

## FLOREAT WANDSWORTH PUPIL PREMIUM REPORT 2020/21

Total number of pupils on roll (including Nursery) - 307

Total number eligible for PPG this year - 53

Total number who have been eligible for PPG in the past 6 years (Ever6) - 53

- £1,345 per pupil eligible for Free School Meals (or in the past 6 years) (53 pupils)
- £0 per pupil who has left Local Authority Care (at any point in the past 6 years)
- £0 per pupil who has a parent in Service
- £302.10 per pupil eligible for the Early Years Pupil Premium (2 pupils)

Expected funding **£71,889.20**

### Objective of PPG spending

To achieve and sustain good+ levels of progress across the year in all year groups

### Additional information

To continue to reduce the gap between PPG and non-PPG pupil both in terms of progress and attainment.

Progress data for pupils who receive Pupil Premium is available on request.

To ensure all children in receipt of Pupil Premium funding are able to access the same extra-curricular and enrichment opportunities as children not in receipt of Pupil Premium funding.

## FLOREAT WANDSWORTH PUPIL PREMIUM GRANT KEY PRINCIPLES

1. Floreat Wandsworth has a commitment to **raise achievements** for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this.
2. We never confuse eligible pupils with low ability and strives to **'bring out the best'** in this group of pupils and support them to achieve the highest levels.
3. We create an overall **package of support** aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
4. Floreat Wandsworth uses assessment systems to **track progress** and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.
5. Floreat Wandsworth directs resources and interventions to **accelerate progress** of eligible pupils and close the attainment gap compared to their peers.
6. Floreat Wandsworth uses data to carefully **track the impact of targeted spending** (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
7. The **Headteacher** has a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
8. Floreat Wandsworth ensures **class teachers, phase leaders and subject leaders know which pupils are eligible** for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the academy.
9. The **SSB** is ambitious for pupils and closely monitors the academy's effectiveness in closing the gap between different groups of pupils. A review is conducted at the end of each academic year.

## FLOREAT WANDSWORTH PUPIL PREMIUM DATA HEADLINES 2019/20

There was no end of year data available for 2019-20 progress or attainment due to Covid19.

## FLOREAT WANDSWORTH PUPIL PREMIUM REVIEW 2019/20

Year group	Item	Impact Review 2019-20
Early Years, KS1 & KS2	Financial, Attendance & Well-being Support	<p>No 'in school' barriers to learning opportunities.</p> <p>Three parents reintegrated into part time work alongside interim childcare support provided by the school.</p> <p>Attendance improved for PP pupils from 2018-19.</p> <p>There was no end of year data available for 2019-20 progress or attainment due to Covid19.</p> <p>PP families were supported throughout the pandemic with food parcels, resources and vouchers.</p>
	Staff development ensures there are opportunities for high quality focussed interventions	<p>All staff were trained in SoundsWrite and T4W to enable a consistent learning approach across the school. This leads to a sustainable structure of growing skilled teachers and TAs who are ready to support any pupil receiving PP.</p> <p>There was no end of year data available for 2019-20 progress or attainment due to Covid19.</p>

## FLOREAT WANDSWORTH PUPIL PREMIUM GRANT FOCUS 2020/21

The SLT have discussed the PPG focus in depth taking into consideration the barriers our PP children face both before and during the pandemic. We will ensure those children facing barriers to educational achievement are supported in the following ways:

- Focus of learning in the curriculum.
- Focus on social, emotional and behaviour.
- Focus on enrichment beyond the curriculum.
- Focus on families / community

## 1. TEACHING

- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.
- Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

## 2. TARGETED ACADEMIC SUPPORT

- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.
- Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

## 3. WIDER STRATEGIES

- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.
- While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

**FLOREAT WANDSWORTH PUPIL PREMIUM GRANT PLAN 2020/21**

TIER	ITEM	COST	DESCRIPTION	IMPACT & MONITORING (as of 19.4.21)
1	Staff development opportunities will provide high quality interventions	9,000	<p>Opportunities for targeted staff to be trained in our phonics and writing schemes.</p> <p>Teaching Assistants will be trained to run interventions focussing on individual areas of the core curriculum to ensure the gap is narrowed.</p> <p>Additional leadership capacity is allocated to support teachers who are either NQTs or new to the school.</p>	<p>All staff are trained in SoundsWrite and T4W to enable a consistent learning approach across the school.</p> <p>PP children are assessed regularly and Pupil Progress Meetings will enable leaders to check on their progress from their respective baselines.</p> <p>Pupils received extra support throughout the year on a 1:1 and small group basis. All PP pupils are on track to make 'Good+' progress.</p> <p>A senior leader has been allocated to focus on the quality of teaching and learning to ensure that standards are consistently high and that the progress is carefully monitored. Any additional teachers from external sources are observed for quality of teaching and learning.</p> <p><i>Official data progress checks from the September baseline will be made in July 2021.</i></p>
2	Unqualified Teacher Salary 0.2	7899.20	Targeted interventions from an unqualified teacher will ensure PP pupils close the gap in the core subjects (especially in Writing for Year 4 & Year 5) based on the last official Progress Data set from 2018-19.	<p>PP children are assessed regularly and Pupil Progress Meetings will enable leaders to check on their progress from their respective baselines.</p> <p>Teachers have observed progress being made across FS, KS1 and KS2 when pupils have engaged with focus activities within a small group. Progress has been clearly identified within the writing and maths books (observations made by senior leaders).</p>
2	Small group or 1:1 support	25,000	Targeted interventions from additional teachers or teaching assistants will ensure PP pupils close any academic gaps as identified by the class teachers. Pupils will receive extra support throughout the year on a 1:1 and small group basis.	<p>Progress has been sustained throughout 2020-21 due to the consistently 'Good+' standard of teaching learning as observed by senior leaders and the substantial Remote Learning Offer of recorded learning videos, weekly learning packs and twice daily Zoom lessons with the class teachers.</p> <p>A senior leader has been allocated to focus on the quality of teaching and learning to ensure that standards are consistently high and that the progress is carefully monitored. Any additional teachers from external sources are observed for quality of teaching and learning.</p> <p><i>Official data progress checks from the September baseline will be made in July 2021.</i></p>
3	ELSA Support & 1:1 Support for those pupils identified by the Head of Inclusion	20,000	<p>Opportunities for targeted staff to be trained in ELSA support initiatives such as managing stress, anxiety and anger. A lack of concentration and focus in lessons can be an indication of another issue which needs to be resolved. An ELSA-trained TA enable the team to target those children and families who require further intensive support and provide a stronger link between home and school for those hard to reach families.</p> <p>1:1 support is provided for those PP pupils who have an identified barrier to their social and emotional development.</p>	<p>Observed evidence of improved behaviour from identified pupils. Pupil voice will be used where appropriate.</p> <p>Evidence of more positive behaviour during break times from identified pupils. Pupil voice will be used where appropriate.</p> <p>Individual pupils, as identified by the Head of Inclusion, are receiving weekly support and intervention sessions. Emotional and social well-being cannot be quantified in this instance but pupils voice clearly indicates a clear sense of positivity and an appreciation of the consistent approach.</p> <p>A senior leader has been allocated to focus on the quality of provision to ensure that standards are consistently high and that the progress is carefully monitored. Any additional or reallocated teachers or teaching assistants are observed for the quality of pastoral care and support. The opinions of the parents will also be obtained throughout the Summer Term.</p>

3	Financial, Attendance & Well-being Support	10,000	<p>We offer some financial support to students of low income families. This support package can include:</p> <ul style="list-style-type: none"> <li>• uniform vouchers</li> <li>• one after school club every week</li> <li>• well-being support from Senior Leaders</li> <li>• milk</li> <li>• school lunches</li> <li>• breakfast clubs</li> <li>• childcare*</li> <li>• school trips</li> <li>• music tuition and opportunities for some pupils to join the Wandsworth Music Academy.</li> </ul> <p>*We offer opportunities for limited wraparound care (Kids' City) if parents are working and require support with childcare. This can also be offered if parents are looking to gain work experience or qualifications for the future.</p> <p>Senior leaders, with support from the Office Team, will help parents to ensure their child(ren) are in school, and are on time, every day. This may include staff going to collect the child if the parent is unable to bring the child into school.</p>	<p>Pupils who receive PP are fully integrated into the life of school and there are no barriers to any learning opportunities.</p> <p>Our school has always had a clear focus on inclusion. We want all members of our community to feel supported. No child should feel excluded from school life under any circumstances especially those relating to their own family and their financial situation. Our support package helps families to feel included within the community and gives them opportunities to build a sustainable future for themselves and their child(ren).</p> <p>PP children are assessed regularly and Pupil Progress Meetings will enable leaders to check on their progress from their respective baselines.</p> <p>Attendance is regularly monitored by the Headteacher and senior leaders. Parents are kept up to date with attendance percentages, patterns and targets for the future.</p>
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**FLOREAT WANDSWORTH PUPIL PREMIUM BARRIERS TO FUTURE ATTAINMENT 2020/21**

Guidance to be used for staff development training to ensure an in depth understanding of PP and the potential impact of Covid19.

<b>IN-SCHOOL BARRIERS</b> (issues to be addressed in school through additional training/INSET days and staff expertise)		
A	Lack of vocabulary and oral language skills due to limited use of English outside of school.	A & B. Improved quality of creative teaching to enable maximum opportunities for language development and motivation for boys and girls.  Increase the percentage of Pupil Premium pupils attaining expected levels in reading, writing and maths to close the gap between school non-PP and PP pupils.
B	Limited understanding due to limited enrichment.  Limited progress in phonic skills experiences.	B. Increase the access to curriculum related trips and 'preparation sessions' for children before the launch of a new topic.  Increase % of PP pupils attaining at expected levels in reading and writing to match in school non PP
<b>EXTERNAL BARRIERS</b> (issues to be addressed out of school where possible)		
C	Limited access to additional support and modelled English at home	C. Pupils with limited progress can access additional support at school.  Increase % of pupils reading and writing at expected standard.
D	Low attendance, especially pupils with medical needs	D. Increase in the number of workshops offered to support parents Good attendance at workshops for parents in need of support
E	Parents taking extended leave which is impacting on pupil progress for those pupils.	E,F Increase attendance rates, referrals to Early Help where needed  Attendance to improve to 95%+ overall
F	Parental ill health, physical and mental  Family breakdown, bereavement and DV impacting on the emotional wellbeing of pupils and their ability to make progress academically	A F, G Support and signposting for parents from SLT. Pupils in affected families to make expected progress.
G	Limited access to physical resources for some pupils impacting on development of motor skills and ability to record effectively	G. Increased opportunities for physical development through additional activities and club sessions. Pupils to record with greater efficiency enabling accurate AFL for teachers and greater confidence in pupils.