

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Green Wrythe Primary School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	37.28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Jones
Pupil premium lead	Alban Edwards
Governor / Trustee lead	Tris Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,260
Recovery premium funding allocation this academic year	£19,059
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	£166,319

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of pupils have a range of complex needs, which in previous years has slowed progress and attainment. Many children fall within a number of groups which require additional support to ensure children's progress is rapid and sustained (social/behaviour, speech and language, high needs support, other SEN and disadvantaged families). This continues this year and barriers are heightened because of the impact of Covid-19 closures.
2	Emotional and social well-being of children including family life has an impact on attainment and progress, which includes poor attendance.
3	Behaviour and attitudes to learning affects progress and attainment because of low aspirations and self-belief.
4	A high percentage of parents of the disadvantaged pupils (particularly Rainbow) lack the confidence to support their children with their learning at home, including how to support their emotional regulation and readiness to learn.

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 ensure an increased percentage of disadvantaged pupils achieve Age Related Expectations (ARE) across the	Progress in Reading, Writing and Maths. To reduce the in-school gap between disadvantaged and non-disadvantaged

<p>school as a result of targeted intervention from class teachers and additional support of members of SLT and an experienced EYFS/KS1 Practitioner.</p>	<p>pupils (within 5%). Target date- July 2022 Phonics - To achieve, or exceed 75% in phonics screening in (Year 2 Autumn & Year 1 June). Target date - July 2022</p>
<p>To ensure disadvantaged pupils have access to emotional and mental health support, to help overcome any barriers to learning across both Ark and Rainbow</p>	<p>Improve learning behaviours and well-being as a result of nurture programme and additional strategies in place -through curriculum engagement and pupil voice. Target date - July 2022 A drama therapist supports pupils across the school to unpick barriers to learning from outside of school - support for mental health of pupils and their families. Full time Family Support worker works across the school to support families to work with other agencies: short breaks; man and boy initiative; Sutton Women's Centre; social services; Uplift and others</p>

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: £25,308, £17,195 and £10,000 = £52,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff to develop Knowledge & Skills and enhance First quality teaching in the following: Same-day & smart quality intervention prioritising - Keep up, not catch up Early Reading and phonics (whole school) Maths Mastery Communication systems Behaviour management</p>	<ul style="list-style-type: none"> ● EEF Guide to Pupil Premium states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. ● High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. ● Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. ● Little Wandle Letters and Sounds Revised enhances Early Reading (as a whole school approach) early identification of children at risk of falling behind, linked to the provision of effective keep-up support. In effective schools, high expectations drive the pace of learning and success built for all children by identifying those having difficulty very early on. These children are then provided with sufficient additional support to help them keep up. ● Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of 	<p>Challenges 1 and 3</p>

	<p>additional progress from this strategy (Toolkit)</p> <ul style="list-style-type: none"> • When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures (target from Ofsted 2018) • Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. • Developing understanding and improving all types of communication, not just speech, equally. This includes facial expression, body language, gesture, sign, sounds, symbols, written language, pictures, objects of reference and electronic aids: a common message from autistic people is that AAC (Augmentative and Alternative Communication) is easier for them than speech - ongoing whole school approach with training for Rainbow staff 	
<p>Continue to build on targeted CPD for all practitioners including: assessment; mastery approaches; Green Wrythe Writing Journey; attention autism; colourful semantics, Self and Co regulation (zone of regulation); Makaton; pecs and provision mapping.</p>	<ul style="list-style-type: none"> • An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: — promote positive relationships, active engagement, and wellbeing for all pupils; — ensure all pupils can access the best possible teaching; and — adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	<p>Challenges 1,2, 3 and 4</p>

	<ul style="list-style-type: none"> ● Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. ● To a great extent, good teaching for pupils with SEND is good teaching for all. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND and scaffolding. <p>Further Research: Green wrythe Writing Journey - Approaches which promote talk and interaction between learners tend to result in the best gains – collaborative learning approaches +5 months (Toolkit). Mastery Approaches - A number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning (Toolkit) Attention Autism - An intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn".</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions and staff CPD)

Budgeted cost: £1,026, £2,400 and £5,000 = £8,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership 1 team to further develop consistency of approaches across the school:</p> <p>Teaching and learning - As part of this extra provision, the roles will support pupils' attainment and needs of rapid progress in light of the pandemic e.g targeted intervention by teachers.</p> <p>Parental engagement - organised parental workshops and meetings to build positive relationships between home and school.</p> <p>In Rainbow, to develop teaching and learning strategies by employing a specialist SEN consultant and working collaboratively with Oakfield-Bandon Hill.</p>	<ul style="list-style-type: none"> ● Further enhance quality first teaching through mentorship and training as research shows teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils. ● This includes the leadership support and training to TAs as the effective deployment of TAs is, therefore, critical for securing a good education for pupils with SEND. When well-trained and properly supported, TAs can have a positive impact: many of the EEF's most successful programmes have involved TAs. Unfortunately, where the deployment of TAs is not carefully considered by school leadership, it can have negative impacts on pupils' learning and wellbeing. ● Some children are vulnerable to poor academic progression and disengagement during transition. Children who have the necessary academic preparedness and who are able to work independently are often able to cope with problems and difficulties and are more likely to be successful. Conversations between teachers on curriculum matters are helpful. 	<p>Challenges 1,2,3 and 4</p>

	<ul style="list-style-type: none"> ● Develop programmes to support parents at home as parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. ● Targeted support for teachers and teaching assistants to address gaps in knowledge and skills. As research suggests, even the most promising intervention will fail with poor implementation. Once an approach has been identified, it is important to take the time to train the staff involved, monitor the delivery of the approach, and consider how to sustain it over time. ● Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. 	
<p>An inclusive approach to support children to attend clubs and trips throughout the year.</p>	<ul style="list-style-type: none"> ● Pupils' health and well-being and enjoyment are fostered through a range of activities including extra-curricular ● Pupil and parental feedback ● Curriculum provision enhanced 	<p>Challenges 1, 2 and 3</p>

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

Budgeted cost: £39,738, £43,645, £5000 and £17,340 = £105,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Family Support Worker to provide early intervention for mental health issues and support in whole school incentives e.g. persistent absentees, reduction of referrals to Children’s First Contact Services and instead find other early help support and access to other agencies.</p>	<ul style="list-style-type: none"> ● Feedback from other professionals – reduction of anxiety. ● Provides practical support for all stakeholders as well as families ● Family support enables families to become self-efficient. ● Additional early support ensures more families in GW become self-efficient and pupils are able to enjoy the full curriculum. ● Practical support for families ensures possible barriers to education are addressed early so pupils experience success in and out of school. ● Pupils and families are given a voice and feel supported by the school and wider community. 	<p>Challenges 1,2, 3 and 4</p>
<p>2 x HLTAs for school’s nurture programme: a programme, which immerses pupils in an accepting, warm, home-like environment that helps pupils to remove the barriers to learning.</p>	<ul style="list-style-type: none"> ● Part of the school’s graduated response so pupils at risk of exclusion are supported and are then able to access the curriculum. ● Nurture groups are psychosocial interventions focused on supporting the social, emotional and behavioural difficulties of children and young people. They are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term. ● Nurture breakfast, which supports children who struggle to attend school and those families who struggle financially 	<p>Challenges 2 and 3</p>
<p>Continue to employ a drama therapy worker for pupils in both</p>	<ul style="list-style-type: none"> ● Feedback from parents and evidence from other practitioners shows that pupils are more settled and happier in the 	<p>Challenges 2 and 3</p>

departments: The therapy gives the pupils a voice and the family a connection to another professional to support the wider family needs.	classroom as they have been given the opportunity to explore their emotions.	
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Total budgeted cost: £ 166,652

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome																																																																																																																																																					
<p>To ensure most disadvantaged pupils achieve Age Related Expectations (ARE) across the school.</p> <p>To ensure pupils make progress based on clear assessment and are on track to achieve the targets set including EHCPs.</p> <p>To ensure practitioners know how to support and scaffold a range of cognitive, social and emotional needs of pupils through a suite of targeted CPD including nurture programmes</p>	<p>Pupils across the school have made progress; however, due to Covid-19 targets have not been met in a majority of year groups e.g. Y6 63% combined ARE, but the target was 67%.</p> <table border="1"> <caption>All Pupils at ARE/ GD Summer 2021</caption> <thead> <tr> <th rowspan="2">Year Grp</th> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Maths</th> <th colspan="2">Combined</th> </tr> <tr> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> <th>Summer</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>67</td> <td>80</td> <td>30</td> <td>37</td> <td>70</td> <td>73</td> <td>27</td> <td>33</td> <td>67</td> <td>80</td> <td>30</td> <td>33</td> <td>63</td> <td>67</td> </tr> <tr> <td>Year 5</td> <td>82</td> <td>71</td> <td>43</td> <td>29</td> <td>71</td> <td>71</td> <td>18</td> <td>11</td> <td>68</td> <td>68</td> <td>18</td> <td>14</td> <td>57</td> <td>57</td> </tr> <tr> <td>Year 4</td> <td>83</td> <td>76</td> <td>0</td> <td>13</td> <td>76</td> <td>70</td> <td>0</td> <td>0</td> <td>72</td> <td>73</td> <td>0</td> <td>7</td> <td>66</td> <td>67</td> </tr> <tr> <td>Year 3</td> <td>65</td> <td>78</td> <td>0</td> <td>19</td> <td>54</td> <td>80</td> <td>15</td> <td>26</td> <td>62</td> <td>78</td> <td>15</td> <td>0</td> <td>46</td> <td>69</td> </tr> <tr> <td>Year 2</td> <td>55</td> <td>86</td> <td>28</td> <td>21</td> <td>52</td> <td>70</td> <td>0</td> <td>10</td> <td>62</td> <td>80</td> <td>21</td> <td>30</td> <td>48</td> <td>70</td> </tr> <tr> <td>Year 1</td> <td>73</td> <td>67</td> <td>0</td> <td>0</td> <td>70</td> <td>43</td> <td>0</td> <td>0</td> <td>73</td> <td>70</td> <td>0</td> <td>0</td> <td>67</td> <td>43</td> </tr> <tr> <td>Year 1 Phonics Reception</td> <td>80</td> <td>77</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>33</td> <td>66</td> <td></td> <td></td> <td>30</td> <td>55</td> <td></td> <td></td> <td>37</td> <td>69</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>With regular half termly assessments for RWMs, teachers have made accurate judgements in light of the pandemic: identified gaps in children's learning; prioritised their teaching to support children to succeed in their learning. This assessment and gap analysis will be continued and passed to the next year group in order to target for accelerated progress.</p> <p>Reading has and will continue to be targeted. Priority readers, including the disadvantaged, are receiving 1:1 daily reading and phonics support in each year group.</p>	Year Grp	Reading				Writing				Maths				Combined		Summer	Target	Summer	Target	Summer	Target	Summer	Target	Summer	Target	Summer	Target	Summer	Target	Year 6	67	80	30	37	70	73	27	33	67	80	30	33	63	67	Year 5	82	71	43	29	71	71	18	11	68	68	18	14	57	57	Year 4	83	76	0	13	76	70	0	0	72	73	0	7	66	67	Year 3	65	78	0	19	54	80	15	26	62	78	15	0	46	69	Year 2	55	86	28	21	52	70	0	10	62	80	21	30	48	70	Year 1	73	67	0	0	70	43	0	0	73	70	0	0	67	43	Year 1 Phonics Reception	80	77														33	66			30	55			37	69				
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	<p>Evidence over time shows pupils are achieving well in Phonics e.g. 80% ARE in summer Y1 data. In KS2, pupils, who needed additional phonics and reading support due to gaps from school closures, received daily sessions until progress was made.</p> <p>Throughout the pandemic, Rainbow continued to be a base and offered provision to support the children's individual needs; however, difficulties in staffing caused by Covid-19 meant there was a lack of OT provision at times whilst practitioners did deliver sessions remotely.</p> <p>A majority of Rainbow's pupils' outcomes were 'met' across the 2 areas of need that the school assessed: cognition and learning; social and emotional mental health. The remaining 2 areas are assessed by outside agencies.</p> <p>Good evidence that pupils enjoy school, immersed fully in their learning and show aspiration e.g. Pupil Voice, observations etc. show children feel supported and know how/who can support in their learning.</p>
<ul style="list-style-type: none"> • To provide emotional support and early intervention for pupils 	<p>The FSW has supported families, many who are disadvantaged or deemed vulnerable pupils. This support involved: emotional support; dealing with anxieties; liaising with social services and other outside agencies; welfare checks. During school closures and pupils' isolation periods, the FSW had regular contact with 62 families (child in need, and all class teachers to support pupils' engagement with online learning, as well as liaising with the HT if a child required a place during lockdowns.</p> <p>Families were also supported with food hampers, food bank vouchers, frozen meals and Christmas presents during the festive period,</p> <p>The pupil voice is evident that children know where to come for support and understand the 'open door' policy that the FSW has. This has allowed many children the opportunity to seek support, which often needs following up via parents, CAMHs etc; consequently, the FSW has liaised with the drama therapist, nurture leads and ELSA</p>

to identify any pupils that would benefit, allowing for these early interventions to take place.

Rainbow support continues through the holidays as the FSW contacts and refers to outside agencies.

Teachers' planning and teaching of lessons are engaging and tailored to the needs of the cohort. This has been prioritised from the learning missed during any isolation periods and lockdowns. During these times, the online platform was carefully monitored by the Head Teacher, in order to ensure high-quality' teaching and learning was being continued from home.

The same level of commitment to other subjects has and will continue to be targeted to promote aspirations for learning beyond the classroom: pupils achieve across the curriculum because of high levels of engagement.

With attendance at 92.9%, it is still not meeting the school's target; however, many incentives and support has been given throughout the year. The FSW monitors persistent absentees that fall below 90%. The FSW has then had regular meetings, given reminders, and whenever possible has arranged transport, or picked up children who otherwise would be absent. In some circumstances, support has been needed due to emotional difficulties e.g. self-harm, anxieties, health etc.

Due to Covid-19 restrictions, incentives used in whole-school assemblies for attendance and punctuality have not been as effective, but will continue in 2021-2022.

Pupil voice shows pupils' perceptions of school are positive, they feel supported in their learning and feel comfortable to ask questions. Learners are ambitious and want to succeed in and out of school.

This has all supported pupils being able to remove barriers to learning through a range of in-house support and nurture programmes. Therefore, children are not restricted by their circumstances, but are supported by the

	<p>school's extra provision in order to make the progress expected.</p>
<ul style="list-style-type: none"> • All stakeholders provide an engaging and exciting curriculum which is tailored to the pupils' needs which inspires aspiration and self-belief 	<p>Training throughout the year has supported practitioners to become more confident and are now more able to plan for a range of SEND and social emotional needs, which affect their pupils' behaviour/cognition because of their strong pedagogical understanding of how to support pupils' learning.</p> <p>A significant number of children participating in nurture were disadvantaged pupils. All the children that started last year (September), will no longer use the nurture programme due to progression and meeting with the 'Boxall' targets. Where there was a need, staff linked with SENCO and outside professionals e.g. Little Limes outreach and placements</p> <p>During Covid-19, an extra provision for nurture children was established for additional emotional support, a majority being disadvantaged and vulnerable. This made a significant impact on the children's emotional well-being; consequently, pupils are now able to access the curriculum and want to attend school, despite their initial anxieties.</p> <p>During school closure, all teachers and leaders continued to keep up strong communications with children, especially disadvantaged and vulnerable children. Many disadvantaged children attended school daily in spring's closure. Even at times where cohorts had to self-isolate, the on-line platform was utilised for children to continue their learning from home. Many disadvantaged pupils received chrome books (given through Government and Wimbledon High grants) and additional learning packs to support them in this.</p> <p>Disadvantaged pupils are achieving and making progress because of the quality of the additional support and opportunities afforded them: 'catch up' interventions, the nurture programme, ELSA, drama therapy and early intervention offered by the FSW.</p>

<ul style="list-style-type: none"> • To work with other schools to enhance the provision and opportunity afforded to the pupils. • To develop breadth, balance, opportunity and enjoyment in all areas of the curriculum including extra-curricular opportunities • To continue the nurture programme which immerses pupils in an accepting, warm, home-like environment that help pupils to remove the barriers to learning 	<p>Due to Covid-19 restrictions, pupils were unable to participate in a range of different trips; however, when restrictions allowed in summer term, after school clubs and local trips continued and year 6 were able to experience a leavers' week to promote interests. In class, topic 'hook' days and learning experiences were used instead to promote a positive experience of school life, build an interest in the wider community and develop children's understanding of the world.</p> <p>Programmes that could not be participated in due to Covid-19 restrictions e.g. 'Strive', 'Thrive', 'Shine' and 'Maths Mentors' will be continued in 2021-2022. These support pupils' attainment and progress as a result of collaborative working with other outstanding settings across different boroughs.e.g. Wimbledon High, Greenshaw etc.</p> <p>Pupils experienced a range of activities: football clubs, netball club and Tiny Tacklers, where they enjoyed being part of a team.</p> <p>Due to Covid-19, disadvantaged children received use of chrome books</p>
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Externally provided programmes

Programme	Provider
Drama Therapy - Roundabout	Qualified Drama Therapist
Little Wandle Letters and Sounds	Chesterton Hub

Service pupil premium funding (optional)

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)

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to release senior leaders to deliver, receive or support with CPD and interventions/boosters.	Creative timetables to ensure leaders' strengths are utilised across the school. e.g. AHT and KS2 lead paired to share classroom responsibilities and carry out other roles when not in class; EYFS+KS1 teacher as additional support; Use of English lead to monitor and target early reading (including phonics) as a whole school strategy; use of INSET days; continual CPD; additional cover being provided by senior leaders and HLTAs.
Targeted support	Ensuring enough time is given over to allow for staff school-wide approach to professional development and support for individuals' CPD.	Creative timetables to ensure leaders' strengths are utilised across the school. e.g. AHT employed to run/organise TA CPD (1/2 a day a week) and curriculum support (2-3 days a week); use of INSET days; additional cover being provided by senior leaders and HLTAs; working with similar partner schools.
Wider strategies	Engaging the families facing most challenges and offering opportunities to disadvantaged pupils.	Family Support Worker employed full time to liaise and work with families and parents. Drama therapist employed to offer therapy for those in need across school. Working collaboratively with partner schools i.e. Wimbledon High, Oakfield etc.