

# 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	671
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Keith Ellis, Headteacher
Pupil premium lead	Caroline Burnett, Donna Newell Deputy Head teachers
Governor	Jonathan Hearn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£78,205</b>
NTP premium funding allocation this academic year	<b>£8,960</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>£87,165</b>

## 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 mental health and well being of a proportion of our disadvantaged pupils has been highlighted as an area of difficulty compared to their peers
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 31% of our disadvantaged children have additional SEND and 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 2023/24 show that disadvantaged pupils achieve the expected standard or above
To achieve and sustain improved mental health and wellbeing for all pupils in our school	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations will show an increase in improved well being</li> <li>• An increase in the number of parents of disadvantaged pupils attending targeted SEND and SEMH workshops</li> </ul>
To ensure that our disadvantaged 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> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2023/24 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 SEND pupils	Outcomes for disadvantaged pupils with SEND 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: £2,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA - To increase the number of trained ELSA staff	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 and Emotion Coaching CPD for all staff	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="#">Social and emotional learning   EEF</a>	2, 5
Ordinary and Available CPD	Ordinary Available training has been undertaken and disseminated to all staff to reflect and develop their inclusive provision to benefit all children in the school including those with SEND <a href="#">Merton OAG Guidance</a>	6
Maths CPD	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
Reading and writing CPD	The EEF evidence states that to excel in literacy, pupils need high quality teaching and extensive opportunities to practise reading and writing. <a href="#">Improving Literacy KS2 - EEF</a>	1



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

**Budgeted cost: £73,465**

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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>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:</p> <p><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</li> <li>• Year Six Pre School Booster sessions</li> <li>• Targeted Greater Depth intervention</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:</p> <p><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</p> <p><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</p> <p><a href="#">Individualised instruction   EEF</a></p>	1
<ul style="list-style-type: none"> <li>● 1:3 NTP Targeted interventions across Year Three- focus English</li> </ul>	<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>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>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 Wellbeing team</li> <li>• Parental workshops run by Mental Health Cluster</li> <li>• Be spoke well being support provided by Educational Wellbeing Practitioner to provided targeted to support families</li> </ul>	<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="#">Parental Engagement EEF</a></p>	6
<ul style="list-style-type: none"> <li>• To ensure pupil engagement in all areas of school life</li> <li>• Wider curriculum opportunities</li> <li>• HAF project set up and running each holiday during the academic year</li> <li>• Merton Schools Partnership to provide f after school sporting clubs for disadvantaged pupils- funded from PP grant</li> </ul>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported</p> <p><a href="#">Pupil Motivation EEF</a></p>	1

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

**Budgeted cost: £11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Whole staff training on behaviour and relationships</li> <li>• Whole staff training on Emotion Coaching to improve behaviour and SEMH across whole school</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2,5
<ul style="list-style-type: none"> <li>• To liaise with parents and EWO to develop strategies to improve the attendance of disadvantaged pupils</li> </ul>	<p>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></p>	4
<p>To increase the number of disadvantaged pupils that have access to residential trips/ outdoor learning in years 5 and 6</p>	<p>Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <a href="#">EEF-Outdoor/ residential Learning</a></p>	

**Total budgeted cost: £87,165**

## 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 2022/2023

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

Staff training on questioning and learning styles 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 continue to update 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 2023 results of 82% reaching expected standard in Year One. Whole staff training on Oracy has impacted lesson design and writing opportunities across the school. The measured impact for literacy interventions can be seen from our end of Key Stage data (Reception GLD 78% , KS1 74% and KS2 73%. working at or above age related expectations. PreSchool and in class Inference training given to staff has had an impact across KS2. This can be seen from our KS2 SATs results 2023 of Reading 84% 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: 85% at or above expected standard , KS2: 87% at or above expected standard.

##### Additional staff to support learning

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

##### ELSA Support and resources

Five members of staff trained and supported 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. One member of staff trained in drawing and talking therapy which has been used to support disadvantaged pupils.. The school is part of the WAVE 6 Merton Mental health Cluster which supports disadvantaged pupils with positive mental health and well being.

### **Parental engagement**

Various workshops have 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 Wimbledon theatre trip. Disadvantaged pupils have been part of the school committee who worked to gain the silver Rights respecting School Status.

## **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*

<b>Programme</b>
Digi Map
Twinkle
Phonics Play
Tig Tag
Tapestry
Spelling Shed
Letter Join
Timetable Rock Stars
Big Cat Collins E books

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