

Pupil premium strategy statement West Wimbledon Primary School

1. Summary information					
School	WEST WIMBLEDON PRIMARY SCHOOL				
Academic Year	2018/2019	Total PP budget	£120,120	Date of most recent PP Review	Dec 2018
Total number of pupils	486	Number of pupils eligible for PP	117	Date for next internal review of this strategy	Sept 2019

2. KS2 Current attainment (End of Key Stage SATs July 2018)			
	<i>Pupils eligible for PP (your school)</i>	<i>Non PP Pupils</i>	<i>National average</i>
% achieving EXS+ in reading, writing & maths	54%	75%	
average progress score in reading	2.0	2.9	
average progress score in writing	-0.9	-0.2	
average progress score in maths	1.6	1.7	

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.	Only a very small proportion of our Pupil Premium pupils are on track to exceed their end of year targets this year. No disadvantaged children reached the greater depth standard in writing at the end of KS1 and no children in Years 1 – 6 are currently on track to exceed their end of year writing target.
B.	Gaps between disadvantaged and non-disadvantaged pupils remain significant at the end of KS1 and KS2 in both maths and English and at the end of EYFS (children achieving a Good Level of Development).
C.	There are significant in-year gaps between the children not on track to achieve their end of year targets particularly in the area of maths in Years 1 – 4.

D.	In Years 5 and 6, a high proportion of the pupils eligible for Pupil Premium also have EAL as a barrier to their learning.	
E.	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.	F. Some pupils eligible for pupil premium do not have access to extra-curricular activities, which enhance their learning.	
H.	G. In Years 1, 2 and 3, a high proportion of Pupil Premium children have low attendance.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	A higher proportion of our Pupil Premium children will exceed their end of year targets in July 2019.	% disadvantaged pupils exceeding their end of year target exceeds, in line with the number of non-disadvantaged pupils who exceed their targets.
B.	The gap between disadvantaged pupils and non-disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 and KS1 diminishes, and the gap between the number of disadvantaged pupils and non-disadvantaged pupils in EYFS achieving a Good Level of Development diminishes.	The number of disadvantaged pupils who achieve the expected standard rises and the gap between PP and non PP diminishes.
C.	The gap between disadvantaged pupils and non-disadvantaged pupils achieving their end of year targets in maths, across Years 1 – 4, diminishes.	The number of disadvantaged pupils who achieve their end of year target in maths rises and the gap between PP and non PP diminishes.
D.	Children, who are disadvantaged, and who also have EAL receive appropriate support in order to ensure they are able to achieve and make progress in line with children who do not face additional learning barriers.	Pupil Premium pupils who also have EAL achieve their end of year targets in line with their peers.

E.	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.
F.	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
G.	Attendance rates for pupils eligible for pupil premium rise, particularly in Years 1, 2 and 3.	Overall attendance improves and is in line with national expectations

5. Planned expenditure	
Academic year	18-19
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 2019)
<p>A A higher proportion of our Pupil Premium children will exceed their end of year targets in July 2019.</p>	<p>Class interventions for Pupil Premium children who are not on track to achieve the end of year target. Interventions include; booster sessions in Year 6 (arithmetic, reading, SPAG, timestables), rapid phonics, paired reading, small group writing support, handwriting intervention, spelling interventions, pre-teaching, alpha to omega,</p> <p>Daily reading in place for all Pupil Premium children who are not on track to achieve</p> <p>Higher expectations in teaching and learning</p>	<p>Only a very small proportion of our Pupil Premium pupils are on track to exceed their end of year targets this year (see Autumn term 2018 Pupil Premium data analysis sheet).</p> <p>No disadvantaged children reached the greater depth standard in writing at the end of KS1 and no children in Years 1 – 6 are currently on track to exceed their end of year writing target.</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>SLT monitoring</p> <p>Pupil Progress Meetings</p> <p>Termly review of learning barrier sheets</p> <p>Regular monitoring of data analysis in SIMs.</p> <p>SEND pupil provision maps</p> <p>Pupil Premium learning barriers sheet and Pupil Premium tracking sheets</p>	<p>RW</p>	

	learning across the whole school will have a direct impact on all pupils including disadvantaged pupils.				
B The gap between disadvantaged pupils and non-disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 and KS1 diminishes.	<p>Implementation of the new English and maths curriculum will have a direct impact on the attainment and progress of Pupil Premium children.</p> <p>Introduction of weekly English and Maths teacher professional development meetings will have a direct impact on the attainment and progress of Pupil Premium children.</p> <p>Staff training and enrichments opportunities with our Partnership school will have a direct impact on our Pupil Premium pupils.</p>	<p>At the end of KS2 2018, 75% of non-disadvantaged pupils achieved the EXS+ in reading, writing and maths compared to 54% of disadvantaged pupils.,</p> <p>At the of KS1 2018, 75% of non-disadvantaged pupils achieved the EXS+ in reading, writing and maths compared to 36% of disadvantaged pupils.</p> <p>85% of non-disadvantaged Reception children, in July 2018 achieved a Good Level of Development compared to 58% of disadvantaged pupils.</p> <p>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>SLT monitoring – book looks, learning walks, lesson observations.</p> <p>Monitoring forms kept following all levels of support and monitoring</p> <p>Members of SLT lead the PD meetings</p> <p>Continued links with our Partnership School.</p>	SLT	

<p>C The gap between disadvantaged pupils and non-disadvantaged pupils achieving their end of year targets in maths, across Years 1 – 4, diminishes.</p>	<p>The gap between Pupil Premium and Non Pupil Premium pupils is being addressed through the implementation of a more consistent approach and a new maths Curriculum.</p> <p>The maths leader is working closely with the Executive Headteacher and the maths lead at our Partnership school to help implement effective and consistent approaches across the School using White Rose maths.</p>	<p>Number of pupils on track to achieve their maths end of Year target in Years 1 – 4 (See Pupil Premium Autumn 2019 analysis – taken from SIMS)</p> <table border="1" data-bbox="721 217 1115 619"> <thead> <tr> <th>Yr Group</th> <th>Disadvantaged Pupils</th> <th>Non Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>2</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>3</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>4</td> <td>31%</td> <td>21%</td> </tr> </tbody> </table> <p>Data has been scrutinised to identify the pupils who are not on track to achieve their end of year target. Intervention is going to be put into place to address gaps in learning and diminish the difference between identified pupils and their peers.</p>	Yr Group	Disadvantaged Pupils	Non Disadvantaged Pupils	1	50%	33%	2	53%	18%	3	40%	20%	4	31%	21%	<p>Medium and Short-term planning</p> <p>SLT monitoring – book looks, learning walks, lesson observations.</p> <p>Monitoring forms kept following all levels of support and monitoring</p> <p>Continued links with our Partnership School.</p>	<p>SLT</p>	
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<p>D Children, who are disadvantageded in Years 5 and 6, and who also have EAL, receive appropriate support in order to ensure they are able to achieve and make progress in line with children who do not face additional learning barriers.</p>	<p>EAL Lead to offer additional support to EAL pupils who are disadvantaged.</p> <p>EAL lead TA, based in Year 5, to offer support to a focused group of Pupil Premium and EAL pupils across Year 5 and 6.</p> <p>Year 6 teachers and TA to focus on EAL and PP pupils during their 1:1 Early bird sessions.</p> <p>Differentiated work to support the pupils during lessons as planned and directed by the teachers.</p>	<p>62% of disadvantageded pupils in Year 5 also have EAL. 46% of disadvantageded pupils in Year 6 also have EAL.</p> <p>Additional support is necessary in order to address the differences and to help children to reach their targets.</p>	<p>Regular meetings with the EAL lead and SLT to discuss attainment and progress of the EAL/PP pupils in Years 5 and 6.</p> <p>Regular SLT monitoring support with a focus on EAL provision in Years 5 and 6.</p>	<p>RW</p>	
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<p>E 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>F 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>Targeted children participate in ELSA</p> <p>Nurture Group for targeted pupils</p> <p>Creative Art for targeted pupils</p> <p>ECaT for targeted pupils in the EYFS</p> <p>Social skills groups for targeted pupils</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 and 2 pupils attended a resilience programme during Autumn '18 half-term.</p> <p>DSL works closely with social care to refer to outside agencies to offer</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>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>Monitoring forms completed termly to evaluate the 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>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>		
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	respite and support e.g. Young Carers, Jigsaw4U.				
G Attendance rates for pupils eligible for pupil premium rise, particularly in Years 1, 2 and 3.	Attendance lead appointed to work closely with DHT to follow up quickly on absences Attendance lead meets with EQO regularly to discuss concerns and next steps regarding attendance Parents invited in for meeting where attendance is poor – strategies put in place (breakfast club etc) to support family and promote good attendance	Attainment of pupils can only improve if they are attending school regularly School aims to work more closely with families so that school understands families better resulting in stronger relations There is a clear link between good attendance and progress and attainment	Attendance officer and DHT meet regularly to discuss attendance of pupil premium pupils. Data is analysed at each meeting and action taken where necessary Attendance office meets with EWO half-termly – data for key pupil premium pupils explored and action taken where necessary Letters about importance of good attendance sent to parents/guardians Weekly attendance celebration and cup in Key Stage assemblies – attendance data published in fortnightly newsletter	RW, BB	
					£51,700
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 2019)

<p>A A higher proportion of our Pupil Premium children will exceed their end of year targets in July 2019.</p>	<p>A wide range of interventions and strategies in place to offer support for PP children in class – See Learning barrier sheets in place for every Pupil Premium child to identify and provide targeted and effective support</p> <p>An additional TA is working in Year 2 4 x mornings a week to support the Pupil Premium children in the class.</p>	<p>The learning barrier sheets clearly document the individual needs of each of the Pupil Premium children. Interventions are planned and delivered based on each child's need and designed to have the most impact possible.</p> <p>Year 2 has been identified as a Year group with high SEND/PP need and therefore an additional TA can be utilised effectively to provide additional support.</p>	<p>Pupil Progress Meetings Regular assessment points PIRA and PUMA testing Regular SLT monitoring including book looks and learning walks</p>	<p>RW</p>	
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<p>B The gap between disadvantaged pupils and non-disadvantaged pupils achieving EXS+ in reading, writing and Maths at KS2 and KS1 diminishes.</p>	<p>In January 2019, 1:1 sessions are being taught in Year 6 to targeted Pupil Premium children who are not on track to achieve their end of year target.</p> <p>Differentiated and targeted work is carefully planned by the classteacher to ensure all children are able to access the learning, at their level, and to encourage them to achieve understanding of each lesson's learning objective.</p> <p>Each child now has a clear and aspirational target which they are aiming to meet at the end of the year.</p>	<p>1:1 tuition was introduced to all Year 6 PP pupils for the first time during the last academic year. It proved to be incredibly successfully therefore we intend to continue to offer as an intervention this year.</p>	<p>SLT monitoring including book looks and learning walks Year 6 strategy meetings Pupil Progress Meetings</p>	<p>SLT</p>	
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<p>C The gap between disadvantaged pupils and non-disadvantaged pupils achieving their end of year targets in maths, across Years 1 – 4, diminishes.</p>	<p>Maths interventions in place for targeted Pupil Premium children including;</p> <ul style="list-style-type: none"> -small focused group support; - Timestable intervention - 1:1 maths support - Arithmetic booster <p>A range of mathematical resources are used to support disadvantaged pupils in their overall understanding of the maths concepts being taught.</p> <p>Small steps of learning are introduced in maths which support the understanding and confidence of lower attaining pupils.</p>	<p>Support given within the class setting to ensure children are also able to access the teacher led learning session.</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>Resources are used to make abstract maths concepts more simple to understand.</p> <p>Steps of learning are introduced at the lowest level of attainment in the classroom.</p>	<p>Pupil Progress Meetings</p> <p>Monitoring sheets completed by support staff leading interventions to report on progress and impact</p> <p>Regular assessment points</p> <p>PUMA testing</p> <p>Regular SLT monitoring including book looks and learning walks</p> <p>Lesson planning</p>	<p>SLT</p>	
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<p>D Children, who are disadvantaged, and who also have EAL receive appropriate support in order to ensure they are able to achieve and make progress in line with children who do not face additional learning barriers.</p>	<p>EAL Teacher Lead support 1 x afternoon a week – offering group intervention for targeted pupils, in and out of class.</p> <p>EAL TA support in Year 5 classroom x 3 days a week</p>	<p>There are high numbers of pupils who require additional support as they face two significant barriers to learning, particularly in Years 5 and 6.</p>	<p>SLT monitoring – learning walks, book looks DHT and EAL Lead meetings Tracking and data on SIMs Data scrutiny</p>	<p>RW</p>	
<p>E 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>Nurture groups for Year 1 and Year 2 ELSA sessions Daily support from SLT and SENCO for help inside and outside of classrooms TAHMS worker x 1 day a week.</p>	<p>Pupils understand the importance of developing independence, perseverance and resilience and are better learners as a result</p>	<p>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</p>	<p>RW</p>	

£56,200

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 2019)
F. Some pupils eligible for pupil premium do not have access to extra-curricular activities, which enhance their learning.	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 and Phase meetings SENCo, DHT and DSL to liaise with teachers and parents, depending on individual circumstances to assess what the child needs	RW	
G 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, RW	
Total budgeted cost					£16,046