

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Wimbledon Park Primary School
Pupils in school	604 (excluding nursery)
Proportion of disadvantaged pupils	5%
Pupil premium allocation this academic year	£63,114
Academic year or years covered by statement	2019-22
Publish date	Autumn 2020
Review date	Summer 2021
Statement authorised by	Lauren Clogg (Head of School)
Pupil premium lead	Esther Bird (Inclusion Manager)
Governor lead	Isabel Instone

## Disadvantaged pupil progress scores for academic year 2018-19

Measure	Score
Reading	3.2
Writing	1.1
Maths	2.6

## Strategy aims

### for disadvantaged pupils for academic year 2018-19

Measure	Score
Meeting expected standard at KS2	90%
Achieving high standard at KS2	20%
Measure	Activity
Priority 1	To increase confidence, resilience and ability to manage feelings
Priority 2	To reduce the gap between pupil premium and non-pupil children making accelerated progress in maths across the school
Barriers to learning these priorities address	SEMH and school refusal/attendance Access to curriculum which builds on prior security in learning
Projected spending	£40,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve significantly above national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve significantly above national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve significantly above national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve 100% pass rate for phonics screening check (Y1 not year 2 re-check)	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Add to the Reading for Pleasure Scheme to ensure children have books which are accessible but also reflect them and their life experience
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encourages wider reading and therefore wider curriculum success Catch-up in maths, which has been highlighted as an area of slow progress
Projected spending	£20,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	To provide access to extra-curricular opportunities (clubs)
Priority 2	To provide educational visits and residential stays
Barriers to learning these priorities address	Confidence. Inclusion – improves attendance. Academic outcomes – real life experiences.
Projected spending	£10,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for staff professional development	Use of INSET days and weekly PD sessions. Built into SDP and therefore teams use their strategic time to review and development approaches. Focus of coaching sessions.

Targeted support	Ensuring enough time for school maths-lead to support small groups	Encourage maths 'expert' per year group team. Maths lead 1 ½ day a week out of class – support for planning of interventions.
Wider strategies	Engaging the families facing most challenges	Small number of families to establish positive and open relationships with – non class based inclusion manager

### Review: last year's aims and outcomes

Aim	Outcome
Children to form and maintain positive relationships with peers and staff. Children interact confidently in a variety of situations in school.	Good progress made but the disruption from Covid will have impacted this group of children significantly.
Accelerated rates of progress in maths.	No statutory assessment data or data post spring to measure from. Key focus in maths development plan for this academic year.

It is important to acknowledge the disproportionate impact that school closures as a result of Covid has had on disadvantaged children. We are working hard to ensure equal access to remote learning by providing devices for those families who do not have them. If this is not practical, then all children will be given hard copies of learning resources. During school closures we targeted our low attaining, disadvantaged children to offer 1:1 learning sessions. We intend to use the catch up premium and the National Tuition program to close academic gaps for this group of children. Our key priority through the start of the academic year 2020-21 is to re-establish relationships in school so that children feel safe and happy here, therefore removing a key barrier to learning and success.