



Wimbledon Chase Primary School Pupil Premium (PP) Strategy

Our PP Strategy for 2019/2020 was impacted by Covid19.

SUMMARY INFORMATION			
Date of most recent PP review:	Sept 2019	Date of next PP review:	Spring 2020
Total number of pupils:	686 including 51 in nursery	Total PP budget:	£75,800
Number of pupils eligible for PP:	41	Amount of PP received per child:	£1,320 (FSM/ever 6) £2,300 (LAC/Post LAC)

CONTEXT

The Department for Education states that school leaders are best placed to decide how to use the PP to improve disadvantaged pupils' academic attainment. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

To assist school leaders in this process, since 2011 the Education Endowment Foundation (EEF) has been working with thousands of schools across the country to establish what works best in raising pupils' attainment. There is now a growing body of evidence on how schools can best help disadvantaged pupils make progress which suggests that schools should consider using a 'tiered' approach to their PP that balances spend across:

- supporting training and continuous development to improve the quality of all teaching targeting
- support for disadvantaged pupils through evidence-based interventions
- supporting whole-school strategies to improve attendance, behaviour and readiness to learn

PP 3-YEAR STRATEGY

Our PP Strategy for the next three years will be based on this guidance from the EEF and that shared at the National PP Conference in July 2019. The overall aims of our strategy are to:

1. Provide targeted support for disadvantaged pupils to reduce the attainment gap in reading, writing and maths combined between PP children at Wimbledon Chase and their non-PP peers nationally.
2. Develop the curriculum so aspirations are raised and that disadvantaged pupils are acquiring the knowledge and cultural capital they need to succeed and be prepared for secondary school and in life.
3. Raise the in-school attainment of both disadvantaged pupils and their peers in Writing.
4. Support disadvantaged pupils through Investors in Diversity training, including SEND pupils.
5. Support staff with effective CPD so that all staff are supported to keep improving and therefore there is consistent excellent teaching and learning which improves the outcomes for all pupils, including the disadvantaged.
6. Ensure children are ready to learn by providing Nurture support
7. Support pupils with basic skills with specialist EAL staff and small group interventions
8. Ensure parents are able to engage in their child's learning by running parental workshops and providing access to our Parent Support Advisor.
9. Ensure all children are able to access the whole curriculum by providing enrichment activities for pupils, including clubs and trips
10. Termly monitoring of Pupil Premium books and work across the school.
11. Termly tracking progress meetings with class teachers to review teaching and learning of Pupil Premium children.



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ASSESSMENT INFORMATION 2018-19			
EYFS			
	Pupils eligible for PP (3 pupils)	School Average (non PP pupils)	National Average (all pupils)
Reading	100%	86%	77%
Writing	67%	78%	74%
Maths	100%	87%	80%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP (2 pupils)	School Average	National Average
50%	85%	82%

END OF KS1			
	Pupils eligible for PP (5 pupils)	School Average (non PP pupils)	National Average (all pupils)
% achieving expected standard in reading, writing and maths	69%	73%	65%
% achieving the expected standard in reading	100%	86%	75%
% achieving the expected standard in writing	60%	74%	69%
% achieving the expected standard in maths	80%	89%	76%

END OF KS2				
	Pupils eligible for PP (12 pupils)	School Average (all pupils)	National Average (all pupils)	National Average (non PP pupils)
% achieving expected standard in reading, writing and maths	67%	83%	65%	71%
% achieving the expected standard in reading	75%	93%	73%	78%
% achieving the expected standard in writing	75%	86%	78%	83%
% achieving the expected standard in maths	75%	87%	79%	84%
% achieving greater depth in reading, writing and maths	8%	29%	11%	13%
% achieving greater depth in reading	33%	48%	27%	31%
% achieving greater depth in writing	17%	32%	20%	24%
% achieving greater depth in maths	25%	52%	27%	32%



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ASSESSMENT INFORMATION 2018-19 : Average Progress for PP pupils in Reading, Writing and Maths			
	Progress Score for Pupils eligible for PP (12 pupils)	National average for non-disadvantaged pupils	National average for disadvantaged pupils
Reading	5.03	0.32	-0.62
Writing	2.42	0.27	-0.5
Maths	2.69	0.37	-0.71



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BARRIERS TO FUTURE ATTAINMENT	
1	In EYFS, there are increasing numbers of children with English as an additional language, including PP children,.
2	Across some year groups, PP children are not attaining in line with their non PP peers nationally.
3	A high number of pupils who receive Pupil Premium Funding also have SEND (Cognition and learning, communication and interaction needs)
4	Some pupils eligible for PP have social and emotional needs which impact on their learning.

- Pupil Premium attainment data is monitored termly
- The impact of actions is reviewed termly at Pupil Tracking Progress Meetings
- Attendance is monitored monthly by the Attendance Officer, Inclusion Manager and SLT
- The Pupil Premium Strategy is shared with staff and governors and is shared on the website for parents/carers
- Governors undertake regular reviews of the PP Strategy

BARRIER	ACTION	EXPENDITURE/RESOURCES	SUCCESS CRITERIA/DESIRED OUTCOME	IMPACT
1. Oral language acquisition	<ul style="list-style-type: none"> • Early Intervention – Speech & Language • Targeted reading aloud • Explicitly extending pupils' spoken vocabulary • Targeted language acquisition support for EAL • 1:1 reading • Teacher released to deliver EAL intervention for targeted children • Phonics intervention groups run before school – year 1 focus • Home learning packs for KS1 Pupils 	<ul style="list-style-type: none"> • Speech & Language • LSA small group intervention • Teacher small group intervention • 1:1 intervention • Parent volunteers – 1:1 reading • £17,000 	<ul style="list-style-type: none"> • Improved oral language skills of all pupils (Data) • PP pupils make accelerated progress in oral language skills and this is demonstrated in summer Early Years data and at Year 1 phonics screening. (Data) • Improved language skills positively impact on outcomes in Reading and Writing (Data) • Increased vocabulary observed in drop ins/ learning walks 	<p>The only data available is from Aug until Spring and based on teacher assessment due to the closure of school due to Covid-19.</p> <p>85 % pupils made expected or greater than expected progress in Speaking from Aut to Spri 2020.</p> <p>PP pupils (4) made 100% expected or above progress in Speaking from Aut to Spri 2020. No phonics data 2020</p> <p>Reading progress from Aut to Spri 2020 PP 100%, non-PP 88%</p> <p>Writing progress from Aut to Spri 2020 PP 100%, non-PP 85%</p>



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<p>2. Attainment Gaps</p>	<ul style="list-style-type: none">• PP review at Pupil Progress Meetings monthly• Staff CPD to continue to improve the quality of T&L• Targeted group and 1:1 intervention programme for individuals delivered by LSAs and Class Teachers• Project X group run for Year 3 and 4 pupils• Year 6 booster groups run for English and Maths• Focus on developing Greater depth through targeted support and teaching• Reading comprehension interventions run for Year 6 to develop inference skills• Writing intervention group run for targeted Year 2 children to develop greater depth writing• Boy friendly texts used to inspire writing• Create time for teachers to work 1 to 1 with PP eligible pupils by using support staff in class• Use of expert coach at KS1 and KS2• Booster classes, 1:1 tuition, targeted reading support [Project X], 1:1 tuition in maths, targeted homework club• Maths Mastery	<ul style="list-style-type: none">• LSAs• Teachers• CPD• Assessment Systems• Pupil Tracking Progress Meetings termly• After school clubs• Homework clubs• £30,000	<ul style="list-style-type: none">• Reduced attainment gaps between PP children and all pupils nationally in all core subjects so that the combined RWM gap is reduced (Data)• Year 6 PP children have made good progress from their starting points and this is in line with National progress. (Data)• Work observed in drop ins/ learning walks and book monitoring.	<p>The only data available is from Aug until Spring and based on teacher assessment due to the closure of school due to Covid-19.</p> <p>Y6 Reading progress from Aut to Spri 2020 PP 90%</p> <p>Y6 Writing progress from Aut to Spri 2020 PP 70%</p> <p>Y6 Reading progress from Y2 to Spri 2020 PP 90%</p> <p>Y6 Writing progress from Y2 to Spri 2020 PP 80%.</p>
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4. SEND

- Ensure that Learning Passports are used consistently and effectively
- Pupil Progress Meetings to track PP

with contextual SEND information

- Small group and 1:1 targeted intervention for individuals with 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.

- Learning Passports
- Inclusion Manager
- EHCPs
- SEND 1:1/group intervention
- £7,300

- SEND PP pupils make accelerated progress and there is no gap between SEND PP and SEND Non-PP. (Data, Pupil Progress Meetings Termly)
- Work observed in drop ins/ learning walks and book monitoring.

The only data available is from Aug until Spring and based on teacher assessment due to the closure of school due to Covid-19.

SEND progress since Y2 to Spring 2020

	MATHS %		READ %		WRITE %	
	PP	NON PP	PP	NON PP	PP	NON PP
6 19%	92	96	83	98	83	92
5 17%	85	90	85	90	85	89
4 13%	55	90	73	97	82	99
3 10%	89	96	78	92	89	91

5. Social and emotional needs

- Use of trained staff to deliver nurture and 1 to 1 emotional literacy [ELSA] support and counselling
- 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.
- 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].
- Lunchtime nurture groups to support social interaction with peers

- Inclusion Team
- SLT
- ELSA staff
- £31,500

Total planned expenditure:
£75,800

- Use of entry and exit profiling [e.g. Boxall].
- Feedback from children involved.
- Pupil voice is used to assess the success of the activities.
- Pupil and parent voice.

During Covid19 lockdown, teachers and supports staff made weekly phone call contact with PP vulnerable children.

Physical resources delivered to PP vulnerable families.