to access the main teaching and learning taking place.</p>		<p>RM</p>	
	<p>DHT to inform teachers with specific concerns of PP who are not on track, each term, to make the expected attainment</p>	<p>Following strategy meetings, teachers are informed so they are able to address concerns flagged up by the data</p>		<p>RW</p>	

<p>E. % pupils' eligible for pupil premium achieving above the expected attainment in the areas of C and L and PSED at end of EYFS rises</p>	<p>CTs to focus on higher achieving PP children in group directed time</p> <p>ECat for 1 PP pupil in Reception</p> <p>Focus on Communication and Language rich environment</p>	<p>A regular opportunity to target the higher achieving PP pupils to encourage progress</p> <p>ECat develops language skills and overall confidence</p> <p>Communication Friendly spaces encourages children to talk to each other and develop language skills</p>	<p>Planning</p> <p>HT observations</p> <p>Learning Walks</p> <p>Pupil Progress meetings</p> <p>EYs tracking data and monitoring</p> <p>Phase meetings</p> <p>DHT and EYFS lead to meet regularly to discuss strategies</p> <p>Observations and comments</p>	<p>CTs</p> <p>JA</p>	
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<p>F. The social and emotional needs of a number of pupils eligible for pupil premium are addressed and barriers to learning behaviour are significantly reduced</p>	<p>Targeted children participate in ELSA</p> <p>Nurture Group for targeted pupils</p> <p>Art therapy for targeted pupils</p> <p>ECaT for targeted pupils in the EYFS</p> <p>Social skills groups for targeted pupils</p>	<p>Evidence suggests that pupils' emotional wellbeing can have a significant impact on academic achievement. By providing this service, pupils will be supported emotionally and will be better placed to learn.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for pupils who struggle to understand wider views.</p>	<p>SENCO, PP strategy lead and RM meet half termly to review impact of interventions</p> <p>Nurture group training put in place for Nurture Group staff to ensure best possible outcomes</p> <p>DSLs and SENCO to work closely with art therapist/ELSA/Nurture lead to look at impact and ensure early help at the core of what we do to support our vulnerable pupils.</p>	<p>RW/HA, SA, CB</p> <p>RDS/CB</p> <p>RDS</p> <p>JA</p> <p>HH</p>	
<p>G. Pupils are supported emotionally and through specialist support and extra-curricular activities, including during holiday periods. As a result pupils are better prepared to learn and self-esteem rises</p>	<p>Individual pupils/families targeted in order that children access extra-curricular activities, breakfast club, family support, after school club</p> <p>Targeted Pupils in Year 5 attended WHS 'Shine Project' to access a wide range of high quality cross-curricular activities</p>	<p>Some pupils eligible for pupil premium do not have access to extra-curricular activities, which enhance their learning.</p> <p>To boost opportunities for the selected pupils</p>	<p>Team to ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Behaviour to be monitored closely through half-termly behaviour reports</p> <p>Liaising with staff from WHS – attendance records kept Discussing the opportunity with pupils</p>	<p>HA/RW/SH</p> <p>RW</p>	

<p>H. Attendance rates for pupils eligible for pupil premium rise. % pupil premium pupils classed as 'persistent absentees' falls</p>	<p>Attendance lead appointed to work closely with DHT to follow up quickly on absences</p> <p>Attendance lead meets with EQO regularly to discuss concerns and next steps regarding attendance</p> <p>Parents invited in for meeting where attendance is poor – strategies put in place (breakfast club etc) to support family and promote good attendance</p>	<p>Attainment of pupils can only improve if they are attending school regularly</p> <p>School aims to work more closely with families so that school understands families better resulting in stronger relations</p> <p>There is a clear link between good attendance and progress and attainment</p>	<p>Attendance officer and DHT meet fortnightly to discuss attendance of pupil premium pupils. Data is analysed at each meeting and action taken where necessary</p> <p>Attendance office meets with EWO half-termly – data for key pupil premium pupils explored and action taken where necessary</p> <p>Letters about importance of good attendance sent to parents/guardians</p> <p>Weekly attendance celebration and cup in Key Stage assemblies – attendance data published in fortnightly newsletter</p>	<p>HA, BB</p>	
Total budgeted cost					£42, 008.38
ii. Targeted 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	Impact (July 2018)
<p>A.% disadvantaged pupils achieving EXS+ in writing at KS1 and KS2 rises</p>	<p>Designated PP TA to work x 3 days a week, across KS1 and KS2 delivering interventions and support to disadvantaged pupils</p>	<p>A consistent approach with regards to training and continuity across the classes and Year groups</p>	<p>½ termly strategy meetings with PP TA, DHTs and SENCO</p>	<p>RW</p>	

<p>B. % disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 rises</p>	<p>Sue Jamal from Merton LBL to work with Year 3 and 4 teachers to identify ways to support SEN/PP pupils in mainstream classrooms during writing lessons</p>	<p>Sue has worked with us in the past and staff have valued her advice and recommendations. As a result of her work, new strategies and systems are put into place to support PP children.</p> <p>George Hopson (LA Advisor) has delivered two teacher INSETS on the subject of maths (planning, teaching and learning)</p>	<p>Timetable of support in place Written report by SJ</p> <p>Planning audits Lesson observations Books looks</p>	<p>RW</p>	
<p>C. Average progress score for disadvantaged pupils in reading in KS2 rises</p>	<p>Scholastic books purchased for all PP children</p> <p>Class TAs assign time to read daily/weekly with identified PP pupils</p>	<p>To ensure that PP children have access to high quality reading material at home.</p> <p>To ensure that all PP children are reading regularly and are developing their comprehension skills</p>	<p>Reading diaries are monitored regularly by the English Lead and DHT</p>	<p>RW, JS</p> <p>CTs, TAs</p>	

<p>D.% disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS1 rises</p>	<p>PP TA works with KS1 pupils x 2 days per week</p> <p>CT led Handwriting and Guided Writing interventions in Year 2</p>	<p>Support given within the class setting to ensure children are also able to access the teacher led learning session.</p> <p>Data analysis shows a significant difference between the attainment of PP's pupils' writing and non-PP pupils' writing.</p>	<p>½ termly PP strategy meetings with SENCO/PP Lead, PP TA and DHT – Discuss interventions in place and the impact they are having.</p> <p>Learning Barrier tracking sheets – particularly the impact column</p>	<p>RW, HA, RM</p>	
<p>E.% pupils' eligible for pupil premium achieving above the expected attainment in the areas of C and L and PSED at end of EYFS rises.</p>	<p>ECat – 2 x PP pupils in Reception delivered by SEN support assistant x 2 hours per week</p> <p>Ensure the environment in EYFS is designed to give children the opportunity to develop their CL and PSED skills – communication friendly areas are planned and created within all EYs inside and outside areas.</p>	<p>ECat develops language skills and overall confidence</p> <p>Communication friendly spaces encourage speaking and listening amongst children. There should be CFS within inside and outside learning areas.</p>	<p>EYFS Lead analysis DHT and EYFS regular meetings Pupil Progress meetings</p> <p>Learning walks Lesson Observations</p>	<p>RW, JA</p> <p>VV, RW, HA</p>	

F. Pupils have strong emotional literacy skills and are happy and confident learners as a result	Nurture group ELSA sessions Art therapy	Pupils understand the importance of developing independence, perseverance and resilience and are better learners as a result	Tracking and monitoring of individual pupils through pupil progress meetings, PP strategy meetings and phase SENCo to work with Nurture staff/ELSA and Art Therapy team to track progress of pupils	RW, HA, RDS, CB	
Total budgeted cost					£63, 817.10
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact (July 2018)
G. Pupils have a range of experiences which help equip them for adulthood and develop life skills such as confidence and resilience	Funding for Kingswood (residential) Music tuition funding Swimming funding Funding for extra-curricular clubs Breakfast Club After School Club	Pupils understand the importance of developing independence, perseverance and resilience and are better learners as a result Pupils develop the skills to be able to face a range of different situations and cope with these experiences	Tracking and monitoring of individual pupils through pupil progress meetings, PP strategy meetings and phase SENCo and DHT to liaise with teachers and parents, depending on individual circumstances to assess what the child needs	RW, CS	
H. Attendance rates of pupils eligible for PP rise and are more in line with school expectation of 97.1%. Parents and pupils understand the impact good attendance has on academic outcomes	Designated attendance champion to work alongside DHT to target poor attendance EWO to meet with school attendance champion regularly	Good rates of attendance lead to improved academic and social and emotional outcomes for pupils Parents understand the importance of good attendance and recognise the link attendance has with outcomes	Attendance champion works closely with EWO through half termly meetings DHT and attendance champion meet twice each half term to review attendance rates of pupils eligible for PP and take action where required	BB, HA	
Total budgeted cost					£22, 395.35

