



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 third year of a 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	400 (R-Y6 Sept 24)
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 2024
Date of next review	October 2025
Statement authorised by	Janice Owen-Amadasun (Acting Headteacher)
Pupil Premium Leads	Marie Feeney & Aziza Husain
Governor Lead	Laura Stagg (Chair of Curric & Standards Committee)

Funding Overview	
Pupil Premium Funding Allocation this academic year	£174,640.00
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£174,640.00

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 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 values, which outline 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 at which the need is identified.



OUR CURRICULUM
helps all of our
children to:

OUR LEARNING
helps all of our
children to:

Be equipped with the skills and knowledge to learn and attain highly



Become responsive learners and critical thinkers, through enjoyment, creativity and collaboration.

Be aspirational and have ambitious goals, fulfilling their individual potential and those of others



Be aspirational and prepared for life in an ever-changing world.

Stand up for the right thing whilst respecting yourself and others.



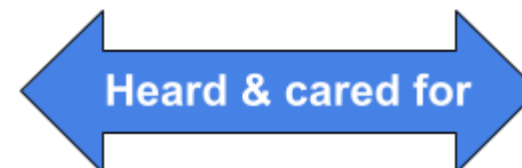
Develop a social conscience through meaningful learning reflecting local, national & global needs and community.

Achieve success by acknowledging mistakes, learning from failure and having the determination to try again



Become independent, motivated and confident.

Develop strong values to build a life upon and explore ways to make a difference in the world.



Know how to nurture their mental, physical and emotional wellbeing.

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 in which they experience 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 opportunities 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 abuse 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 and into Year 3, in specific circumstances.
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 attendance rate for all pupils being no less than 96%. Each child has an attendance rate of no less than 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to a gap of no more than 1%.
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 pupil voice, student and parent surveys and teacher observations. Reduction in off task behaviour (evidenced through behaviour analysis). Ensuring all children that want to participate 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 £206,126.30 which means a shortfall of £31,483.30 is met through the school's budget

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,024.50

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
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
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.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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'.	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.	1, 3, 4
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. 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).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
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. Staff CPD - develop staff knowledge and understanding of learning and memory- to positively impact pupil learning and outcomes.	Evidence base: https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/ 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/ https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf 'Retrieval Practice' by Kate Jones	1, 3, 4, 6

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

Budgeted cost: £119,465.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Learning Time (TLT) - teachers are released for additional time per week to support pupils' progress, working either one to one or with small groups. Focus 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.	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

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
English and Maths booster groups for Year 6 and Easter revision sessions.	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, LEG, Box Clever and 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: £32,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – we admit disadvantaged children to our breakfast club at a reduced rate (half price), where they are provided with breakfast and a safe place before school.	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	6,7
PP pupils' access to after school provision is prioritised and offered at a reduced rate (half price).	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
PP pupils are 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
Embed principles of good practice and expectations set out in the DfE's statutory guidance - Working together to improve school attendance - August 2024 - GOV.UK .	The DfE guidance has been informed by feedback and engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - August 2024 - GOV.UK 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:	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	4, 7

<p>SEMH – life skills, social skills, self-esteem, anger busting, drawing and talking, transition, motivation and developing confidence, as well as pastoral support for parents.</p>	<p>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.</p> <p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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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 2023 to 2024 academic year.

The progress of all of our pupils, including those in receipt of the pupil premium grant, are monitored closely, as part of ongoing assessment and during quarterly pupil progress meetings. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Statutory assessments:

- GLD: 4 of our 6 PP pupils did not make GLD at the end of reception, which is due to their differing learning needs. 3 of the 4 are on the pathway to specialist input. They will receive support and targeted intervention this year, along with any other specialist input.
- In the Year 1 Phonics test, 10 of the 11 PP pupils met the expected standard of the screening. The child who did not meet the standard is a child with SEN (speech and language).
- In the MTC, PP pupils achieved a mean score of 24, which was one mark more than their non PP peers, whose mean score was 23.
- End of KS2 attainment outcomes 2023-24: please see the impact table below, where we have gauged the performance of our disadvantaged pupils to their non-disadvantaged peers, at school and local level. These comparisons are to be considered with caution given the ongoing pandemic impacts on this cohort. Please note that there is no progress data available for the year 2023/24 due to the impact of Covid-19 on KS1 prior attainment data.
 - There is a marked gap between the attainment of PP pupils compared to their non PP peers (Combined expected standard). Targeted support was given to each PP pupil, based on the gaps identified at the beginning of the academic year. Although 14 PP pupils did not meet across reading, writing and maths, internal data demonstrates the positive impact on progress and attainment this academic year, based on the support and intervention that was in place. 50% of those 14 PP pupils are pupils with SEN. With regards to meeting the higher standard across RWM, PP pupils have outperformed their non PP peers.

Internal data, including teacher assessments indicate that in most year groups our disadvantaged pupils are making good progress and perform well compared to their non PP peers. This was evidenced through learning walks, book looks, internal data, moderation and PPMs. We also drew on evidence with regards to the wider issues which impact disadvantaged pupils' performance such as attendance, behaviour and wellbeing. The evidence suggests that strategies in place have had a positive impact on PP pupils' attainment and wellbeing.

In some cohorts there is a more marked gap between PP pupils and their non PP peers. In some cases, this is because of EAL or Special Educational needs. All PP pupils' progress will continue to be tracked and targeted intervention and support given, where needed.

As outlined above, it is evident from the data used to measure the impact of our strategy, that whilst the strategy has already had some impact, there is still further work required to ensure that any attainment gaps between those eligible for PP and their non PP peers is closed and progress measures for disadvantaged pupils are strong. Therefore, during this academic year (24-25), we will continue to implement the strategies which best support our pupils to make accelerated progress and adapt or add to this where needed, drawing on relevant research of other strategies with proven impact. Our disadvantaged pupils will be targeted with individualised support that best suits their needs and supports their progress, both academically and personally.

Based on the information above, along with our internal data, the performance of our disadvantaged pupils in some year groups are on track to meet the outcomes we set to achieve by 2024-25, as detailed in the intended outcomes above. However, this is not the case in all year groups and therefore the planned activity this year will be crucial in ensuring attainment gaps between PP and their non PP peers are narrowed.

Our evaluation of the approaches delivered last academic year indicates that early morning boosters, TLT, support and intervention groups, Year 6 booster teachers have been particularly effective in accelerating the progress of PP pupils. Attendance has been identified as one aspect which has negatively impacted attainment for some of our PP pupils. There will be a continued drive with regards to the targeted attendance work and engagement with those parents (particularly those PP pupils who are persistently absent)- in line with the DfE's new attendance guidance.

Impact of use of pupil premium (2023/24-KS2)				
	Pupils eligible for PP (EWPS) - 26 pupils	Pupils not eligible for PP (EWPS)- 31 pupils	Pupils eligible for PP (Newham)	Pupils not eligible for PP (Newham)
% achieving in reading, writing and maths	46.2%	74.2%	68.5%	74.4%
% achieving in reading, writing and maths (higher standard)	11.5%	9.7%	11.6%	14.1%
% Attendance	92%	93%		
After school club take up	TBC	TBC	N/A	N/A

Externally provided programmes

Listed below are the names of non-DfE programmes that were purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

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

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.