



EWPS PUPIL PREMIUM STRATEGY (2022 to 2025)



This statement details Ellen Wilkinson Primary’s use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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.

This is the first year of a new 3-year long-term pupil premium strategy from September 2022 to September 2025. This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF). The review of the final year (2021-22) of the last 3 year cycle is also included.

Ellen Wilkinson Primary School Overview	
Total number of pupils	436
Proportion (%) of pupils eligible for PP	24.54% (107 children)
Academic years that our current PP strategy plan covers	Review of year 2021-2022 Year 1 2022-2023 Year 2 2023-2024 Year 3 2024 -2025
Date this statement published	October 2022
Date of next review	October 2023
Statement authorised by	Sue Ferguson (Headteacher)
Pupil Premium Leads	Marie Feenery & Aziza Hussain

Funding Overview	
Pupil Premium Funding Allocation this academic year	£147, 836
Recovery Premium Funding Allocation this academic year	£14,790
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£162,626

Governor Lead

Laura Stagg (Chair of Curric &
Standards Committee)



Ellen
Wilkinson
Primary
School

Part A: Pupil Premium Strategy Plan



Statement of intent



School Vision

The vision of Ellen Wilkinson Primary School is 'Learning to Grow and Succeed Together' and this encapsulates our focus for all pupils to succeed at the highest possible level and underpins all aspects of our school community.

In order to achieve this the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community and we expect everyone to embody them. Therefore, everyone has the right and the responsibility to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

Pupil Premium Strategy Intent

Our intention is that all pupils make good progress and achieve highly across all subject areas, in particular diminishing the difference in the attainment between pupil premium and non-pupil premium children. Our ultimate objective is for every mainstream child to leave year 6 at an age expected level or better.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We know that the core skills in English and Maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners. Therefore, we prioritise strategies that will support pupils to make the necessary progress in English and maths as a starting point.

We believe the best way in which to do this is in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Priorities Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

We recognise that high quality teaching is at the centre of all improvement and this is prioritised. This is supported by the curriculum vision and golden absolutes which outlines the provision we provide and the pedagogy attached to its delivery which is designed to enrich and empower students to excel in all areas (see below).

The approaches we have adopted complement each other to help pupils excel. At their heart is

- Quality teaching from all members of staff
- High expectations of all children to maximise their academic potential
- Acting early to ensure all children gain additional support at the earliest opportunities
- Pastoral approach that runs simultaneously with the academic approach so all children have opportunities to excel

To ensure our strategies are effective, we use robust diagnostic assessments to track impact so that we can act quickly to intervene at the point need is identified

Curriculum Values & Vision

CURRICULUM VISION	WHAT LEARNING MUST LOOK LIKE TO MAKE THE VISION A REALITY (GOLDEN ABSOLUTES)
<ul style="list-style-type: none"> <input type="checkbox"/> Have dreams, values and ambitions and the life skills to fulfil their potential <input type="checkbox"/> Know how to learn and have skills and knowledge for life <input type="checkbox"/> Be independent, self-motivated and self-confident <input type="checkbox"/> Be successful by learning from mistakes, accepting failure and having the determination to try again <input type="checkbox"/> Stand up for themselves whilst respecting the ideals of others <input type="checkbox"/> Understand that they can make a difference in an imperfect world, and have sound values to build a life on <input type="checkbox"/> Attain highly across the curriculum in order to have the best possible life chances and opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Enable children to be aspirational and prepared for life in the 21st century <input type="checkbox"/> Promotes enjoyment, creativity, critical thinking and a fascination for learning <input type="checkbox"/> Provides appropriate challenge and expectation to ensure high quality outcomes <input type="checkbox"/> Nurtures the mental, physical and emotional wellbeing of every child <input type="checkbox"/> Supports children to be effective and confident communicators <input type="checkbox"/> Encourages collaboration, teamwork and mutual respect <input type="checkbox"/> Provides a meaningful context for learning that reflects local needs and community <input type="checkbox"/> Broadens horizons locally, nationally and globally <input type="checkbox"/> Promotes a social conscience that reflects British Values <input type="checkbox"/> Provides access for all

Challenges

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

No's	Detail of the challenge
1	From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – especially with children in Nursery, Reception & year 1 intakes and mid – phase admissions.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies, this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English
5	Our own internal systems of assessments and observations found there was a lack of real life experiences and enrichment activities in disadvantaged children's everyday lives. They are missing key aspects such as day trips, holidays experiencing different landscapes, experiencing the culture capital of London etc. This was exacerbated during the pandemic, with the loss of school clubs and educational visits. These experiences provide rich and broad experiences that develop resilience, self-confidence and raise aspirations.
6	Our attendance officer has identified attendance and punctuality issues in disadvantaged children has been between 1-2% lower than their non-disadvantaged peers – There were issues with term time leave / persistent absence.
7	We are beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues. This impacts significantly on pupil wellbeing and ultimately outcomes.

Intended outcomes

Intended Outcome	Success Criteria
Ensure all mainstream disadvantaged children leave Nursery and Reception at age expected levels	<ul style="list-style-type: none"> Data tracking and analysis regularly throughout the year. Improve on a GLD of 60 % in 2022.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment and pupil voice.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEND need that prevents this. To achieve above national average progress scores in KS2 Reading Progress
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEND need To achieve above national average progress scores in KS2 Maths Progress

Improved attainment in writing for disadvantaged students	<ul style="list-style-type: none"> To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need. To achieve above national average progress scores in KS2 Writing Progress
Improved attainment in phonics tests for disadvantaged students	<ul style="list-style-type: none"> Ensuring 90% + of children score 32+ in the national phonics test in Year 1 Where children have not met the expectations in year 1 that additional support is put into place to address this in year 2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations reduction in off task behaviour ensuring all children that want to are participating in enrichment activities, especially our disadvantaged pupils ensuring there are many opportunities for all children's skill sets to flourish ensuring all of our children go on worthwhile, interesting and relevant educational visits to build up their life skills

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 previously. The total budget required for all aspects is £197,176 which means a shortfall of £34, 550 is met through the school's budget

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,475

Cost breakdown: Year 6 £36,366 (1 x0.5 teacher), Reading priorities & phonics scheme £10,000 (see SDP), Renaissance assessments (£11, 000 spread over 3 years - £3666), Busy Ants subscription + deepening mastery £1700, Literacy Tree £895 Newham Learning CPD £2500, CPD related to sticky learning £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments - Renaissance Star Maths and Reading Assessment. Ongoing CPD for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions, teacher instruction and targeted learning time. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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 Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of Anima Phonics - a DfE validated Systematic Synthetic Phonics programme to secure stronger and consistent phonics teaching for all pupils and the corresponding decodable texts.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Embedding The Literary Curriculum (Literacy Tree) - teach through a text approach, ensuring a consistent approach and pedagogy to the teaching of reading, writing and spelling. Increase pupil engagement in Reading and Writing through a wide range of high quality texts and ensure pupils are 'critical readers and confident writers'.</p>	<p>Learning conversations, observations and pupil tracking during the first year of implementation of The Literary Curriculum demonstrated that the consistent approach and pedagogy is having a positive impact on pupil outcomes, particularly in reading. Further time to embed is required, particularly with the writing, as this has taken longer to recover since the Covid-19 lockdowns.</p>	1, 3, 4
<p>Continue to implement the Busy Ants scheme of work, ensuring a consistent approach to Maths across the school. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>	3
<p>Whole-school 'Sticky Learning' approach implemented - to ensure appropriate intervention, challenge and support that enhances long term memory recall (metacognition) which in turn will improve pupil attainment and outcomes.</p> <p>Staff CPD - develop staff knowledge and understanding of learning and memory to positively impact pupil learning and outcomes.</p>	<p>Evidence base:</p> <p>https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/</p> <p>https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/</p> <p>https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf</p> <p>'Retrieval Practice' by Kate Jones</p>	1, 3, 4, 6

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

Budgeted cost:

£110,157

Cost breakdown: TLT £34,500 (0.7 x teacher), SEN support groups £12,090 (0.4 TA) , 1:1 tuition £14,790 + £5916 (school 40%) Learning Mentor £37,290 (50% of 2LM), Lexia £5,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Learning Time (TLT) - teachers are released for an additional hour per week to support pupils' progress, working either one to one or with small groups. Pupils and groups are identified as part of quarterly pupil progress meetings.	EEF case studies into effective feedback contributing significantly to pupil progress. Used as a case study for London Schools for Success.	1, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Additional Lexia intervention sessions each morning (15 minutes daily outside of normal school hours)	Our internal data has shown a positive impact on pupil reading outcomes through this method. The programme is individualised to each pupil as it assesses pupils' capabilities and then targets their specific difficulties.	2, 3 & 4
Tuition and booster sessions for Year 6	More focused teaching in smaller groups to ensure children learn and become fluent in key basic skills to work through their learning. Allows more focus and quality teaching in smaller groups. Recent Year 6 SATs results show an improvement in the outcomes of the children and an acceleration in their progress when they work in smaller groups compared to the traditional full class setup.	3, 4
Additional learning support & intervention for pupils with SEN & PP through small target groups, including but not limited to: Dyslexia & Speech & Language groups, EAL groups and Early Talk boost.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants (recommendation 5 & 6)	1, 3, 4

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

Budgeted cost: £31,544

Cost breakdown: After school clubs £5,000, Breakfast club & magic breakfast £3500, Attendance target work £8,044 (1 x 0.2 admin), Enrichment £15,000 + 50% cost of LM covered in previous section

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club – We admit disadvantaged children, free of charge, and provide them with breakfast and a safe place before school.</p> <p>Magic breakfast provision</p>	<p>Through observations we have found this club helps to settle the children and ensure they eat a meal that prepares them for their day at school. https://educationendowmentfoundation.org.uk/news/breakfastclubs-found-to-boost-primary-pupils-reading-writing-andmaths-res</p> <p>We are part of the Magic breakfast programme which provides breakfast foods to take home for those in receipt of PP & who do not attend the breakfast club. We also extend this to families who we know are struggling to feed their children but are not in receipt of PP.</p>	6,7
PPP access to after school provision is prioritised & funded	Participation in regular clubs has historically improved attendance of target pupils Positive impact on pupil wellbeing & provides opportunities to build skills and excel in other areas.	5, 7
PPP supported to access enrichment activities including educational visits & residential (cultural capital)	Cultural capital Positive impact on pupil wellbeing & provides chance to excel in other areas Evidence shows a number of benefits and transferable skills that can help accelerate children’s learning potential. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5, 7
Continuing to embed principles of good practice set out in the DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance We have a strong track record of supporting families to attend regularly (see school data and procedures)	6
Learning Mentors to run pastoral support groups including: SEMH – life skills, social skills, self-esteem, anger busting, drawing and talking, transition, motivation and developing confidence.	A proven track record (through observations and impact measures) shows the positive impact of the groups on pupil wellbeing and pupil outcomes. This is due to pupils having regular opportunities to reflect on their attitudes and behaviour and how this can impact their behaviour towards learning- for themselves, others and the wider environment.	4, 7

	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):	
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[EEF Social and Emotional Learning.pdf\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



Ellen
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Primary
School

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the year pre-pandemic in key areas of the curriculum and the gap between their peers has widened. Despite being on track during the first year (2018/19 - see below), and having a strongly evolved approach that impacted positively (as evidenced by being a London School for Success for impact on outcomes for disadvantaged pupils), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised and will need at least another 12 months to be back on track.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended and have had a longer lasting impact than hoped. This was exacerbated by staff and pupil absence due to Covid and related isolation periods during academic year 2021-22, negatively impacting on the additional support measures planned to take place including Targeted Learning Time (TLT). Therefore this will be prioritised going forward as we know that this has a positive impact upon pupil outcomes.

During 2021-22 maths has seen a stronger recovery and has been supported by significant adaptation to ensure key concepts have been secured. A new English scheme was introduced in 2021-22 to link writing to high quality texts and this is beginning to positively impact on pupil outcomes but needs greater time to embed particularly in writing. Refinement work in delivery of phonics began in the summer term of 2022 and is due to continue into this cycle. Lexia interventions for an additional 15 minutes before school each day have impacted positively on target children's progress in reading.

Our use of 1:1 tuition during 2021-22 using the recovery premium was delivered online after school by an outside provider and focused on maths and shows a positive impact on pupil outcomes. This approach was selected as previous data from 2020-21 saw negligible impact in English using this method. Going forward we are looking at maintaining the maths approach but developing a more impactful approach for Reading & GPS.

One of the greatest challenges in 2021-22 was supporting development of children in Reception where the impact of the lack of Early Years Education and social interaction was most telling. Additional work in PSED had to take place and communication and language acquisition was low. This work needs to continue for this cohort into year 1 and beyond and is part of the challenges outlined earlier in the document.

Overall attendance in 2021/22 was 93.7% which is lower than in the preceding years but was higher than the national average (92.7%) . Our work on attendance shows a positive impact in this area with absence among disadvantaged pupils only 1.17% higher than their peers. However PPP representation in persistent absence was higher than it should be with 20 PA who were PP compared to 41 PA who were not. In order to embed this and ensure the remaining gap is closed further (particularly with persistent absence), attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health suffered due to the impact of school closures but have improved during 2021-22 supported by return to onsite schooling and Wellbeing Wednesdays. We used pupil premium funding to provide wellbeing support and targeted interventions

where required, this will need to continue into the next 3 year strategy.

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)

Externally provided programmes

Programme	Provider	Programme	Provider
Lexia	Lexia Learning	Bug Club	Pearsons
Times Table Rockstars	Times Table Rockstars	Mathletics	3P Learning Ltd
Evidence Me	Too Simple	Google Classroom	Google
Renaissance Assessment	Renaissance Learning UK Ltd	Anima Phonics (Letters and sounds updated)	Anima Phonics
Busy Ants	Collins	The Literary Curriculum	Literacy Tree

Further information

Every year our pupil premium strategy is supplemented by money from other areas of the budget as our ultimate goal is to aid, firstly, the disadvantaged, but, secondly, the whole school. 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. We have children from many different economic backgrounds but finances can be tricky for many who do not meet the stated criteria for PP.

