



## Pupil Premium Strategy Report

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
Number of pupils in school	189
Number of eligible pupils	38
Proportion (%) of pupil premium eligible pupils	20% (Wandsworth average 18%)

### Funding overview

Detail	Number of pupils	Amount	Total
Pupil premium funding allocation this financial year 2022/23 <i>Pupils who are eligible for free school meals, or have been eligible in the past 6 years</i>	38	£1,480	£56,240
<b>Total for the year</b>			<b>£56,240</b>

## Challenges faced by disadvantaged pupils

Challenge number	Detail of challenge
1	Progress made in Reading, Writing and Maths is not in-line with non PPG children across the school.
2	Attendance and punctuality – attendance amongst PPG children is generally below expectations at 93% across the school, leading to gaps in education.
3	Home learning enrichment – PPG children in general have less exposure to enrichment activities and will statistically have less exposure to vocabulary and support with their homework. This can lead to a lack of confidence and gaps in core learning, such as reading, writing and maths.
4	Qualitative and quantitative data indicated that pupils have speech and language difficulties, as well as vocabulary gaps.
5	Wellbeing – each family has their own experiences and challenges that may affect their wellbeing and confidence.
6	Pupil mobility – Pupil mobility is a barrier to learning with many children starting at the school later on in their school careers. This provides less time to assess children's knowledge and to implement strategies and further support to help close potential gaps in their knowledge and understanding.

## 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
To meet the cognitive and learning needs of disadvantaged pupils. To enable access to high quality teaching and targeted interventions where needed to support them in making progress.	Staff demonstrate a wide repertoire of skills in meeting the needs of children. Assessments and observations show significant improvement.
Improved oral language and speech skills as well as vocabulary	Pupils will demonstrate a wider vocabulary as well as improved communication. This will in turn impact on their understanding and learning.
Disadvantaged pupils maintain good or better progress from starting points	Gap will close in progress between PPG and non PPG.
PPG attendance inline or better than 96%	Good attendance 96%+ to enable access to high quality teaching and targeted interventions where needed to support them in making progress.
To achieve and sustain improved mental wellbeing	Children's well-being needs are met. Qualitative data from pupil voice, pupil and parent surveys
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice reflect enjoyment in school and positive attitudes to learning and other school activities such as clubs and trips. Children's social skills, independence, perseverance and team-work are developed.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: Staff Training, resources and cover: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole Staff training on HQT and Ordinarily Available provision. Strategies to address; Communication and interaction. Cognition and learning. Social, emotional, and health difficulties. Sensory and/or physical needs.</p>	<p>EEF Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p>	<p>1,3 and 4</p>
<p>Teaching revisit prior learning before moving on to new topics/skills. Where children have gaps, they are supported through OAP and interventions (where needed). Some interventions may be: Phonics Reading Maths Fine and gross motor skills Pre-teaching</p>	<p>Teachers and support staff are proactive in supporting the children and reacting to gaps in knowledge as they present themselves. EEF evidence-based recommendations: Purposeful speaking and listening activities. Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p>	<p>1,3, 4 and 6</p>
<p>The curriculum is carefully mapped out to ensure that a range of topics are taught, allowing the children to develop their knowledge and love of learning.</p>	<p>Each topic is carefully mapped out by subject leaders and the curriculum lead. Good quality resources and schemes are used to support the teaching of all areas. Topics in science, humanities and Jewish Learning filter into other subject areas to enrich and deepen the learning.</p>	<p>1,3 and 4</p>
<p>EP staff training – precision teaching (short tasks to build skills by practising them regularly).</p>	<p>EEF evidence - 1:1 is effective to accelerate progress and improve levels of fluency and accuracy.</p>	<p>1,3 and 4</p>

Support staff are trained in ELSA to support children with their emotional wellbeing.	A further two members of support staff will complete the ELSA training this year, resulting in an ELSA for each key stage (EYFS, KS1 and KS2). This will give children the tools to navigate challenges with their mental health and wellbeing.	5
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: Staffing and resources: £12,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted sessions for groups and 1:1 Place2Be Art Therapy Therapeutic Play ELSA Lego Therapy Zones of Regulation Music Therapy Reading 1:1	Social and Emotional strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	4, 5 and 6
Various speech and language interventions 1:1 and in small groups.	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.	1,3 and 4
Precision whole class teaching Nessy Touch Typing and Dyslexia and Dyscalculia Screeners. Various subscriptions to schemes and intervention resources	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.	1,3, 4 and 6
Small group and targeted interventions to take place before school to support in closing the gaps for key children and ensure they are on time to school.	Children identified through PP meetings will take place in targeted interventions before school (8.30 – 8.50am) to further support with gaps in their learning.	1,2,3 and 4

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

**Budgeted cost: Staff Training, resources and cover: £33,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted sessions for groups and personalised 1:1 Place2Be Art Therapy Therapeutic Play ELSA Talking Mats delivered by EP. Bereavement Counsellor	EEF evidence suggests that Social and Emotional strategies can have a positive impact on social interactions, attitudes to learning, and learning itself.	1, 2
Coffee mornings and workshops for all parents	Strong parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance, resulting in less gaps in child's learning.	1, 2, 3 and 5
Enrichment activities and extended school time. Wrap around care	Clubs are carefully costed and provided at a subsidised rate to disadvantaged families. Subsidised spaces are available at wrap around for PPG.	2, 3 and 5
Trips and residential are planned throughout the year for all children, which support their learning in school.	Trips are carefully costed and provided at a subsidised rate to disadvantaged families.	2,3,4 and 5
Attendance is carefully monitored by our attendance officer and families are offered support where required.	Parents advised if attendance falls below an acceptable level. Support in place for families where attendance and punctuation is an issue. Weekly, termly and yearly attendance awards for 98% and 100% attendance. Bike for winner at the end of the year.	2 and 5
Children have the resources they need for all lessons.	All PPG ch provided with a pencil case and stationary (as per uniform and stationary policy) and resources are topped up throughout the year.	3 and 5

**Total budgeted cost: £56,240**

## Pupil Premium Strategy Outcomes 23/24

	<b>Desired Outcomes</b>	<b>Outcome</b>
1.	To meet the cognitive and learning needs of disadvantaged pupils. To enable access to high quality teaching and targeted interventions where needed to support them in making progress.	<b>Year 1 Phonics screening check 2024:</b> 100% Disadvantages children achieved a score of 32+ 96% 'Other' children achieved a score of 32+  <b>At the end of year 6 2024:</b> <b>Reading:</b> 80% Disadvantages children achieved EXP+ 79% 'Other' children achieved EXP+ <b>Writing:</b> 40% Disadvantages children achieved EXP+ 64% 'Other' children achieved EXP+ <b>Maths:</b> 60% Disadvantages children achieved EXP+ 79% 'Other' children achieved EXP+
2.	Pupils will demonstrate developed social skills and be able to recognise and handle their emotions.	Less incidents of level 3 and 4 behaviour recorded Social skills targeted interventions and the PHSE curriculum support children in developing their social skills. Children are able to use Zones of Regulations to identify their feelings and strategies to support themselves. Children attend Therapeutic Play, Play Therapy and ELSA. Behaviour is being addressed through positive reinforcement, such as star of the week (linked to school values), headteacher award, and Dojos points.
3.	Looked after children and previously Looked After Children will feel less traumatised and will display calm and positive, engaged behaviours with other children.	Our Looked after children in Year 1 is on track to achieve well and the Virtual School is pleased with their progress. Their needs are being met and they is making very good progress in all areas of learning. She is happy and their self-assessment indicates that they are positive about school
4.	Improved oral language and speech skills as well as vocabulary	Various Speech and Language training has taken place and children attend interventions across the school. Support staff are further trained in supporting children with speech and language, alongside a SL specialist.
5.	Parents will feel more confidence about supporting their children in various contexts.	Parents have attended various Coffee Mornings and other PTA events which has widened their support network with parents in the school. All parents have received a detailed handbook related to the year group that their child is in, outlining support, the curriculum, enrichment opportunities and ways to support their child at home. CPG homework books have been provided for all children from year 1-6 to support with homework and parents at home.
6.	Pupils will develop better sensory processing and fine and gross motor skills.	Where there are fine and gross motor skills and sensory difficulties, children have been referred to the Occupational Therapy service. Children are reaching their targets and making progress.
7.	Disadvantaged pupils maintain good or better progress from starting points	<b>Year 1 Phonics screening check 2024:</b> 100% Disadvantages children achieved a score of 32+ 96% 'Other' children achieved a score of 32+  <b>At the end of year 6 2024:</b> <b>Reading:</b> 80% Disadvantages children achieved EXP+ 79% 'Other' children achieved EXP+ <b>Writing:</b> 40% Disadvantages children achieved EXP+ 64% 'Other' children achieved EXP+

		<b>Maths:</b> 60% Disadvantaged children achieved EXP+ 79% 'Other' children achieved EXP+
8.	PPG attendance inline or better than 96%	43% of disadvantaged pupils have 96% + attendance. 43% of disadvantaged pupils have between 90 - 96% attendance. 14% of disadvantaged pupils have below 90% attendance.
9.	To achieve and sustain improved mental wellbeing.	Children's well-being continue to be met through a range of strategies: PSHE curriculum, emotional wellbeing interventions, enrichment opportunities, strong links between home and parents. This has been evidence through pupil voice, learning walks, school council, intervention outcomes and behaviour related logs.
10.	Pupils access a wide range of enrichment experiences both in and out of school.	All PPG ch receive 50% reduction in the cost of trips. ASC and BC provided by the school with 3 subsidised spaces for disadvantaged children. A wide range of trips have been carried out throughout the year with a focus on lowering the cost to parents. Clubs remains an area for improvement for 2024/25.