



Pupil Premium Strategy Report

This statement details our school's use of pupil premium (for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	228 (October 2023 census)
Number of eligible pupils	50
Proportion (%) of pupil premium eligible pupils	22% (Wandsworth average 18%) Stats from https://explore-education-statistics.service.gov.uk

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>	50	£1,385	£72,750
Total for the year			£72,750

Challenges faced by disadvantaged pupils

Challenge number	Detail of challenge
1	Progress made in Reading, Writing and Maths is not inline with non PPG children across the school. Children being referred to the Educational Psychologist for assessment and to provide recommendations and strategies. Staff to develop a wider bank of strategies to meet the needs of pupils. Pupil attendance – 93%
2	Qualitative and quantitative data indicated under-developed social and emotional skills in disadvantaged pupils. Number of children experiencing social, emotional well-being and behavioural issues has risen and is affecting their readiness to learn. This impacts on their attainment and progress.
3	Newly arrived PLAC and LAC children needed SEMH support.
4	Qualitative and quantitative data indicated that pupils have speech and language difficulties, as well as vocabulary gaps and were referred to the Speech and Language service for an assessment.
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.
Pupils will demonstrate developed social skills and be able to recognise and handle their emotions.	Fewer behaviour incidents recorded on CPoms. Fewer referrals to ELSA and other SEMH interventions. Pupils will be able to regulate and manage their emotions. Transference of skills across the whole school in various contexts and at home.
Looked after children and previously Looked After Children will feel less traumatised and will display calm and positive, engaged behaviours with other children.	Pupils will be happy. Their self-assessment indicates that they are positive about school.
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.
Parents will feel more confidence about supporting their children in various contexts.	Parents attend Parent Gym and will self-reflect and demonstrate new found skills with their children. Parents will have a wider support network which includes other parents in the school.

Pupils will develop better sensory processing and fine and gross motor skills.	Physical development improves, as well as their ability to enjoy life, work and leisure activities as independently as possible.
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
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.	EEF Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.	1

Speech and Language CPD: Teach Talk Explore and Talk Word Aware – Pre-teaching vocabulary Selective Mutism Blanks levels and Language for Thinking	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.	2
Staff training in Occupational Therapy; Introduction to Sensory Processing and Sensory Strategies Use of Sensory Circuits & Sensory equipment and resources	Targeted phonics interventions have shown to be more effective when delivered as regular sessions.	1
EP staff training – precision teaching (short tasks to build skills by practising them regularly).	EEF evidence - 1:1 is effective to accelerate progress and improve levels of fluency and accuracy.	1

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

Budgeted cost: Staffing and resources: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted sessions for groups and 1:1 Place2Be Therapeutic Play ELSA Lego Therapy Zones of Regulation	EEF evidence suggests that 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.	1, 2, 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.	4,6
Precision Teaching	Targeted academic support can support pupil progress and can be employed to help boost	1, 6

Nessy Touch Typing and Dyslexia and Dyscalculia Screeners. Clicker 8 Various subscriptions	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Staff Training, resources and cover: £42,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted sessions for groups and personalised 1:1 Place2Be 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
WIASS and WAAS coffee mornings	EEF evidence found that poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	1, 2, 5
Parent Gym delivered by advisor.	EFF evidence found that engagement with parents of very young children are typically more effective	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	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.	1-5
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.	1, 2
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.	5

Total budgeted cost: £72,750

Pupil Premium Strategy Outcomes 22/23

Desired Outcomes	Outcome
<p>To meet the cognitive and learning needs of disadvantaged pupils.</p> <p>To enable access to high quality teaching and targeted interventions where needed to support them in making progress.</p>	<p>Assessments demonstrate that children making good or very good progress in Reading, Writing and Maths.</p> <p>Where children aren't making expected progress, the support of our Educational Psychologists and other services provide recommendations and strategies. 15% of disadvantaged pupils have EHCPs.</p> <p>Monitoring of Teaching and Learning have confirmed that staff are demonstrating a range of skills in meeting the needs of children. Ordinarily Available Provision/Quality First training has been delivered and cognitive and learning needs are continuing to be addressed.</p> <p>Qualitative and Quantitative assessments demonstrate that targeted interventions are having an impact.</p> <p>All disadvantaged pupils received Little Wandle Catch up targeted at small gaps in their phonics knowledge. All pupils are on track to meet standard by the end of Y2.</p>
<p>Pupils will demonstrate developed social skills and be able to recognise and handle their emotions.</p>	<p>Social skills targeted interventions and the PHSE curriculum support children in developing their social skills.</p> <p>Zones of Regulation is embedded throughout the school. This has become part of children's usual vocabulary.</p> <p>Children attend Therapeutic Play, Play Therapy and ELSA. Fewer referrals to ELSA have been made.</p> <p>Behaviour is being addressed through positive reinforcement, such as star of the week and Dojos points.</p>
<p>Looked after children and previously Looked After Children will feel less traumatised and will display calm and positive, engaged behaviours with other children.</p>	<p>Our Looked after child in Reception is on track to achieve well and the Virtual School is pleased with their progress. Her needs are being met and is making very good progress in all areas of learning. She is happy and their self-assessment indicates that they are positive about school</p>
<p>Improved oral language and speech skills as well as vocabulary</p>	<p>Pupils are attending Word Aware interventions and this is having an impact on their vocabulary. These particular children are making good progress academically and socially as their interactions with others are improving.</p> <p>Various Speech and Language training has taken place and children attend interventions such as Explore and Talk in the Reception class, teach Talk in Year 1, Blank Level, Colourful Semantics and Narrative interventions. These are having a positive effect on pupils.</p>
<p>Parents will feel more confidence about supporting their children in various contexts.</p>	<p>Parents have attended various Coffee Mornings and other PTA events which has widened their support network with parents in the school.</p> <p>This still remains an area for improvement.</p>
<p>Pupils will develop better sensory processing and fine and gross motor skills.</p>	<p>Where there are fine and gross motor skills and sensory difficulties, children have been referred to the Occupational Therapy service.</p>

Disadvantaged pupils maintain good or better progress from starting points	Children are reaching their targets and making progress.
PPG attendance inline or better than 96%	62% of disadvantaged pupils have 95% + attendance. 24% have 90% + attendance. There are no Persistently Absent pupils.
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.	All PPG ch receive 50% reduction in the cost of trips. A wide range of trips have been carried out throughout the year with a focus on lowering the cost to parents. Children report that they have enjoyed their experiences when going on school trips. A range of external providers used for ASCs. Clubs remains an area for improvement.