

Pupil premium strategy statement

1. Summary information					
School	WIMBLEDON CHASE PRIMARY SCHOOL				
Academic Year	2017/18	Total PP budget	£84000	Date of most recent PP Review	n/a
Total number of pupils [N to Y6]	718	Number of pupils eligible for PP	56	Date for next internal review of this strategy	June 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	67%	61%
average progress score in reading	+0.57	0.33
average progress score in writing	-1.31	0.17
average progress score in maths	+0.0	0.28

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Weak English language skills for PP pupils who are also EAL in Early Years and KS1 & KS2 affecting progress in English [phonics, reading and writing] in subsequent years.
B.	A significant proportion of pupils eligible for PP also have special educational needs and/or EAL which affects their progress.
C.	Some pupils eligible for PP, as well as other pupils [e.g. EAL], need support to make accelerated progress in order to reach age related expectations.
External barriers (<i>issues which also require action outside school</i>)	
D.	Some pupils eligible for PP and other children have social and emotional needs which impact on their learning.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved English language skills for PP pupils who are also EAL in Early Years, KS1 and KS2.	Pupils eligible for PP who are also EAL in Early Years, KS1 and KS2 class make rapid progress in their English language skills by the end of the year.
B.	Increased rates of progress for SEND pupils eligible for PP.	Pupils eligible for PP identified as SEND make accelerated progress from their starting points. Progress measured either by use of PIVATS or by teacher assessments depending on their level of need.
C.	Accelerated progress for pupils eligible for children in reading, writing and maths.	Pupils eligible for PP make rapid progress by the end of the year so that they meet age related expectations.
D.	Children feel secure at school and can focus on their learning.	Children's focus on learning has improved and emotional well-being is measured using Boxall Profile.

5. Planned expenditure

Academic year

2017/18

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	When will you review implementation?
<p>A: Improved English language skills for EAL in Early Years, KS1 and KS2 inc. PP children.</p>	<p>Focus on EAL learning in Early Years, and Phases 2&3.</p> <p>Teacher released to deliver EAL intervention for targeted children.</p> <p>EAL intervention Training for class teachers</p> <p>Phonics intervention groups run before school – year 1 focus</p> <p>Additional in class phonics support in Year2.</p>	<p>EEF Toolkit shows high impact of intervention in early years as well as specific EAL teaching.</p> <p>To accelerate progress through small group intervention.</p>	<p>Use of teacher to develop a package of EAL and phonics intervention across EYFS & KS1 & 2.</p> <p>Improved language skills recorded for Tracking Progress meetings.</p>	<p>SLT</p>	<p>June 2018</p>

B: Increased rates of progress for SEND C: Accelerated progress for pupils	Staff training on attachment theory and creating attachment friendly classrooms. ASD training for staff.	Research shows that teacher understanding of attachment theory can aid children's progress and well-being [Bowlby]. All staff to use attachment theory understanding in their practice which will enhance all pupil progress.	Speaker to deliver training to whole staff. Use INSET day to deliver training. Resources to be distributed to all staff. Observation of use of attachment friendly classrooms in class observations. Follow up in staff meetings, staff feedback on impact on lessons. Improved progress in children achieving ARE.	SLT	June 2018
Total budgeted cost					£9000

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	When will you review implementation?
B: Increased rates of progress for SEND	Use of variety of SEND interventions to support learning. Use of home learning packs to support PP and SEND children in their learning at home.	Children with SEND often have a range of specific needs that require bespoke interventions. Training specific staff will benefit pupils eligible for PP as well as other children. EEF Toolkit shows high impact of 1:1 tuition in improving attainment. EEF Toolkit shows high impact of developing parental engagement.	All interventions have an entry/ exit assessment to track progress. Children's progress measured in Tracking Progress meetings. PP & SEND survey to see impact of support.	Inclusion manager	June 2018

C: Accelerated progress for pupils	Create time for teachers to work 1 to 1 with PP eligible pupils by using support staff in class.	The Deployment and Impact of Support Staff (DISS) Project highlights the importance of support staff deployment to create opportunities for teachers to work specifically with children who have a variety of needs.	Teachers will regularly assess the children they are working 1 to 1 with formatively. Children's progress measured in Tracking Progress meetings.	SLT	June 2018
C: Accelerated progress for pupils	Use of expert coach at KS1 and KS2.	EEF research shows that effective teaching and feedback has positive impact. Use of a teacher as an expert coach who follows up learning taught in the lesson with bespoke feedback will support pupil's learning.	Expert coach will regularly assess the children they are working 1 to 1 with formatively. Children's progress measured in Tracking Progress meetings.	SLT	Jan 2017
Total budgeted cost					£40000

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	When will you review implementation?
C: Accelerated progress for pupils	Booster classes, 1:1 tuition, targeted reading support [Project X], 1:1 tuition in maths, targeted homework club.	EEF research shows targeted approaches help progress of children.	Entry / exit assessment both formative and summative to measure understanding. Tracking Progress meetings.	SLT	June 2018

D: Children feel secure at school and can focus on their learning.	Use of trained staff to deliver nurture and 1 to 1 emotional literacy [ELSA] support and counselling.	Consistent feedback from schools across the UK that ELSA has a significant impact on the emotional wellbeing of children. We have invested in training specific staff to deliver ELSA support.	Use of entry and exit profiling [e.g. Boxall]. Feedback from children involved. Feedback from parents.	Inclusion manager	June 2018
D: Children feel secure at school and can focus on their learning.	Use of outside agencies to develop children's self-esteem and confidence. Artis [drama worker] to support pupils' speaking, listening and self-confidence skills.	It is proven that children working with Artis (drama) specialists gain in self-confidence and self-esteem through their engagement in group-work in dance, drama and music.	Artis Drama Coach provides reports on children's participation.	SLT	June 2018
D: Children feel secure at school and can focus on their learning.	Trip to outdoor learning centre to develop children's self-esteem [Hindleap Warren]. Other enrichment activities such as residential trips, theatre visits, book shops etc.	There is substantial research evidence to suggest that outdoor adventure programmes as well as participation in enrichment activities can impact positively on children's self-confidence.	Pupil voice is used to assess the success of the activities.		June 2018
D: Children feel secure at school and can focus on their learning.	Use of Parent Advisor to support both pupils and families engagement in all areas of school life [targeted support for families, support with attendance, homework, emotional support, transitions].	There is substantial research evidence to suggest that a bespoke individual support approach for parents encourages families to engage with education.	Pupil and parent voice.		June 2018
Total budgeted cost					£35000

6. Review of expenditure																
Previous Academic Year		2017-2018														
i. Quality of teaching for all																
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost												
A: Improved English language skills for EAL in Early Years, KS1 and KS2 inc. PP children.	Focus on EAL learning in Early Years, and Phase 1 Teacher released to deliver EAL intervention for targeted children.	<p>High: EAL progress good. Y6 SATs EAL progress data : At expected standard or above</p> <table border="1"> <thead> <tr> <th></th> <th>EAL</th> <th>NOT EAL</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+6.2</td> <td>+5.8</td> </tr> <tr> <td>Writing</td> <td>+0.9</td> <td>+0.2</td> </tr> </tbody> </table>		EAL	NOT EAL	Reading	+6.2	+5.8	Writing	+0.9	+0.2	<p>Regular focussed support for EAL children improving standards of English language skills across school</p> <p>Continue next year.</p>	£9000			
	EAL	NOT EAL														
Reading	+6.2	+5.8														
Writing	+0.9	+0.2														
B: Increased rates of progress for SEND	Use of variety of SEND interventions to support learning.	<p>Medium: Y6 SATs SEND : At expected standard or above</p> <table border="1"> <thead> <tr> <th></th> <th>SEND</th> <th>NOT SEND</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+4.8</td> <td>+6.2</td> </tr> <tr> <td>Writing</td> <td>-1.1</td> <td>+1.0</td> </tr> <tr> <td>Maths</td> <td>+0.4</td> <td>+2.9</td> </tr> </tbody> </table>		SEND	NOT SEND	Reading	+4.8	+6.2	Writing	-1.1	+1.0	Maths	+0.4	+2.9	<p>Progress good across school but dependent on individual needs. 1 TO 1 coaching for SEND pupils to continue as well as bespoke interventions.</p> <p>Develop practice next year.</p>	£40000
	SEND	NOT SEND														
Reading	+4.8	+6.2														
Writing	-1.1	+1.0														
Maths	+0.4	+2.9														

ii. Targeted support																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
B: Increased rates of progress for SEND	Use of variety of SEND interventions to support learning.	Individual interventions measured and show increase in attainment.	Continue													
C: Accelerated progress for pupils	Create time for teachers to work 1 to 1 with PP eligible pupils by using support staff in class.	<p>High: In years 2, 6 and 5, time was created for teachers to work 1 to 1 with their PP children. Y5 data showed that this has benefitted the children.</p> <table border="1"> <thead> <tr> <th></th> <th>Expected progress & above</th> <th>Accelerated progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>95%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>16%</td> </tr> </tbody> </table>		Expected progress & above	Accelerated progress	Reading	92%	30%	Writing	95%	24%	Maths	90%	16%	Continue with years 2, 3 and 6. Extend opportunities to other year groups.	
		Expected progress & above	Accelerated progress													
Reading	92%	30%														
Writing	95%	24%														
Maths	90%	16%														
	Use of expert coach at KS1 and KS2.	<p>High: Y2: 85% expected + progress in RWM Y6: 100% expected + progress in reading & maths, 80% in writing</p>	Continue next year. Look to extend to other year groups.	£35000												

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Booster classes, 1:1 tuition, targeted reading support [Project X], 3 rd Space Learning 1:1 tuition in maths	<p>Medium: Improved SATs results for year group.</p> <p>Improved reading ages.</p> <p>Individual interventions measured and show increase in attainment and self confidence.</p>	Look at individual interventions and decide the most effective to continue.	
D: Children feel secure at school and can focus on their learning.	Use of trained staff to deliver nurture and 1 to 1 emotional literacy [ELSA] support and counselling.	<p>High: The work of our ELSA teacher provided pupils with opportunities to develop their self-esteem and their emotional and mental welfare. Evidence from teachers and parents show that this approach positively supports children in their learning.</p>	<p>Continue.</p> <p>Train another member of staff to become an ELSA teacher.</p>	
	Use of outside agencies to develop children's self-esteem and confidence. Artis [drama worker] to support pupils' speaking, listening and self confidence skills.	<p>High: Teachers' feedback shows that they value the input of Artis. Teachers noted the impact it had on children's confidence and that they showed an increased willingness to participate.</p> <p>We achieved the 'I Can' accreditation due to improved speaking and listening skills across the school.</p>	Continue next year.	

	<p>Trip to outdoor learning centre to develop children's self-esteem [Hindleap Warren].</p> <p>Other enrichment activities such as residential trips, theatre visits, book shops etc</p>	<p>High: Pupil Surveys before and after show 100% of pupils increased their self-confidence, team work and problem solving skills.</p>	<p>Continue.</p>	
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