

Pupil premium strategy statement - Floreat Wandsworth Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date on which it will be reviewed	8.12.25
Date this statement was published	19.12.25
Date on which it will be next reviewed	December 2026
Statement authorised by	SSB
Pupil premium lead	Matthew Custance
Governor / Trustee lead	Fiona Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,080

Part A: Pupil premium strategy plan

Statement of intent

PUPIL PREMIUM KEY PRINCIPLES

1. We have a commitment to raise achievements for pupils who are eligible for Pupil Premium and we know that these pupils must make quicker progress than non-eligible pupils and we are determined to achieve this.
2. We never confuse eligible pupils with low ability and strive 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. We use 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. We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
6. We use 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. We ensure 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.

Challenge number	Detail of challenge
1	<p>A lack of vocabulary and language skills due to limited use of English outside of school can lead to a slower rate of progress than non-PP pupils.</p> <p>There must be a robust approach to consistently improving the quality of targeted teaching of PP pupils to enable maximum opportunities for language development.</p> <p>School leaders must observe an increase in the percentage of Pupil Premium pupils attaining expected levels in reading, writing and maths. The gap between school non-PP and PP pupils must be closed.</p>
2	<p>Limited access to additional support at home may lead to a disparity in outcomes between PP and non-PP children.</p> <p>Teachers must monitor the learning at school and at home very carefully and strategically track pupils via the data sets and 'book looks'. Pupils with limited progress can access additional support at school and leaders must be able to call upon case studies demonstrating pupil making rapid progress across an academic year.</p>
3	<p>Low attendance, poor punctuality and potential 'school refusers' may lead to further gaps between PP and non-PP children.</p> <p>Staff will work on bespoke 1:1 basis with families to ensure that they receive the support they need and the school understands the barriers to good attendance. School refusers will be offered ELSA sessions and a more individualised approach e.g. entering school via a entrance of their choice. External referrals will be made when required,</p> <p>Family Learning sessions, PTA events, Teacher & Parent Meetings and other school-based parent and child events must be monitored carefully with a targeted approach in place for some PP families ensuring that they feel part of the school community.</p>
4	<p>Parental ill health, physical and mental instances of a family breakdown, ill health, bereavement, domestic violence etc. can have a detrimental impact on the emotional wellbeing of pupils and their ability to make progress academically, socially and emotionally. Pupils in affected families must make expected progress with the right support in place e.g. tailored classroom/teacher support or ELSA sessions.</p>

5	<p>Limited access to physical resources and spaces at home for some pupils may have an impact of their development of fine and gross motor skills.</p> <p>Increased opportunities for physical development through additional activities and club sessions must be in place with parents aware of the approach and strategies in place. Uptake in additional clubs must be high and interventions in the classroom must be consistent.</p>
---	---

Intended Outcome & Success Criteria

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>
<p>PUPIL PREMIUM GRANT FOCUS 2025/26 to 2027/28</p> <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 on oracy within the curriculum. • Focus on social, emotional and behaviour. • Focus on enrichment beyond the curriculum. • Focus on families / community <p>PUPIL PREMIUM TIERED APPROACH 2025/26 to 2027/28</p> <p>1. HIGH QUALITY TEACHING</p> <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. Teachers must know who their PP pupils are and how to support them so that they make rapid progress and attain well relative to their respective baselines. <p><u>The quality of teaching and learning (implementation & impact) will be consistently 'good+' as assessed by the Senior Leadership Team.</u></p> <p><u>ECTs must demonstrate rapid progress in the Teachers' Standards.</u></p> <p><u>Pupils make expected or better than expected progress from their respective baselines in the core subjects.</u></p>	

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.

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.

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)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership allocation of time - impact including staff development opportunities and an explicit focus on the Quality of Education	<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 (SLT and MLT allocated time).</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>Targeted CPD provided by the MLT and SLT teams is proven to have a direct impact on teaching and learning within the classroom as indicated by our tracking tool for assessing staff in the Teachers' Standards.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Unqualified Teacher Salary (0.2) or HLTA equivalent combined with an externally sourced teacher to cover wider curriculum subjects whilst the class teacher leads targeted intervention groups for PP children.	<p>Targeted interventions from an unqualified teacher and the class teacher will ensure PP pupils close the gap in the core subjects (especially in Writing & Reading for KS2 pupils).</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4</p> <p><i>Further notes:</i></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>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).</p> <p>Senior Leaders and Curriculum Leads will 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>Small group or 1:1 support</p> <p>External teachers will be sourced so that they can teach the majority of the class for scheduled times throughout the year. The class teacher is then released to provide targeted support to PP pupil with an specific link to the areas outlined on page 10 including (but not limited to):</p> <p>Y6 Maths</p> <p>Y6 Reading</p>	<p>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> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>		

Y1 Phonics	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
------------	---	--

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

Budgeted cost: £ 19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support & 1:1 Support for those pupils identified by the Head of Inclusion	<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 families whose level of engagement with the school is lower than others.</p> <p>1:1 support is provided for those PP pupils who have an identified barrier to their social and emotional development.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</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>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):</p>	1, 2, 3, 4

	Improving Social and Emotional Learning in Primary Schools EEF	
Financial, Attendance & Well-being Support	<p>We offer some financial support to pupils 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 • childcare* • school trips • music tuition and opportunities for some pupils to join the Wandsworth Music Academy. <p>*We offer opportunities for limited wraparound care (Play Professionals) 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>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3, 4 & 5</p> <p><i>Further notes:</i></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>

Total budgeted cost: £ 109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

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

- Data on progress
- Data on outcomes
- Case studies
- Impact of leadership
- Impact of inclusion strategies
- 1:1 Support for those pupils identified by the Head of Inclusion

1. Teaching (for example, CPD, recruitment and retention)

- Impact of inclusion strategies
- Impact of 1:1 and group interventions
- Case studies

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

- Impact of ELSA
- Impact of inclusion strategies
- 1:1 Support for those pupils identified by the Head of Inclusion
- Case studies

No 'in school' barriers to learning opportunities as assessed by Senior Leaders.

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 improved for some PP pupils during the course of 2024-25:

Measure	Full Year 2024-25 Statutory school age pupils Rec to Y6
Whole School %	94.9
PP%	92.1

The school received 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. Some PP pupils demonstrated accelerated progress in Maths, Writing and Reading.

PP Data: Final teacher assessments for 24-25 compared to national data collated via the same assessment system demonstrated strengths in the areas within the section below.

PP Data in more detail 2024-25

Aim	Outcome		
1. Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	Targets	AY25	PP
		Results	Results
	% of children achieving GLD	78	69
	% passing Phonics Y1	91	85
	Y4 MTC Average Score	23.7	22.8
	Y4 MTC Full Marks (%)	48	56
	% GDS in RWM - Y6	10	0
	% GDS in Reading - Y6	33	6
	% GDS in Writing - Y6	10	0
	% GDS in Math - Y6	23	6
	% Meeting Expected Std. in RWM - Y6	57	50
	% Meeting Expected Std. in Reading - Y6	77	66
	% Meeting Expected Std. in Writing - Y6	77	66
	% Meeting Expected Std. in Math - Y6	67	63
<p>Pupil Premium Data – above national in GLD (Reception) and MTC (Year 4)</p> <p>Pupil Premium Data – above GLF average in Year 6 Maths and Year 6 Reading (PP % nationally is not available).</p> <p>Year 6 Writing and RWM Combined were just below GLF averages for PP pupils.</p>			

	<p>Summary:</p> <p>High-quality teaching plays a crucial role in helping pupils make significant advancements in their learning, starting from their individual starting points. Through effective planning, questioning, and feedback, most pupils receiving pupil premium support can enhance their knowledge and skills, leading to a majority of them progressing at a similar or even better rate than their peers. Across all classes, there is a noticeable increase in pupil engagement. The quality of interventions is also on the rise, resulting in improved overall outcomes. The standards achieved by Pupil Premium children are consistently improving, thanks to the combination of good teaching practices, personalised learning experiences, the efficient utilisation of resources, and continuous professional development tailored to the current and future needs of the pupils.</p> <p>Purposeful interventions have meant that PP children, who have needed additional support, have been able to make progress in line with their peers. Teaching assistants make detailed notes for every intervention that is then discussed with teachers; these notes act as an assessment for the progress children make during the interventions. During learning walks by the SENCo, it was observed that teachers and support staff had a good with aspects of outstanding in the quality of teaching and questioning. Support staff are confident in the interventions they are delivering and have shown significant improvement throughout the summer term. Small group interventions and quality first teaching from support staff remain a priority for Pupil Premium pupils for the rest of the academic year.</p> <p>Floreat follows the ordinarily available provision guide from Wandsworth. All children receive tailored strategies to meet their needs. This includes teaching strategies in class, as well as interventions. Examples of teaching strategies and adjustments in class include wobble cushions, fidget tools, pencil grips, coloured overlay (reading), enlarged text, off-white backgrounds on the screen, brain breaks, task planners, scaffolding for learning and individualised curriculum. Examples of the interventions we provide children are: Occupational Therapy, Fine Motor Skills, Gross Motor Skills, Handwriting, Sounds, Colourful Semantics, Number Sense, Social Skills, ELSA, Speech and Language, Grammar and Punctuation, Reading (comprehension and decoding) and Bucket Time. These inclusion strategies have had a significant impact on children who receive Pupil Premium.</p> <p>Some PP children also benefited from our Universal, Targeted and Bespoke Offer which can be seen here.</p>
<p>2. Teaching (for example, CPD, recruitment and retention)</p>	<p>Training included our annual trauma informed training for all staff members during the INSET day. This information explored adolescent childhood experiences (ACE's) and the impact these on childhood development. One of the largest risk factors is families with a low income, such as children who receive PP. The awareness from this training enabled our teaching staff to recognise the impact ACEs has on regulation, behaviour, ability to attend and focus. The adaptations made to classroom teaching include brain breaks, low cognitive load, contextual purpose for learning, additional adult support and Zones of Regulation being taught to EYFS and KS1 as well as KS2.</p> <p>CPD for staff had a particular focus on the FW Way. Much of the learning at Floreat follows a clear system of retrieval, recap, explore and discuss, check point, independent practice and deeper thinking. This system allows children to be secure in their learning before moving onto independent application. It also allows teachers to assess whether individual or groups of pupils need smaller group learning to retain the taught information.</p>

	<p>The recruitment of 7 new teachers meant that leaders had to have a particular focus on the induction of new staff before the start of the new academic year. A clear and detailed induction ensured that staff knew their cohorts very well and which PP pupils they needed to target with academic and personal/social interventions.</p>
<p>3. Wider strategies (for example, related to attendance, behaviour, wellbeing)</p>	<p>Exemplary behaviour and positive attitudes to learning was a key focus in preparation for transition for the next respective academic year including Year 7. Mrs Fry supported through interventions, reward chart strategies, checking in and offering group boxing sessions to reengage the child and strengthen their social bonds together. This was successful and his behaviour improved throughout the term and has carried through into this school year.</p> <p>Throughout the summer term, some children across KS1 and KS2 received 1:1 support at various points throughout the school day. This enabled them to have prompting to stay on task during lessons and to facilitate brain breaks. The impact of this meant that these children remained focused for the majority of learning time.</p> <p>Throughout the summer term, KS1 & KS2 children were offered a space in the 'Rainbow room' first thing in the morning. This was a wellbeing intervention to ensure that these children had the best start to their school day; ensuring they were ready to learn when they entered the classroom. During this morning session, children gave themselves goals they were working on for the week and the adults encouraged them to evaluate these goals daily. Within the session, the children played games and bonded. The nurture session was run each morning by Ms Frederick. This was highly successful in ensuring that pupils experienced a positive start to the school day.</p> <p>Throughout the year, senior leaders have supported children at both break and lunch times. This time is used to set up and play games with children; check in with children and support children with friendships. This senior leadership presence on the playground has made a significant impact on the children and has meant that there is a decrease in incidents and an increase in pupil wellbeing.</p> <p>ELSA has continued to play a big part in what we provide to support children's social and emotional wellbeing. Over 40% of all children on our ELSA register receive pupil premium. Children tend to graduate from the ELSA intervention after a term, however, where needed, children can continue the intervention for longer. Both children and parents are extremely positive about ELSA and the support it gives them and their children. Our school ELSA worker is approachable to all children on the playground during play times, which the children use to seek extra support.</p>

Externally provided programmes

Programme	Provider
Synthetic Phonic Programme	SoundsWrite
Nelson Handwriting	Oxford Owl
Musci Education Programme	Charranga
Personal development programme	Jigsaw / Character Education
Maths Fluency	Times Tables Rockstars
Early Maths Fluency	Numbersense
SEN support Programme	Clicker Widget
Language Screening tools	Wellcomm

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

<p>The school approach to teaching and learning ('The Floreat Wandsworth Way') is be used for all pupils (including those who receive Pupil Premium). This approach supports the staff to have one shared pedagogical approach in the way we help pupils to learn and thrive in the classroom.</p> <p>Some PP children also benefited from our Universal, Targeted and Bespoke Offer which can be seen here.</p>
--