Pupil premium strategy statement – Streatham Wells Primary School

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 years
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Sarah Wordlaw
Pupil premium lead	Sarah Wordlaw
Governor / Trustee lead	Emma Nye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 250
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*	£85,250

Part A: Pupil premium strategy plan

Statement of intent

At Streatham Wells, we organise teaching and learning in order to meet the needs of all children in the best possible way. Our intent is to eliminate the vocabulary gap in EYFS and ensure all disadvantaged pupils master foundational phonics by the end of Year 1 to unlock the full KS2 curriculum. Through our pupil premium strategy plan, we aim to raise the educational achievement of all under-resourced pupils by ensuring they make excellent progress across all areas and beyond the curriculum.

We understand that effective, high-quality teaching is the most important factor in improving outcomes for under-resourced pupils. This is proven to have the greatest impact on closing the under-resourced attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Therefore, we allocate part of the pupil premium funding to make sure all children are seen as individuals and have their needs met through excellent provision and quality first teaching.

Our approach is responsive to common challenges and individual needs. Therefore, as a school, we ensure that appropriate provision is made for children who belong to vulnerable groups, and that our socially disadvantaged children have their needs adequately assessed and met. We further support these groups using many strategies that are beyond the remit of the pupil premium strategy plan.

We have clear and robust systems for self-evaluation and school development planning, within which we monitor the effectiveness of such actions and use this information to plan next steps. This ensures that the pupil premium funding supporting disadvantaged pupils achieves maximum benefit for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that many under-resourced children have less developed language and communication skills on entry to the school. We will be ensuring the consistency of phonics delivery across KS1 to support pupils who did not meet the phonics threshold in Year 1. Standardised baseline assessments indicate that 40% of disadvantaged pupils require intensive oral language support to meet age-related expectations in communication which has an impact on the speed at which they can learn the phonic skills that will support early reading and writing.
2	Our assessments and observations indicate that there is a marked gap between the achievement in writing between under-resourced children and not. This gap is also seen in the number of children who achieve the higher standard in writing.

	Writing results: **Summer 2026** *Under-resourced* (75%) *EXS+ in Writing* *More resourced* (86%) *EXS+ in Writing* *Under-resourced* (25%) *GDS in Writing* *More resourced* (19%) *GDS in Writing*
3	Previous school data shows that many under-resourced children, although making enough progress to meet the same expectations as more resourced children nationally, do not reach the same standards in reading and writing as their non-disadvantaged peers in our school. The percentage of disadvantaged children reaching the higher standards are significantly lower than their non-disadvantaged peers. In Maths, the school will continue to push for higher than the national percentage, to reach expected and greater depth
4	Assessments and observations suggest under-resourced pupils generally have greater initial difficulties with phonics than their peers. As a consequence, under-resourced pupils often perform less well in reading; they might have a limited vocabulary, low reading stamina and less access to quality reading books.
5	Promoting confidence, ambition and resilience in children from disadvantaged backgrounds is a priority. Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunities to succeed.

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 raise the achievement of under-resourced pupils at age-related expectations in reading, writing and maths, and across all areas of the curriculum through quality first teaching and targeted intervention.	Disadvantaged pupils will show excellent progress and raised attainment throughout and by the end of the academic year. There will be a rising trend for KS2 disadvantaged pupils meeting the expected standard in reading, writing and maths by 2026/27.
To provide academic extended school opportunities and interventions which are carefully targeted to close gaps in children's knowledge, due to missed education.	Disadvantaged pupils will have the essential knowledge in place to make rapid and sustained progress from their subsequent low starting points across all areas of the curriculum. There will be a rising trend for KS2 disadvantaged pupils meeting the expected standard in reading, writing and maths by 2026/27.
To promote a love of reading for all children, including those most under-resourced.	Materials are engaging, challenging and facilitate accelerated progress. Provision maps are used successfully. Under-resourced pupils make accelerated progress in Reading.

To provide a range of targeted workshops for under-resourced parents to allow them to academically support their children at home.	By 2026/27, there will be an increase in the number and attendance of academic targeted parent workshops for our disadvantaged families. Parent surveys, completion of pupil homework and teacher observations will indicate an increase in parent confidence and understanding. This will ensure parents are better equipped to support their children at home.
To provide a range of services available to under-resourced pupils and their families to further support their living circumstances, health and mental well-being.	Under-resourced pupils and families with identified barriers will have access to and be well supported with a range of targeted interventions. Actions and monitoring taken by such services will provide the individual support and care families and pupils need. Parent and pupil voice will indicate a positive receiving of the support provided.
To continue to build strong home school relationships and improve parent engagement with under-resourced families by building on their experiences, through workshops, enriching opportunities, social activities and home school links.	Under-resourced families will build strong relationships with the school through the support and opportunities provided. This will ensure further engagement with the school and increase parental involvement. Parent voice will indicate that parents feel valued and supported, are better equipped to support their children at home and will have an improvement in their emotional well-being.
As they develop, all children, but particularly under-resourced children, are able to use effective learning dispositions (metacognition) and critical thinking technical skills to approach learning tasks independently.	Children have a range of strategies to enable them to persist with learning tasks and overcome challenges they face without being overly reliant on adults. To continue to use a diverse curriculum with 'Big Questions' answered to promote critical thinking.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training is carried out with all staff in Early Years and Key Stage 1 and we continue to use White	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1+2

Rose and Literacy for training in KS2 (especially for new staff members). Official RWI training for new to key stage teachers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional- development	
Purchase and implement standardised diagnostic assessment tools Training for staff to ensure assessments are carried out and administered correctly.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1-4
To continue to implement structured phonics intervention programme in KS1 and KS2 (Read Write Inc) and train new staff.	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching- programmes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 4
Implement and structured NELI language programme in both Nursery and Reception to enrich vocabulary.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online- training-model https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language- interventions	1 3 4
Enhancing teaching and curriculum planning for English and Maths in line with EEF guidance. (Training for White Rose and Literacy Tree) Teacher release time and CPD funded to embed key elements of guidance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional- development	3 4
Continue to implement a highly structured maths scheme of work and purchase work books for every pupil in Y1 – Y6 for daily lessons (White Rose).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3 4
To continue to	https://educationendowmentfoundation.	3 4

implement colourful semantics.	org.uk/education-evidence/teaching-learning-toolkit/phonics	
To offer free music tuition for PP children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
To train and develop support staff on trauma led practice	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1-4

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

Budgeted cost: £28,437.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff to run targeted support for: - Social and emotional skills – Curriculum based targeted support. - Early Language - Phonics - Reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant- interventions	1-5
Develop the teaching and assessment of oracy specifically exploratory talk.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot?utm_source=/projects-and-evaluation/projects/voice-21-pilot&utm_medium=search&utm_campaign=site_search&search_term=oracy	1+2
Catch up provision from National Tutoring Programme (NTP)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant- interventions	2-4
Tutoring for Year 6 pupils on core pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant- interventions	1-2
Tutoring for Year 1 and 2 pupils on phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant- interventions	4

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

Budgeted cost: £18,937.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma-led practice training.	By Spring 1, 100% of staff apply de-escalation scripts, resulting in a 20% reduction in 'internal removals' for disadvantaged pupils. Such services seek to improve pupils' wellbeing, interaction with others, self-management of emotions and access to school learning. Being able to improve emotional or attitudinal outcomes will be beneficial to pupils and translate to their academic outcomes. Supporting families will provide strong school relationships, increase well-being and support living circumstances. Parents will be better equipped to support their families and will strengthen parent relationships with the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4 5
Aspirational and motivational workshops/trips/ experiences for pupils and parents	Pupils will have access to a rich and stimulating education, which compliments the academic curriculum. This will create pupil ambition and raise academic attainment. By designing and delivering effective approaches to support parental engagement, the aim is to support parents assisting their children's learning and ensure home learning is of high quality, as well as provide experiences to strengthen parental engagement. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5
Attendance officer/LM will spend 80% of her working day supporting vulnerable pupils, pupils with wider disadvantage and their families.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1-5
Unlocking Potential multidisciplinary	https://educationendowmentfoundation.org.uk/education-evidence/early-yea	5

therapeutic services	rs-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_search&search_term=emotional%20l	

Total budgeted cost: £85, 250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	30	93%	Above (significant)	62%
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	30	13%	At or above	8%
Phonics Screening Check	% of pupils passing in Year 1	28	75%	Below	~ 80%
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	29	72%	At or above	~ 69%

Outcomes for academic year 2024/25 show that…

We have put significant support and input into phonics in Reception and across KS1, with regular training, assessment and dynamic groups.

All current staff are experts of Early reading, as evidenced through an Outstanding Ofsted grading.

The school will continue to invest in Read Write Inc. buying in more resources and CPD for staff, including inducting new staff to the EYFS and KS1 team. As a part of this commitment, the school will be reorganising the teaching day to have a focus on Reading/Phonics throughout the whole school. Therefore, support staff can be deployed to create more opportunities for support and feedback.

Outcomes in KS2 show that…

This is partly due to academic tutoring and targeted, adaptive teaching, and partly due to the emotional literacy support and wellbeing development of children. The Wellbeing Mentor has worked with most of our under-resourced children (and their families) in order to support children to be happy and healthy in school, and most importantly ready to learn.

Free music tuition to under-resourced pupils has been hugely successful. Children have had lessons in piano, guitar, drums and lead vocals. Children who attend choir weekly have made amazing progress in their confidence and ability to attend to tasks. This has developed confidence, resilience and has filtered into the classroom where some children have developed in their focus and engagement in learning also.

Children have had a number of aspirational workshops, trips and experiences, further developing engagement in learning and broadening horizons. This has then impacted attainment and progress of under-resourced pupils, particularly in KS2. We also have offered free breakfast club and after school club places to pupil premium children which has improved attendance for children. Children also receive free extra-curricular clubs after school and we host enrichment clubs every Friday afternoon during school to foster children's interests and

increase cultural capital. These include: chess, yoga, musical theatre, rambling, film critic club, STEM club.

The school will continue to use pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan and will investigate ways to provide more opportunities for aspirational and motivational workshops/trips/experiences for pupils and parents. This has had a positive impact on engagement and attendance as can been seen in the data below and comments from pupil surveys.

The school will continue to use the strategy to bring the attendance of our under-resourced children closer to the school target of 96%.

Whole school attendance - 95.2%
Pupil premium attendance - 92.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider