



EWPS PUPIL PREMIUM REPORT: IMPACT OF 2020/21 PROPOSAL FOR 2021/22



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 13% 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 £1,345 per pupil.

Principles

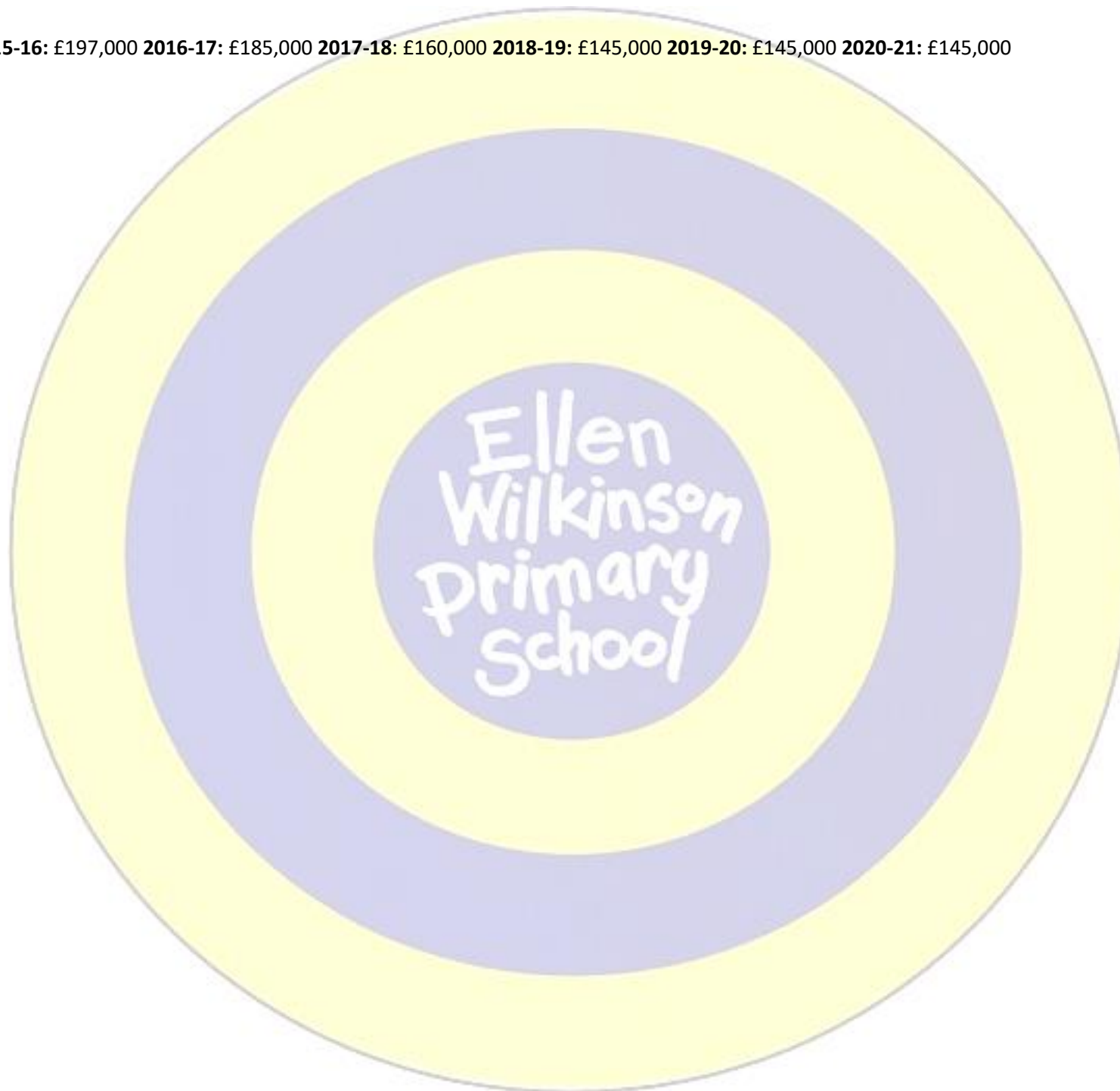
We organise teaching and learning at Ellen Wilkinson in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. EWPS ensures that appropriate provision is made for children 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. However the impact of the COVID pandemic has significantly increased numbers in receipt of Free School Meals although this is not fully reflected in this year’s allocation as the autumn not spring census was used. It remains to be seen if therefore the government continues to fund PP at the current levels. 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: £145,000 2020-21: £145,000



Pupil Premium Strategy Statement: Ellen Wilkinson Primary School

1. Summary Information					
School			Ellen Wilkinson Primary School		
Academic Year	2020-21	Total PP budget	£145,000	Date of most recent PP review	April 2021
Total number of pupils	480	Number of pupils eligible for PP	108	Date of next internal review	April 2022

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 the last set of statutory tests 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 3 years out of the last 4 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.
- In the absence of statutory assessment for 2019-20 & 2020-21 the school is using internal data to track progress made by all groups including those in receipt of pupil premium. This internal assessment is made up of teacher assessment, Renaissance tests and for 20220-21 only NFER.

COVID IMPACT

- The long term impact of the COVID-19 pandemic and related school site closures remains to be seen as the concern is that pupils in receipt of PP may have been further disadvantaged for several reasons including: access to technology to access remote learning, housing conditions, less structured learning environment, capacity for family support.
- Support groups and attendance support referenced in this report have run virtually during lock down and are in a slightly different format when onsite due to the need to maintain COVID 'bubble' approach.
- Although the additional COVID premium is being targeted to support this group with additional tuition / focus groups (please see separate report) many of these children will also receive the support measures that are outlined in this plan as we see the COVID premium as a 'Closing the Additional COVID Gap' measure.

6. Planned Expenditure

Academic Year **2020-21**

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 Lexia programme Implementation of Animaphonics 	<ul style="list-style-type: none"> Previous LTEs & previous results show inconsistency in teaching and less than expected progress in some aspects of reading Impact data of ECAR Phonic LTEs showed greater consistency in approach needed 	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, LF, 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 school agreed scheme (changing in 2021) 	Greater depth writing outcomes not consistent Deterioration in writing (quantity and quality) during lockdowns	On-going staff training Subject leader support Monitoring & evaluation Whole school moderation	SLT & CB & ZK & LF	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 & NY	Quarterly in line with pupil progress meetings
School attainment and progress improves (A)	<ul style="list-style-type: none"> Y6 booster classes Y5 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 5 &6 £36,366 (1 x0.5 teacher), reading support and literacy groups £12,090 (0.4 HLTA), Reading priorities & phonics scheme £15,000 (see SDP), Lexia £5,571

Total budgeted cost	£ 69,027
PP Contribution	£ 54,027
Sch. Budget Contribution	£ 15, 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
Additional learning support & intervention for pupils with SEN &PP	Small target groups & support with whole class planning <ul style="list-style-type: none"> ● Dyslexia & Speech & Lang groups 	Increased % in school population of SEND particularly in EYFS & KS1 (ASD & Communication) Not financially sustainable to	Planning B-tracker Education Plans with progress measures Pupil data	SLT	Quarterly in line with pupil progress meetings

	<ul style="list-style-type: none"> EAL groups Early Talk boost 	support on individual basis			
Cost Breakdown				Total budgeted cost	£ 117,516
TLT £34,500 (0.7 x teacher), SEN support groups £12,090 (0.4 HLTA) , SEND support £33,636 (0.5 teacher), Learning Mentor £37,290 (50% of 2LM)				PP Contribution	£ 81,573
				Sch. Budget Contribution	£ 35,943
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
PPP supported to access enrichment activities (cultural capital)	<ul style="list-style-type: none"> Visit contributions including Fairplay met through PP 	<p>Cultural capital</p> <p>Positive impact on pupil wellbeing & provides chance to excel in other areas</p>		JB	
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 Breakfast club prioritised Additional contact & support 	<ul style="list-style-type: none"> Information to ensure all parents understand clear expectations and reminders and tips to support those finding punctuality a challenge Support parents to prioritise children's attendance & importance of education (including virtually during lockdown) Additional practical support e.g. access to breakfast club to support this 	Consistency in the approach and staff dealing with it so parents are clear on expectations and who to go to	LW & JB	Quarterly in line with reviews at SGT meetings

Cost Breakdown

After school clubs £1,500 (reduced due to lockdown), Breakfast club £1000, Attendance target work £8,044 (1 x 0.2 admin), Enrichment £3,500

Total budgeted cost	£ 14,400
PP Contribution	£ 9,400
Sch. Budget Contribution	£ 5,000

