

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Streatham Wells Primary
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Wordlaw
Pupil premium lead	Bob Wade
Governor / Trustee lead	Bridget Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,175
Recovery premium funding allocation this academic year	£ 8410
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	£ 84585

Part A: Pupil premium strategy plan

Statement of intent

At Streatham Wells, we organise teaching and learning in order to meet the needs of all children in the best possible way. Through our pupil premium strategy plan, we aim to raise the educational achievement of all disadvantaged pupils by ensuring they make excellent progress across all areas and beyond the curriculum.

We understand that effective, high-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Therefore, we allocate part of the pupil premium funding to make sure all children are seen as individuals and have their needs met through excellent provision and quality first teaching.

Our approach is responsive to common challenges and individual needs. Therefore, as a school, we ensure that appropriate provision is made for children who belong to vulnerable groups, and that our socially disadvantaged children have their needs adequately assessed and met. We further support these groups using many strategies that are beyond the remit of the pupil premium strategy plan.

We have clear and robust systems for self-evaluation and school development planning, within which we monitor the effectiveness of such actions and use this information to plan next steps. This ensures that the pupil premium funding supporting disadvantaged pupils achieves maximum benefit for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that many disadvantaged children have less developed language and communication skills on entry to the school (86%). In particular, the range of vocabulary is poorer than in pupils, who are not disadvantaged, children have less developed aural, and enunciation skills, which has an impact on the speed at which they can learn the phonic skills that will support early reading and writing.
2	Our assessments and observations indicate that partial school closures in the past are still having a negative impact in writing, with disadvantaged pupils falling further behind age-related expectations. Whole school writing results Summer 21 Writing DA 72% Non DA 84% 12% difference Summer 22 DA 60% Non DA 80% 20% difference

3	Previous school data shows that many disadvantaged children, although making enough progress to meet the same expectations as non-disadvantaged children nationally, do not reach the same standards in reading and writing as their non-disadvantaged peers in our school. The percentage of disadvantaged children reaching the higher standards are significantly lower than their non-disadvantaged peers. In Maths, the school will continue to push for higher than the national percentage, to reach expected and greater depth.
4	Assessments and observations suggest disadvantaged pupils generally have greater initial difficulties with phonics than their peers. As a consequence, disadvantaged pupils often perform less well in reading; they might have a limited vocabulary, low reading stamina and less access to quality reading books.
5	Promoting confidence, ambition and resilience in children from disadvantaged backgrounds is a priority. Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunities to succeed.

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 raise the achievement of disadvantaged pupils at age-related expectations in reading, writing and maths, and across all areas of the curriculum through quality first teaching and targeted intervention.	Disadvantaged pupils will show excellent progress and raised attainment throughout and by the end of the academic year. There will be a rising trend for KS2 disadvantaged pupils meeting the expected standard in reading, writing and maths by 2024/25.
To provide academic extended school opportunities and interventions which is carefully targeted to close gaps in children's knowledge, due to missed education.	Disadvantaged pupils will have the essential knowledge in place to make rapid and sustained progress from their subsequent low starting points across all areas of the curriculum. There will be a rising trend for KS2 disadvantaged pupils meeting the expected standard in reading, writing and maths by 2024/25.
To promote a love of reading for all children, including those most disadvantaged.	Materials are engaging, challenging and facilitate accelerated progress. Provision maps are used successfully. Disadvantaged pupils make accelerated progress in Reading.

To provide a range of targeted workshops for disadvantaged parents to allow them to academically support their children at home.	By 2024/25, there will be an increase in the number and attendance of academic targeted parent workshops for our disadvantaged families. Parent surveys, completion of pupil homework and teacher observations will indicate an increase in parent confidence and understanding. This will ensure parents are better equipped to support their children at home.
To provide a range of services available to disadvantaged pupils and their families to further support their living circumstances, health and mental well-being.	Disadvantaged pupils and families with identified barriers will have access to and be well supported with a range of targeted interventions. Actions and monitoring taken by such services will provide the individual support and care families and pupils need. Parent and pupil voice will indicate a positive receiving of the support provided.
To continue to build strong home school relationships and improve parent engagement with disadvantaged families by building on their experiences, through workshops, enriching opportunities, social activities and home school links.	Disadvantaged families will build strong relationships with the school through the support and opportunities provided. This will ensure further engagement with the school and increase parental involvement. Parent voice will indicate that parents feel valued and supported, are better equipped to support their children at home and will have an improvement in their emotional well-being.
As they develop, all children, but particularly disadvantaged children, are able to use effective learning dispositions (metacognition) and critical thinking technical skills to approach learning tasks independently.	Children have a range of strategies to enable them to persist with learning tasks and overcome challenges they face without being overly reliant on adults. To continue to use a diverse curriculum with 'Big Questions' answered to promote critical thinking.

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: £42,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training is carried out with all staff in Early Years and Key Stage 1 and we continue to use White Rose and Literacy for training in KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1+2

<p>Purchase and implement standardised diagnostic assessment tools Training for staff to ensure assessments are carried out and administered correctly.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1-4</p>
<p>To continue to implement structured phonics intervention programme in KS1 and KS2 (Read Write Inc) and train new staff.</p>	<p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 2 4</p>
<p>Implement structured NELI language programme to enrich vocabulary.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 3 4</p>
<p>Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. (Training for White Rose and Literacy Tree)</p> <p>Teacher release time and CPD funded to embed key elements of guidance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3 4</p>
<p>Continue to implement highly structured maths scheme of work and purchase work books for every pupil in Y1 – Y6 for daily lessons (White Rose).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3 4</p>

<p>To continue to implement highly structured spelling scheme</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3 4</p>
<p>Continue to implement highly structured Guided Reading scheme for every pupil in Y2 – 6</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3 4 5</p>
<p>To increase staff in class to create more opportunities to give feedback</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>1-4</p>
<p>Support staff CPD in the OPAL Primary Programme</p> <p>To employ a Wellbeing Mentor from GLIM for 2 days a week</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	<p>5</p>

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

Budgeted cost: £ £21,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff to run targeted support for: - Social and emotional skills – Curriculum based targeted support. - Early Language - Phonics - Reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1-5
Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons. Using sports specialist to take class for PE while class teacher works with focus group (mid/high disadvantaged).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2-4
Catch up provision from National Tutoring Programme (NTP)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2-4

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

Budgeted cost: £ 21,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being and pastoral services provided to pupils and families	<p>Such services seek to improve pupils' wellbeing, interaction with others, self-management of emotions and access to school learning. Being able to improve emotional or attitudinal outcomes will be beneficial to pupils and translate to their academic outcomes.</p> <p>Supporting families will provide strong school relationships, increase well-being and support living circumstances. Parents will be better equipped to support their families and will strengthen parent relationships with the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4 5
Aspirational and motivational workshops/trips/experiences for pupils and parents	<p>Pupils will have access to a rich and stimulating education, which compliments the academic curriculum. This will create pupil ambition and raise academic attainment. By designing and delivering effective approaches to support parental engagement, the aim is to support parents assisting their children's learning and ensure home learning is of high quality, as well as provide experiences to strengthen parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
Attendance officer/LM will spend 80% of her working day supporting vulnerable pupils, pupils with wider disadvantage and their families.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1-5

Total budgeted cost: £ 84,585

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 2021 to 2022 academic year.

Internal assessments during 2019/20 indicated that there was a wider gap between the performance of disadvantaged children in relation to their Streatham Wells peers, than in the last national assessment at the end of 2019 with a gap of -9%. By the end of 2020, disadvantaged pupils were meeting the national standards of non-disadvantaged pupils and in Writing DA ARE 80% against Writing NON DA ARE 78% +2% gap. This indicates that the aims of our previous strategy in this area were not fully met.

The Internal assessment data and national results for 2021/22 show that writing gap has increased slightly. This was primarily due to the knock on impact of the Covid pandemic. Our new strategies tackle this issue with a range of strategies to promote enjoyment, parental engagement and aims to improve writing progress. The school will also be aiming to get more of our disadvantage children at greater depth. The school will be adding a member of support staff across years 5 and 6 to support in Literacy sessions, more CPD opportunities with Literacy tree, implement highly structured spelling and grammar schemes of work and releasing staff to model best practice.

The assessment data shows that in reading and maths the disadvantaged children are on a par with peers and increased in disadvantaged pupils achieving greater depth in these areas

2021 Maths DA (10) ARE 90% GD 30% NON DA ARE 83% GD 39%

2021 Reading DA ARE 82% GD 36% NON DA ARE 88% GD 47%

2022 Maths DA (5) ARE 100% GD 40% NON DA ARE 96% GD 74%

2022 Reading DA ARE 80% GD 60% NON DA ARE 91% GD 35%

This indicates that the aims of our previous strategy were met and the school will continue to use White Rose, CPD, high quality planning and the use of targeted intervention (tutoring and in class support) for a range of children identified via assessments and pupil progress meetings, which is in line with EEF recommendations.

The school will continue to invest in Read Write Inc. buying in more resources and CPD for staff. As a part of this commitment, the school will be reorganising its teaching day to have a focus on Reading/Phonics throughout the whole school. Therefore, support staff can be deployed to create more opportunities for support and feedback.

The school will continue to use pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan and will investigate ways to provide more opportunities for aspirational and motivational workshops/trips/experiences for pupils and parents. This has had a positive impact on engagement and attendance as can be seen in the data below and comments from pupil surveys.

Attendance –DA 93% NON DA 94% compared to FFT Primary national average Academic year attendance 92.8% and London 93.3%. The school will continue to use the strategy to bring the attendance of our disadvantage children closer to the school target of 97%.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.