

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Wimbledon Park Primary
Number of pupils in school (excluding nursery)	583
Proportion (%) of pupil premium eligible pupils	7.3% (43 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Fist published Oct 2022, reviewed and republished October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Lufkin
Pupil premium lead	Paul Lufkin
Governor / Trustee lead	Raj Sood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550
Recovery premium funding allocation this academic year	£6,525
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	£47,075

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

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 evidences accelerated progress
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 outcomes

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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Maths (for teachers and support staff) Maths teachers to embed mastering number (release) Release time for maths team Math lead teachers planning with new to school teachers 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	4
CPD – Emotion Coaching and one further ELSA trained support staff member 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: £33,600

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 Writing and maths 0.5 days per week	EEF Guide to the pupil premium Tier 2: Targeted academic support	2 and 4

	Experienced maths lead supporting planning of interventions. Timetabled protected time to do this.	
Additional 1:1 reading support Year group teams to use support staff for targeted additional regular reading Year group intervention plans	EEF Guide to the pupil premium – Tier 2: Targeted academic support	2 and 4
Pre-teaching intervention strategy - 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/Emotion Coaching Jigsaw4U therapist 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: £12,625

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 workshops	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: £ 52,725

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.

2022 saw the resumption of statutory assessment although these outcomes are not published on performance tables. Outcomes for disadvantaged children were relatively strong across the school, but greater consistency across phases is targeted, particularly focused on extending to GDS:

- 25% of PP children reached the good level of development at the end of Reception
- Y1 Phonics 89% of PP children met the threshold (above non PP)
- Y2 83% of PP children achieved EXS in Reading, but only 33% in writing and maths. 0% reached GD in reading, writing and maths combined
- Y4 MTC PP average score was 24.7 out of 25 (above non PP)
- Y6 SATs 71% of PP children reached expected standard in reading, writing and maths combined, and 14% reached GD in reading, writing and maths combined

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

Programme	Provider

Service pupil premium funding (optional)

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

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)

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.