

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Streatham Wells Primary School
Pupils in school	234
Proportion of disadvantaged pupils	24.8%
Pupil premium allocation this academic year	£ 81,420
Academic year or years covered by statement	20/21
Publish date	September 2021.
Review date	July 2021
Statement authorised by	Bob Wade/Louise Salewski
Pupil premium lead	Bob Wade
Governor lead	Bridget Byrne

Disadvantaged pupil progress scores for 2019 academic year

Measure	Score
Reading	82%
Writing	82%
Maths	87%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	83%
Reading	91%
Writing	82%
Maths	100%
Achieving high standard at KS2 RWM	8%
Reading	21%
Writing	27%
Maths	55%

Disadvantaged pupil predicted progress scores for last academic year 2020

Measure	Score
Reading	+2.2
Writing	+3.6
Maths	+3.9

Strategy aims for disadvantaged pupils 2021

Measure	Score
Meeting expected standard at KS2 RWM	80%
Reading	80%
Writing	80%
Maths	90%
Achieving high standard at KS2 RWM	0%
Reading	20%
Writing	0%
Maths	30%

Measure	Activity
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received paid for training to deliver the Read Write Inc scheme effectively. Continue to use White Rose Maths and invest in the work books for Yrs 3-6.</p>
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with Nest Academy, The Key and the Literacy Tree to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>CPD on providing stretch for high attaining pupils</p> <p>SLT ensure all disadvantaged pupils make expected progress in Foundation subjects.</p>
<p>Barriers to learning these</p>	<ul style="list-style-type: none"> Ensuring staff use evidence-based whole-class teaching interventions

<p>priorities address</p>	<ul style="list-style-type: none"> • On entry to Reception, most children have low Language and Communication skills – 66% of disadvantaged children are working in the low 30-50/ 22-36month age band. Due to socio-economic issues and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. We do a Speech and Language screening which overseen by our Speech and language therapist and interventions are set up by SALT for TAs to run. • 14% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care • Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. 												
<p>Projected spending</p>	<table border="1" data-bbox="478 631 1123 936"> <thead> <tr> <th></th> <th style="text-align: right;">£</th> </tr> </thead> <tbody> <tr> <td>RWI</td> <td></td> </tr> <tr> <td>Speech and Language Therapist support</td> <td></td> </tr> <tr> <td>IT</td> <td></td> </tr> <tr> <td>Cluster Payment</td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£1690</td> </tr> </tbody> </table>		£	RWI		Speech and Language Therapist support		IT		Cluster Payment		Total	£1690
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading and writing	<ul style="list-style-type: none"> To ensure that the Phonic Reading Scheme Read Write Inc is monitored closely and pupils making below expected progress are identified in Target Setting meetings Target disadvantaged pupils using in house data, pupil progress meeting and provide a catch up teacher and TA in every YG via in class support and PE slots to close the gap To monitor the Reading and Writing Challenge in KS2 and ensure regular reading and writing opportunities are being seen Weekly Big writes in Year 2 to 6 with Literacy lead released to support if when needed To celebrate the reading breadth with a half termly class reward for reading record engagement To create a welcoming and positive reading environment in each class, the library and the entrance hall. To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge through a thematic approach To promote a love of reading throughout school
Priority 2 To ensure summative end of KS2 results are at,	<ul style="list-style-type: none"> To increase capacity of adults in every YG from Rec to Y6 to provide targeted support for pupils, resulting in positive progress gains

<p>or exceed, national expectations for progress</p>	<ul style="list-style-type: none"> • Use PE sessions to target catch up • Increase a TA hours by 15 hours a week, so intervention can be run in the afternoons • To upskill support staff with appropriate approaches and pedagogy to teaching interventions • To identify pupils who may require more targeted support on a daily basis 					
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown • Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress • Learning behaviours at lunchtime may need developing due to long periods of self-isolation 					
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Wider strategies for current academic year

Measure	Activity	
Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> To identify pupils who are falling behind national To provide tailored support for families with low attendance, working with the Cluster's Attendance team and key members of staff and Governors To provide pupils with the opportunity to attend the Breakfast club for free and to engage with structured activities such as #TTRockstars, #SpellingShed and Nessy spelling and reading 	
Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development To allow all disadvantaged children a free residential in Y6. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by #Covid19 To provide greater enrichment opportunities for disadvantaged pupils. To have themed curriculum days to deepen children's understanding of specific topic areas 	
Priority 3 To work reactively with families and provide bespoke support	<ul style="list-style-type: none"> To allocate a contingency fund, in light of #Covid19, to support current pupils and those who are new to Streatham Wells . This may be on additional interventions or additional adult support or WIFI hubs and Vodafone free data 	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Poor attendance, including the impact of #Covid19 Ensure targeted children attend breakfast club and have access to the Learning Mentor team Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted 	
Projected spending	Breakfast Club TT Rockstars Spelling Shed Music – Recorders 6 Residential Costs	£
	Total Projected Spend	£2,420

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development.	Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis All subject Leaders to be released for half a day every half term – cover provided
Targeted support	Ensuring every YG gets additional 'catch up' support for 3 days a week. This will be in the form of a LST TA or teacher. The named person will work all year in the same YG for consistency.	Each YG to have 3 days 'catch up' support for 2020/21 and 2021/22. This will reduce the pupil / teacher ratio and lead to focussed small group support
Wider strategies	Engaging the families facing the most challenges Ensuring all children in Y5 to Y6 has a residential	Working closely with the Cluster and the LA, and the Family of Schools on an outreach project.

Review: last year's aims and outcomes

Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.in RWM	All positive figures with Writing and Maths being in the Top 20 % of schools in the country.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics	No Phonics data 2020. However the Y2 who sat the Phonics screening in November 2021 saw 97% pass.
Other	Attendance improved after #COVID19 – high impact.

TOTAL PROJECTED SPEND	£