# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Wimbledon Park Primary |
| Number of pupils in school (excluding nursery) | 577 |
| Proportion (%) of pupil premium eligible pupils | 6% (37 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Lauren Clogg |
| Pupil premium lead | Esther Bird |
| Governor / Trustee lead | Isabel Instone |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,765 |
| Recovery premium funding allocation this academic year | £5,365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,130 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Wimbledon Park the ultimate objectives for our disadvantaged pupils are:   1. They will reach their full potential - emotionally, socially and academically 2. All staff will work together to close any attainment gap between PP and non-PP pupils. 3. We will create and sustain a culture of high expectation for all pupils 4. Through training and challenge within our school community we address any conscious or subconscious bias that can limit the outcomes of disadvantaged pupils.   At Wimbledon Park the key principles of our strategy plan are that:   * Care and commitment underpin all our work to improve the outcomes for disadvantaged pupils. * We build positive relationships with all pupils and their families * We use an evidence-based approach when making decisions * Careful planning and high-quality teaching make the biggest impact, and is the most important factor in improving outcomes * We adopt a culture of early intervention * Less is more – selecting a small number of priorities and giving them the best chance of success will be the most effective approach * Knowing that pupil premium pupils are individuals and not a homogenous group. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Lower levels of family engagement |
| 2 | The diverse range of need represented within our disadvantaged pupils |
| 3 | Attendance |
| 4 | More Pupil Premium children to attain at higher levels (GD) |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Increase family engagement with school | Parents attend parents’ evenings, information workshops and SEN support meetings (where applicable)  Monitoring and follow up to ensure engagement |
| Increased attendance | PP pupils will have expected or above attendance figures (90%+)  Individual families where pupils have very low attendance figures to have additional support – EWO referral, Early Help to address wider need. Review half termly. |
| PP pupils will make accelerated progress from their starting points | Assessment data supports |
| 100% pass rate for phonics screening check at the end of Year 1  EYFS Good Level of Development performance met  Key Stage 1 and 2 statutory assessment points standards achieved | Assessment data supports |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,384

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD – Maths (for teachers and support staff)  Maths lead teachers to participate in mastering number (release)  Release time for maths team  Maths leader, weekly planning with year groups –  Y4 teacher participation in sustaining work group through maths hub | EEF Guide to the Pupil Premium - That high-quality classroom teaching has the most impact. **Tier 1: Teaching**  Planned INSET and PD sessions built into SDP and teams using their strategic time to plan, develop and review their teaching in maths.  Focus on maths fluency  Continued development of maths team – maths ‘expert’ within each phase. | 4 |
| CPD – unconscious bias and PP  Specific PD on PP – ‘The Challenge and the Opportunity’ April 2022  Equalities working party/Equalities lead attending termly cluster | EEF Guide to the Pupil Premium and research schools’ network.  **Tier 1: Teaching**  If we provide high quality teaching that is effective for disadvantaged learners then we are providing effective teaching for all.  Planned training built into SDP | 1, 2, and 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £32, 580

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured 1:1 and small group intervention in phonics | EEF Guide to the pupil premium  **Tier 2: Targeted academic support** | 2 and 4 |
| Structured small group intervention in maths - led or overseen by maths and science lead teachers) 0.5 days per week | EEF Guide to the pupil premium  **Tier 2: Targeted academic support**  Experienced maths lead supporting planning of interventions.  Timetabled protected time to do this. | 2 and 4 |
| School led tutoring organisation. Identifying pupils and planning support/staffing.  SLT meeting time/strategic planning  School led tutoring school additional contribution |  | 4 |
| Additional 1:1 reading support  Year group teams to use support staff for targeted additional regular reading  Year group intervention plans  Reception to Year 6 - 20 pupils | EEF Guide to the pupil premium –  **Tier 2: Targeted academic support**  This intervention is not on disadvantaged students as a cohort, it is on a specific gap. | 2 and 4 |
| Additional 1:1 writing intervention |  | 4 |
| Pre-teaching intervention strategy in maths. Targeted pupils receive additional 1:1 or small group pre teaching intervention.  Gaps in achievement addressed by focusing on specific gaps in knowledge or lack of skills. Focus on developing pupil’s confidence and self-esteem as learners  Year group intervention plans | EEF Guide to the pupil premium –  **Tier 2: Targeted academic support**  This intervention is not on disadvantaged students as a cohort, it is on a specific gap. | 2 and 4 |
| SEMH intervention  1: 1 ELSA  1:1 Learning Mentor Support | Children need a degree of confidence in order to accept challenges, take risks and develop emotional resilience.  Positive SEMH underpins academic success and progress. | 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14,325

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to offer flexible meetings, virtual where necessary, to encourage attendance | EEF Guide to Pupil premium -Putting Evidence to Work | 1, 2, 3 and 4 |
| Parents’ phonics training workshop | **Tier 3: Wider strategies** | 1 and 4 |
| Timetabled home learning club led by school staff after school  Phase groups 1 X hour per week 4 teachers | EEF Guide to the pupil premium  **Tier 3: Wider strategies** | 1, 2, 3 and 4 |
| Develop positive trusting relationships with families facing most challenges | **Tier 3: Wider strategies** | 1, 2, and 3 |
| To provide access to extra-curricular opportunities (clubs) | Inclusion improves attendance and confidence | 2, 3 and 4 |
| To provide educational visits and residential stays | Inclusion improves attendance and confidence. Real life experiences impact academic outcomes | 2, 3 and 4 |

**Total budgeted cost: £ 57,289**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |