

Pupil premium strategy statement – West Wimbledon Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	West Wimbledon Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rosie Williamson
Pupil premium lead	Meghan Peatey
Governor / Trustee lead	Nick Carey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,396 Birds EYFS: £13,635 Birds 1 – 6: £114,036 Treetops EYFS: £4545 Treetops Year 1 – 6: £18,180
Recovery premium funding allocation this academic year	£0
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	£130,396

Part A: Pupil premium strategy plan

Statement of intent

At West Wimbledon Primary School our aim is for all children, irrespective of their background, starting point in education or challenges they may face, to achieve at or above the age-related expectation in a range of subject areas.

All members of staff accept responsibility for meeting the needs of the children in the following areas: academic, social and pastoral needs. We do this by ensuring that our Trauma informed training helps us to create a caring and nurturing environment. We aim to overcome barriers and close attainment gaps.

Our school has an additionally resourced provision, for those children with a diagnosis of Autism and social communication needs. There are 50 places in our base and this document will consider spending across both the mainstream provision and our treetops base.

The focus of this strategy document is to ensure that support is in place for those children to reach this goal, including those who are already working at/above age-related expectations.

We want to ensure access to learning is equal and fair for disadvantaged children compared to their peers.

At the core of this approach, is the access to high quality first teaching. This method proves to hold the highest outcomes in terms of supporting disadvantaged pupils to succeed. It has the greatest impact on closing attainment gaps across all areas of pupil need. We also support our children to increase their self esteem and confidence, support their mental wellbeing, ensure access to extended services and provide pupils with enrichment experiences.

Our key aims of our Pupil Premium Strategy plan are;

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To increase the proportion of pupil premium children achieving the age-related standard in reading, writing, maths and phonics.
- To ensure all pupils have equal access to high quality teaching and learning and to additional opportunities such as extra-curricular events and clubs.
- To adopt a culture whereby all staff, take on responsibility for the outcomes of disadvantaged pupils and ensure that they raise
- To add more resource into supporting our children who have SEMH needs

Challenges

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

Challenge number	Detail of challenge
1	There is a low starting point for a large proportion of children in Nursery/Reception; oral language skills are lower for pupils eligible for PP than for NPP. The evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their counterparts in developing early language and speech skills, which may affect their school experience later in life (EEF 2023)

	In particular, we are aware that listening and attention and speaking skills have lower starting points for our children. We are also aware of an increase in the number of our new starters speaking English as an additional language.
2	Reading and Writing continue to be the areas where disadvantaged pupils make progress slower than their peers.
3	Our children eligible for Pupil Premium have a lower school attendance record than their peers at 91.6% in comparison with 95.5%.
4	Of those children eligible for Pupil Premium, 39% also have either SEND support or an EHCP – this is higher than the national average.
5	At least 1/3 of our PP pupils have SEHM (Social, emotional and mental health) concerns which impact their learning. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social and emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF July 2021)
6	Over a third of those children classified as persistently absent are also eligible for pupil premium.
7	Current financial challenges facing pupil premium families; in relation to cost of living. Support required to ensure access to extra-curricular clubs, uniform and adequate resourcing to name a few.

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.

Aim	Target	Target date
Improve oral language in the EYFS	For children in the EYFS to make rapid progress in their oral language so that by the end of the EYFS the gap between PP and NPP is diminished Pupil Premium children with EAL are confident to access the curriculum and their achievement in reading and writing falls in line with Non-PP by the end of Year 6	Summer term for those moving into Year 1.
Progress in Reading	Achieve at or above national average progress scores in KS2 Reading	Annually
Progress in Writing	Achieve at or above national average progress scores in KS2 Writing	Annually
Outcomes in Mathematics	Maintain the diminished gap between PP and NPP	Annually
Phonics	75% of Year 1 Pupil Premium pupils achieve pass rate for phonics.	Annually
Other	Ensure attendance of disadvantaged pupils is above 95%	Annually

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: EYFS: £16,000/ 1 -6: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching; Leadership to deliver Continued Professional Development, teacher training and coaching.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)</p> <p>Teaching for Mastery approach implemented to ensure that all pupils have mastered key concepts before moving on – This in turn will help to close the disadvantaged gap with specific, targeted foundational knowledge. (EEF 2023)</p>	1 and 2
CPD training and development of whole school approaches	<p>EEF Guidance report – Effective Professional Development</p> <p>EEF toolkit – effective use of TA's</p> <p>Support staff to be trained more widely in interventions, supporting specific needs in the classroom</p> <p>Whole school approach to Trauma informed practices to be embedded after 2 year cycle of training and development</p>	1 - 6
Colourstrings Music School	High quality music teaching based on the Kodaly approach in our EYFS and Key Stage 1 classes.	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions – TA timetables in place for each class	Small group tuition has an average impact of 4 months' additional progress over the course of a year (October 2022 EEF)	1 and 2

	The use of 1 -1 oral language interventions support pupils to catch up with their peer (EEF 2023)	
Teacher led – targeted interventions	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1 and 2
Intervention Development – class-based adults who are delivering intervention across the school – SALT/Social Thinking/Rapid Readers/Touch Typing/Lego Therapy	Well evidenced teaching assistant interventions can help previously low attaining pupils to overcome learning barriers and 'catch up' with higher attaining peers (EEF 2022)	4 and 5
Reading for pleasure – improve texts and titles available for pupils to take home	Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio economic background. (Sullivan and Brown, 2013)	2
Phonics	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (EEF 2023)</p> <p>Additional Phonic intervention across R – Year 2 and beyond for those that require it.</p>	2

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

Budgeted cost: £22,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led attendance support - mentoring, parental engagement	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001) Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. (EEF)	3 and 6
Pastoral and well-being support provided to pupils with SEMH - nurture group, ELSA	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (October 2022, EEF)	4 and 5

	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peer and emotional self-regulation, both of which may subsequently increase academic attainment (October 2022, EEF)	
Access to extra-curricular activities (arts participation/physical activity).	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF July 2021)	7
Whole school pastoral training – emotional coaching/ELSA	Social and emotional learning approaches have a positive impact, of around 4 months of additional progress in academic outcomes over the course of the year (EEF 2022)	4 and 5
Reading Buddies and reading mentoring	1:1 reading intervention has consistent evidence that it support children who are struggling to read fluently (EEF 2024)	4
Extra curricular trips	Those in receipt of pupil premium find it harder to pay for trips and visits outside of school	7

Total budgeted cost: £130,396

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 2025 to 2026 academic year.

Referring to pupil outcomes in July 2026, there has been a continued gap between the outcomes for those in receipt of pupil premium, compared with those who are not. This gap remains at its widest in writing, with a smaller gap in both reading and maths. The academic year of 2026, shows the smallest gap is in maths and reading – which highlights our strong approaches to oracy and maths mastery across the school.

The outcomes last year show a significant diminishing gap in Reading outcomes, but there has been a growth in the gap in mathematics this year. Whilst writing gaps are closing, they remain a high priority in school.

Years 1 - 6	July 2024 (% gap between PP and non PP)	July 2025 (% gap between PP and non PP)	July 2026 (% gap between PP and non PP)
Reading	10%	27%	20%
Maths	17%	15%	20%
Writing	21%	28%	25%

Our mainstream single form Reception cohort, alongside our Treetops Reception cohort show the following data outcomes for the ELG - 50% of children eligible for PP achieved the ELG whilst 71% of non PP children achieved this.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider