

Pupil premium strategy statement 21-22: Floreat Wandsworth Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Floreat Wandsworth Primary School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	20
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17.12.21
Date on which it will be reviewed	15.12.22
Statement authorised by	SSB
Pupil premium lead	Matthew Custance
Governor / Trustee lead	Harriet Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,000
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,685

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Detail of challenge & success criteria (underlined)

BARRIERS TO FUTURE ATTAINMENT 2021/22

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

IN-SCHOOL BARRIERS

(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 links) 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.

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B Limited understanding due to limited enrichment.

Limited progress in phonic skills experiences.

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

EXTERNAL BARRIERS

(issues to be addressed out of school where possible)

C Limited access to additional support and modelled English at home

Pupils with limited progress can access additional support at school.

Increase % of pupils reading and writing at expected standard.

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D Low attendance, especially pupils with medical needs

Increase in the number of workshops offered to support parents.

Good attendance at workshops for parents in need of support.

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E Parents taking extended leave which is impacting on pupil progress for those pupils.

(E & F links) Increase attendance rates, referrals to Early Help where needed

Attendance to improve to 95%+ overall

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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 links) Support and signposting for parents from SLT. Pupils in affected families to make expected progress.

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G Limited access to physical resources for some pupils impacting on development of motor skills and ability to record effectively

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.

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	<u>Success criteria (underlined)</u>
PUPIL PREMIUM GRANT FOCUS 2021/22 to 2024/25	
<p>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:</p>	
<ul style="list-style-type: none">• Focus of learning in the curriculum.• Focus on social, emotional and behaviour.• Focus on enrichment beyond the curriculum.• Focus on families / community	
PUPIL PREMIUM TIERED APPROACH 2021/22 to 2024/5	
1. HIGH QUALITY TEACHING	
<ul style="list-style-type: none">• 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.	
<p><u>The quality of teaching and learning (implementation & impact) will be consistently ‘good+’ as assessed by the Senior Leadership Team.</u></p>	
2. TARGETED ACADEMIC SUPPORT	
<ul style="list-style-type: none">• 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.	
<p><u>The impact of the wider academic support will be evidenced clearly within quantifiable data and triangulated with ‘book looks’, Pupil Progress Meetings and appropriate senior and middle leader action plans.</u></p>	

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.

Pupil and parent voice will overwhelmingly positive and support the inclusive strategies which have been implemented.

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)

Links to internal and external barriers from pages 3 and 4 are indicated in **bold**.

Budgeted cost: £27,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership allocation of time - impact including staff development opportunities, Quality of Education focus</p>	<p>Middle Leadership allocation of PP leadership will enable a 'ground level' approach to what is best for our pupils, the impact spending is having on outcomes and to ensure the approach is the right one for our contextual needs.</p> <p>Additional leadership capacity is allocated to support teachers who are either ECTs or new to the school and a focus on daily improvements to teaching and learning will ensure all pupils flourish and receive an educational approach which is right for them (Quality of Education Lead & Head of Inclusion).</p> <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>A, B, C, G</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>Please see the attached PP Action Plan for more details.</p>

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

Links to internal and external barriers from pages 3 and 4 are indicated in **bold**.

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unqualified Teacher Salary 0.2	Targeted interventions from an unqualified teacher will ensure PP pupils close the gap in the core subjects (especially in Writing & Reading for KS2 pupils).	A, B, C, G
Small group or 1:1 support 3 rd Space Maths Tutoring	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. Please see the attached PP Action Plan for more details.	PP children are assessed regularly and Pupil Progress Meetings will enable leaders to check on their progress from their respective baselines. 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 leaders). 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.

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

Links to internal and external barriers from pages 3 and 4 are indicated in **bold**.

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Support & 1:1 Support for those pupils identified by the Head of Inclusion</p>	<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>A, C, F</p> <p>Observed evidence of improved behaviour from identified pupils. Pupil voice will be used where appropriate. 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>
<p>Financial, Attendance & Well-being Support</p>	<p>We offer some financial support to students of low income families. This support package can include:</p> <ul style="list-style-type: none"> • uniform vouchers • one after school club every week • well-being support from Senior Leaders • milk • school lunches • breakfast clubs 	<p>C, D, E, F, G</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</p>

	<ul style="list-style-type: none"> • childcare* • school trips • music tuition and opportunities for some pupils to join the Wandsworth Music Academy. <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>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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Total budgeted cost: £93,685

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 2020 to 2021 academic year.

No 'in school' barriers to learning opportunities. Additional opportunities for PP pupils to catch up using additional teachers when the school was open. A full time teacher was allocated to PP children from Spring 2 to Summer 2.

Attendance (non-Covid related) improved for PP pupils during the course of 2020-21.

PP families were supported throughout the pandemic with food parcels, resources and vouchers.

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.

There was no official end of year data available for 2020-21 progress or attainment due to Covid19. The school, however, receive progress checks for PP pupils in phonics, KS1 data and KS2 assessments. All PP pupils continued to make good progress from their respective baselines and a targeted Pupil Premium Action Plan was approved to tackle any gaps.

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	Provider
n/a	n/a

Further information (optional)

KEY EVIDENCE SOURCES FOR EFFECTIVE STRATEGIES:

- <https://educationendowmentfoundation.org.uk/> which has a range of whole school and subject specific approaches for improving provision and outcomes.
- Cognitive Load Theory: Sweller, J. and Chandler, P., 1991. Evidence for cognitive load theory. *Cognition and instruction*, 8(4), pp.351-362.
- Principles of Instruction Rosenshine, B., 2012. Principles of instruction: Research-based strategies that all teachers should know. *American educator*, 36(1), p.12.