

# Wimbledon Chase Primary School

## Pupil Premium Strategy Statement



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This statement details our school's use of pupil premium 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 Chase Primary School
Number of pupils in school	695
Proportion (%) of pupil premium eligible pupils	6.7 % (47 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Keith Ellis, Headteacher
Pupil premium lead	Caroline Burnett, Donna Newell Deputy Head teachers
Governor / Trustee lead	Alison Hamilton Lead for Disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£60,576</b>
NTP premium funding allocation this academic year	<b>£5,445</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£3,850,997</b> (delegated income, not school generated)

## Part A: Pupil Premium Strategy Plan

### Statement of intent

**It is our objective to ensure that all pupils at Wimbledon Chase Primary School make good progress and achieve high attainment across all subject areas irrespective of their background or the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those that are already high attainers.**

At Wimbledon Chase we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

#### **Our objectives are to:**

- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the pupil's ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, precision teaching and the National Tutoring Programme
- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

#### **Key Principals:**

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.
- Class teachers will identify Pupil Premium pupils within their class and provide specific intervention and support which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics identified by internal assessments show that disadvantaged pupils generally have more difficulties than their peers
2	The social, emotional and mental health of a proportion of our disadvantaged pupils
3	Some disadvantaged pupils have been identified as having less opportunities and experiences/ access to wider opportunities
4	The attendance data indicates that the attendance among some disadvantaged children is lower than for non-disadvantaged pupils
5	Parental engagement to be developed further for some disadvantaged pupils
6	Analysis shows that 40% of our disadvantaged children have additional EAL needs and will be offered further support to assist them in their learning

## 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
Improve Reading, Writing and Maths attainment among disadvantaged pupils	KS2 outcomes for Reading, Writing, Maths in 2022/23 show that disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To ensure that our pupils receive a balance of wider opportunities to support their learning and development	<ul style="list-style-type: none"> <li>Gaps in wider experiences have been identified and pupils are engaging in additional activities and resources</li> </ul>
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>the gap of the overall attendance rate of disadvantaged pupils has narrowed to be in line with the school target of 96%</li> </ul>
To improve the progress and attainment of disadvantaged EAL pupils	Outcomes for disadvantaged pupils with EAL show improvement in attainment

## 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: £3,810**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition linked to Zones of Regulation	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. <a href="#">EEF Metacognition</a>	1,2,5
ELSA  £1,650	Consistent feedback from schools across the UK has shown that the support from ELSA has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically <a href="#">ELSA Support</a>	2,
Wellbeing CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2, 5
Maths CPD  £2,160	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths_guidance_KS1_and_2.pdf (publishing.service.gov.uk)</a>	1
Spelling and Handwriting CPD	All staff to be training in the use of Spelling Shed and bespoke handwriting and for this to be incorporated into weekly lessons <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> To use Spelling Shed to support learning at home <a href="#">EEF</a>	

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

**Budgeted cost: £ 53,396**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Provide opportunities for teachers to formatively assess all children's learning appropriate to their Key Stage</li> </ul>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>                      Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">EEF – Standardised tests</a></p>	1
<ul style="list-style-type: none"> <li>• Reading Support Interventions relevant to each Key stage</li> <li>• Language Link -EYFS</li> <li>• KS1 Preschool phonics and Language Link Group Project X - KS1 and 2 Rapid Phonics KS1 and KS2 Inference training</li> <li>• Little Wandle Catch Up</li> <li>• Additional staff employed to support learning for disadvantaged groups £12,480</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<ul style="list-style-type: none"> <li>• Maths Intervention relevant to each key stage</li> <li>• Same day interventions. Small group teaching by qualified teachers. - Continued Mastery curriculum</li> </ul>	<p>Small group interventions targeted at pupils that require additional support in maths help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils  <a href="#">Small group tuition</a></p>	1
<ul style="list-style-type: none"> <li>• Use highly qualified staff to provide 1:1 and small group support for specific pupils in reading and writing to ensure they make progress from their starting point.</li> </ul>	<p>Small group interventions targeted at pupils that require additional support in reading and writing help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1



<ul style="list-style-type: none"> <li>• 1:3 NTP Targeted interventions across Year Three and Four - focus English</li> </ul> <p>£5,480</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<ul style="list-style-type: none"> <li>• To promote spoken language with early level EAL pupils through small group speaking and listening sessions.</li> </ul> <p>£9,186</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<ul style="list-style-type: none"> <li>• To provide Pre teach material for EAL pupils</li> </ul>	<p>Evidence shows that children with EAL benefit from pre learning of vocabulary, explicit teaching of topic vocabulary and development of Strategies to provide oral and written scaffolding models.</p> <p><a href="#">Bell foundation EAL evidence</a></p>	6
<ul style="list-style-type: none"> <li>• Small group social Interaction groups in each year group. 1 to 1 support from ELSA trained staff for specific children displaying anxiety</li> <li>• Attention Bucket Intervention</li> <li>• Intensive Interactions group- EYFS and KS1</li> <li>• Worries Group- KS1 and KS2</li> <li>• Free Falling -Polka Theatre</li> </ul> <p>£23,750</p>	<p>Consistent feedback from schools across the UK has shown that the support from ELSA has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically</p> <p><a href="#">ELSA Support</a></p> <p><a href="#">Life skills and enrichment</a></p>	2
<ul style="list-style-type: none"> <li>• Continue to strengthen communication and engagement of parents sharing learning experiences at home with school</li> <li>• Workshops for parents to explain key areas of learning or development. Share website links with parents that explain how we teach phonics, maths and the importance of communication and language across the curriculum</li> </ul> <p>Wellbeing team</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment</p> <p><a href="#">EEF</a></p>	6

<ul style="list-style-type: none"> <li>• Parental workshops run by Mental Health Cluster</li> <li>• Bespoke wellbeing support provided by Educational Wellbeing Practitioner to provided targeted to support families</li> </ul> <p>£2,500</p>		
<ul style="list-style-type: none"> <li>• To ensure pupil engagement in all areas of school life</li> <li>• Wider curriculum opportunities</li> </ul>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported</p> <p><a href="#">EEF</a></p>	1

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

**Budgeted cost: £5,660**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</li> </ul>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,5
<ul style="list-style-type: none"> <li>To liaise with parents and develop strategies to improve the attendance of disadvantaged pupils</li> </ul> £2,660	Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils. Improving communication with parents has been shown to be an effective way of reducing absence. <a href="#">Impact of absence and attainment UCL</a>	4
£3,000	Trips	

**Total budgeted cost: £62,236**

## 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 2021 to 2022 academic year.

#### **Targeted academic support (for example, tutoring, one-to-one support structured interventions) - review of outcomes from academic year 2021/2022**

##### **To provide opportunities to formatively assess all children's learning appropriately to their Key stage**

Staff training on Feedback and Marking and success criteria has had a high impact on learning outcomes. This has been evidenced through book scrutinies, moderation and discussions during Tracking Progress meetings. PIRA tests have been used across KS2 to highlight and identify children who would benefit from additional support in comprehension and reading fluency. End of unit Maths tests are used across the school to identify gaps in attainment and to provide appropriate interventions.

##### **Literacy Interventions**

All staff have received Little Wandle training and this has enabled them to support children and deliver targeted phonic intervention across the school. The positive impact of this training can be seen in 2022 results of 82% reaching expected standard in Year One. Four members of staff have been trained in the Language Link programme offering support to children in EYFS and Year One. The measured impact of this can be seen from our Reception data where GLD was 78% (in line with pre Covid standards) Pre School and in class Inference training given to staff has had an impact across KS2. This can be seen from our KS2 SATs results 2022 of Reading 91% and Writing 80% at or above expected standard which is currently above national data.

##### **Maths Interventions**

Same day maths interventions have provided pupils with the opportunities to overcome barriers in their knowledge and understanding of mathematical concepts. Staff have been given time to carry out interventions alongside CPD for Maths Mastery. This can be seen from our results at the end of each Key Stage KS1: 81% at or above expected standard , KS2: 91% at or above expected standard.

##### **Additional staff to support learning**

NTP Targeted interventions across Years 3, 5 and 6 in both maths and literacy have targeted specific needs and knowledge to ensure Pupil Premium pupils have narrowed the gaps in their learning.

##### **ELSA Support and resources**

Four members of staff trained and supporting children across Year One to Six. Attention Bucket intervention has been run across EYFS and KS1 and this has had a positive impact on children's emotional needs.

##### **Parental engagement**

Various workshops have been run across the school to support parents and children. These have included Curriculum and Social/emotional workshops run by the Educational Welfare Practitioner. These have been positively received by parents. Parent Gym (charity) was oversubscribed and as a result the school has run additional sessions.

##### **Pupil engagement**

Following pupil surveys and pupil voice children have been identified that would benefit from being involved in extracurricular activities. These have included a Move and Groove project, Skywalk Adventure trip and Polka Theatre workshops.

## 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
Digi Map
Twinkle
Phonics Play
Tig Tag
Tapestry
Spelling Shed
Letter Join

**Service pupil premium funding (optional) N/A**