



EWPS PUPIL PREMIUM REPORT: IMPACT OF 2018/19 PROPOSAL FOR 2019/20



Context of Ellen Wilkinson Primary School

Ellen Wilkinson is a mixed primary school serving pupils from 3-11years. There are approximately 480 pupils on roll made up of over 90% ethnic minority pupils with a wide range of heritages and 47 different languages spoken. There are currently 10% of pupils with SEN and 70% EAL. In our last Ofsted in June 2019 we continued to be GOOD, it was however stated that "...the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection."

Pupil Premium

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals or who have claimed within the last 6 years (Ever 6), as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how it is being used. Funding is currently at £1,320 per pupil.

Principles

We organise teaching and learning at Ellen Wilkinson in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. EWPS ensures that appropriate provision is made for children who belong to vulnerable groups, including our socially disadvantaged children, and that their needs are effectively assessed and met. We further support these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all the children that are disadvantaged receive the Pupil Premium grant. Given this, we carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at EWPS and nationally.

Pupil Premium Income

Due to the falling number of Ever 6, there has been an ongoing decline in PP income despite high social deprivation in the local area. Therefore costs reflected in this report show PP contribution + main school budget contribution to ensure that initiatives that have shown significant impact can still continue.

2014-15: £209,000 **2015-16:** £197,000 **2016-17:** £185,000 **2017-18:** £160,000 **2018-19:** £145,000 **2019-20:** £152,100

Pupil Premium Strategy Statement: Ellen Wilkinson Primary School

1. Summary Information					
School			Ellen Wilkinson Primary School		
Academic Year	2018-19	Total PP budget	£152,100	Date of most recent PP review	May 2020
Total number of pupils	470	Number of pupils eligible for PP	115	Date of next internal review	April 2021

2. Impact of use of pupil premium (2018/2019 -KS2)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	73%	71%
% achieving in reading, writing and maths (higher standard)	12%	13%
Progress in reading	0.7 (average score 104)	0.3
Progress in writing	1.7	0.3
Progress in maths	4.2 (average score 108)	0.4
% Attendance	TBC	96.3% (EWPS average)
After school club take up	TBC	(TBC % non PP @ EWPS)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
a	Securing expected progress and attainment
b	Effective support of pupils emotional and health barriers
c	Effective interventions to ensure accelerated progress
d	Levels of punctuality and attendance
External barriers	
e	Parental Involvement
f	Future aspirations and goals

4. Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	The in-school attainment gap between PP and non-disadvantaged pupils is reduced in all subjects	The gap between school and national is reduced
B	To develop access to a range of services available to support of PP pupils well-being	Pupils become involved in individual and group activities provided both internally and externally to support well-being
C	To increase the opportunities for targeted extended school activities	Increase the number of out-of-school hours activities Increase the uptake of activities by PP pupils
D	Support the attendance and punctuality of PP pupils through increased monitoring and engagement with families	The gap between PP and non-PP pupils punctuality and attendance is reduced

5. Long Term Plan (3-year plan)

2019-2022

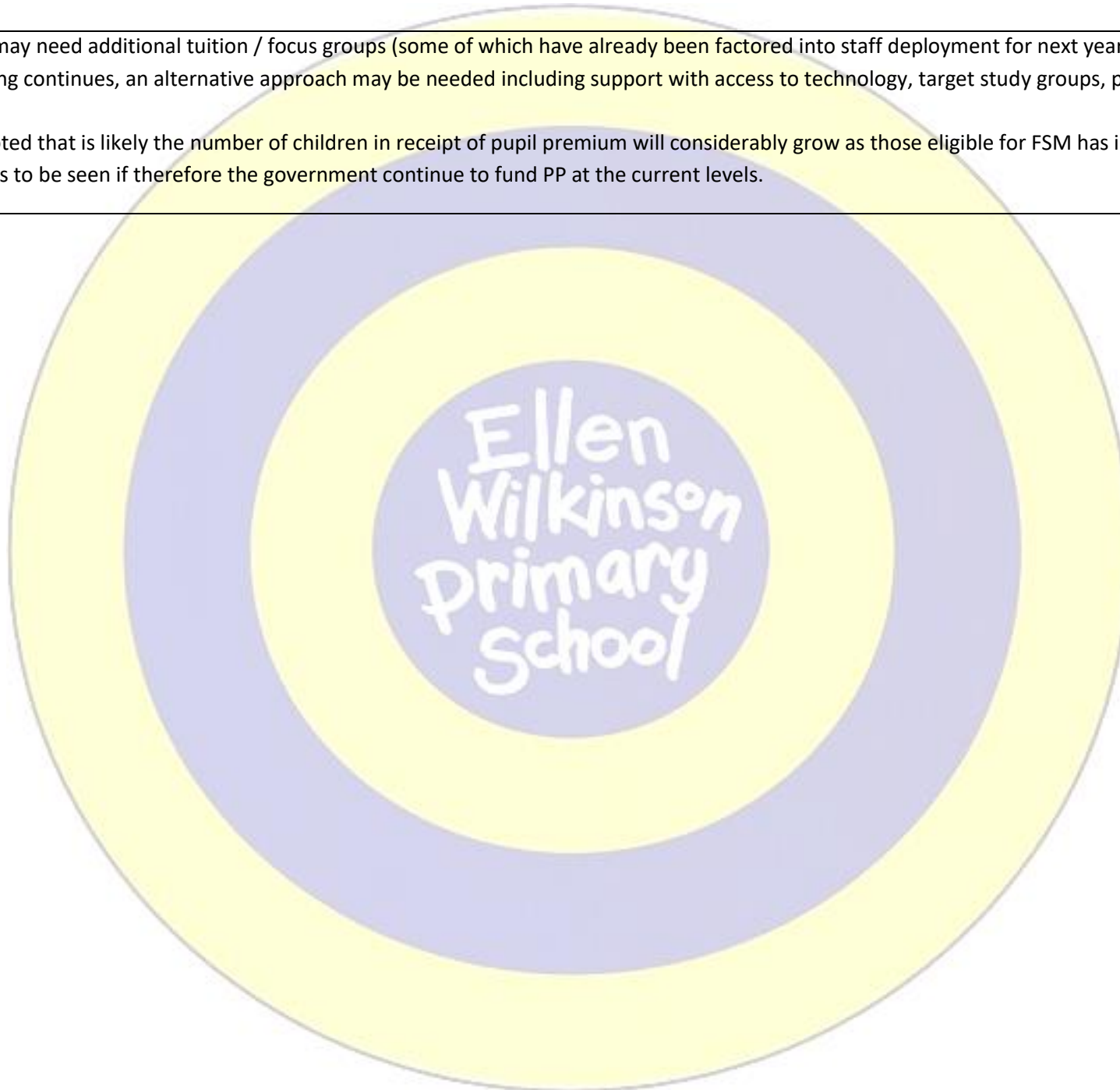
- In reviewing previous years impact, we are looking to continue prioritising the desired outcomes in section 4 for the next three years.
- Although this will be kept under review, it was envisaged that similar expenditure focus will continue to deliver this.
- The reason for this decision is the positive impact this approach has had on pupil outcomes over time including in 2018-19 where our disadvantaged pupils have been in line with or outperformed non-disadvantaged pupils nationally.
- This is also evidenced by the fact the school has been awarded London School's for Success status 2 years out of the last 3 because of the effectiveness of impact on outcomes for pupils in receipt of pupil premium, making it one of the top 8% of London schools in this area.
- It is to be noted that PP income has been in decline in recent years due to changes in eligibility criteria, although for 2019-20 there is a slight increase.

COVID IMPACT

- The impact of the COVID-19 pandemic and related school site closures remains to be seen but is likely to be considerable.
- The concern is that pupils in receipt of PP may be further disadvantaged for several reasons including: access to technology to access remote learning, housing conditions, less structured learning environment, capacity for family support.
- As a result, the plan for this academic year has only been followed from September to end of March.
- Pupils in receipt of pupil premium have been prioritised for target return groups as government guidance allows, we have also ensured hand delivery of study books to individual homes to ensure they are received and this has been supported by individual weekly care calls.
- Going forward much depends on what restrictions are in place from start of academic year 2020. If all children are back on site, then the current plan can be

maintained but may need additional tuition / focus groups (some of which have already been factored into staff deployment for next year)

- If blended learning continues, an alternative approach may be needed including support with access to technology, target study groups, personalised education plans.
- It is also to be noted that it is likely the number of children in receipt of pupil premium will considerably grow as those eligible for FSM has increased during this period. It remains to be seen if therefore the government continue to fund PP at the current levels.



6. Planned Expenditure

Academic Year	2019-20
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i. Quality of teaching for all & Closing Gap of PPP (see targets on SDP)

Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
School attainment in reading improves (A)	<ul style="list-style-type: none"> • Higher profile for reading across the school • Greater consistency in the approach to the teaching of reading • ECAR (yr 1 & 2) 	Previous LTEs & previous results show inconsistency in teaching and less than expected progress in some aspects of reading Impact data of ECAR	Staff training Clear expectations set New/refined approach explained Clear planning expectations made explicit 1 teacher x 1 day a week 1 HLTA x 3 days a week	CB, ZK, SL, SLT	Monthly following staff inset in January Quarterly in line with pupil progress meetings ECAR data & phonic check
School attainment in writing improves (A)	<ul style="list-style-type: none"> • Consistent approach through the use of wordsmith 	Greater depth writing outcomes not consistent	On-going staff training Subject leader support Staff working as borough moderators	SLT & CB & ZK	Quarterly in line with pupil progress meetings
School attainment in maths improves (A)	<ul style="list-style-type: none"> • Consistent approach through the use of Busy Ants 	QLA of KS2 show smaller areas of progress in the consistent use of and application of four operations	On-going staff training Subject leader support Clear expectations through calculation policy and example vlogs on school website	SLT & AH	Quarterly in line with pupil progress meetings
School attainment and progress improves (A)	<ul style="list-style-type: none"> • Y6 Booster classes • 	Targeted small group work for short term intervention to accelerate progress	Outcomes measured with and in comparison to class groups	MF & AH	Quarterly in line with pupil progress meetings

Cost breakdown

Year 6 £26,000 (1 x 0.5 teacher), ECAR £18,000 (1 x 0.2 teacher & 0.6 HLTA), Reading priorities £8,000 (see SDP),

Total budgeted cost	£ 52,000
PP Contribution	£ 44,000
Sch. Budget Contribution	£ 8,000

ii. Targeted support (PPP)

Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Number of pupils involved in external well-being groups/workshops increases & shows positive impact on wellbeing (B)	<ul style="list-style-type: none"> ● Involvement with 'Headstart' ● Bounce-back (yr5) ● Champions (yr6) 	To develop resilience and transference of these skills to other pupils and further educational settings	Weekly sessions supported by school staff Initial meetings to ensure expectation and course outline is clear and understood by all parties	JOA	Weekly sessions supported by school staff Annual review by school and provider (July)
Number of pupils involved in internal well-being groups/workshops increases & shows positive impact on wellbeing (B)	Learning Mentors to run pastoral support groups <ul style="list-style-type: none"> ● SEMH – life skills ● Social skills ● Self-esteem ● Anger busting ● Drawing and talking ● Transition ● Motivation ● Confidence 	Pupils to reflect on attitudes and behaviour and how this can impact attitude to learning for themselves, others and the wider environment Track record of positive impact on well-being & outcomes	Monitoring Pupil conferencing Discussions with staff Changes in behaviour/attitudes to learning	JB & DH	Quarterly and in line with other intervention monitoring
Interventions targeted accurately to support progress (A)	Targeted learning time where teachers are released for an additional hour per week to support pupils progress	EEF case studies into effective feedback contributing significantly to pupil progress Used as case study for London Schools for Success	On-going sharing of good practice Pupil conferencing Outcomes from RAG rated action plans and pupil progress discussions TLT books	SLT	Quarterly in line with pupil progress meetings
Year 6 progress and outcomes supported (A)	Early morning booster sessions	Pupils are in school on time, focused and lesson ready More supportive small group approach	Monitoring of resources used Pupil feedback Staff discussion	JOA & AH	Quarterly in line with pupil progress meetings
Additional learning support & intervention for pupils with SEN &PP	Small target groups & support with whole class planning SEN early morning	Increased % in school population of SEND particularly in EYFS & KS1 (ASD & Communication)	Planning B-tracker Education Plans with progress measures	SLT	Quarterly in line with pupil progress meetings

	booster	Not financially sustainable to support on individual basis	Pupil data		
Cost Breakdown				Total budgeted cost	£ 132,000
TLT £24,000 (0.5 x teacher), EMB £20,000 (80 mins x 15 TA's= Equivalent of 1 FT TA), SEN support groups £52,000 (1x teacher), Learning Mentor £36,000 (50% of 2LM)				PP Contribution	£ 103,000
				Sch. Budget Contribution	£ 29,000
iii. Other approaches					
Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
PPP access to after school provision is prioritised (C & D)	<ul style="list-style-type: none"> • PP after school club participation prioritised & cost met through PPP 	<p>Participation in regular clubs has historically improved attendance of target pupils</p> <p>Positive impact on pupil wellbeing & provides chance to excel in other areas</p>	<p>Review of club registration & consistent participation</p> <p>Link with attendance data (see below)</p>	LW & JB	Quarterly in line with reviews at SGT meetings
Pupils attendance and punctuality in line with non PP peers & national (D)	<ul style="list-style-type: none"> • Trigger level communication in place • School link supports target families including regular meetings re: repeated cases of lateness or non-attendance • Late gate • Breakfast club prioritised 	<p>Information to ensure all parents understand clear expectations and reminders and tips to support those finding punctuality a challenge</p> <p>Support parents to prioritise children's attendance & importance of education</p> <p>Additional practical support e.g. access to breakfast club to support this</p>	<p>Consistency in the approach and staff dealing with it so parents are clear on expectations and who to go to</p>	LW & JB	Quarterly in line with reviews at SGT meetings
Cost Breakdown				Total budgeted cost	£ 12,000
After school clubs £5000, Breakfast club £1000, Attendance target work £6000 (1 x 0.2 admin)				PP Contribution	£5,000

