

Pupil premium strategy statement – West Wimbledon Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	259
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 – 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
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	£145,700 Birds EYFS: £10,850 Birds 1 – 6: £105,400 Treetops EYFS: £1,550 Treetops Year 1 – 6: £27,900
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	£145,700

Part A: Pupil premium strategy plan

Statement of intent

At West Wimbledon Primary School, our ambition is for every child, regardless of their background, starting point, or any barriers they may face, to achieve at or above age-related expectations across a broad range of curriculum areas. This commitment is underpinned by our school vision, "Believe, Achieve, Empower", which is central to all aspects of school life and informs our approach to teaching, learning, and inclusion.

All staff members share collective responsibility for meeting the academic, social, emotional, and pastoral needs of our pupils. Through our commitment to being a trauma-informed school, we strive to create a caring, nurturing, and supportive environment in which every child feels safe, valued, and able to thrive. We are dedicated to identifying and overcoming barriers to learning and closing attainment gaps through effective curriculum design, high-quality teaching, adaptive practice, and targeted support that responds to the emerging needs of our pupils.

West Wimbledon Primary School includes an Additionally Resourced Provision (ARP) for pupils with a diagnosis of Autism and identified social communication needs. The provision, known as Treetops, offers 54 places. This strategy outlines how resources are allocated and utilised across both the mainstream school and the Additionally Resourced Provision to ensure the best possible outcomes for all pupils.

The purpose of this strategy is to ensure that appropriate support and provision are in place to enable all pupils, including disadvantaged pupils and those already working at or above age-related expectations, to achieve their full potential. We are committed to ensuring that access to learning is equitable and that disadvantaged pupils have the same opportunities for success as their peers.

At the heart of our approach is a commitment to high-quality first teaching, which evidence consistently demonstrates has the greatest impact on improving outcomes for disadvantaged pupils and narrowing attainment gaps. We support pupils through effective adaptive teaching practices that take account of individual starting points and needs. Careful curriculum planning, targeted classroom strategies, and inclusive learning environments ensure that all pupils can access, engage with, and succeed in their learning.

In addition to academic support, we recognise the importance of developing pupils' self-esteem, confidence, and emotional wellbeing. We aim to provide access to extended services, targeted pastoral support, and a wide range of enrichment opportunities that enhance personal development and broaden pupils' experiences beyond the classroom.

Key Aims of the Pupil Premium Strategy

Our Pupil Premium Strategy is designed to:

- Ensure that disadvantaged pupils make strong progress and, where possible, exceed nationally expected rates of progress in order to achieve age-related expectations by the end of Key Stage 2.
- Increase the proportion of disadvantaged pupils achieving age-related expectations in reading, writing, mathematics, and phonics.
- Provide equitable access to high-quality teaching and learning experiences for all pupils, alongside additional opportunities such as extra-curricular clubs, educational visits, and enrichment activities.
- Foster a culture of collective responsibility, where all staff are accountable for the progress, attainment, and wellbeing of disadvantaged pupils.
- Reduce attainment gaps between disadvantaged pupils and their peers.
- Support pupils' social, emotional, and mental health needs to ensure they are fully prepared to engage in learning and achieve success.
- Remove barriers to participation and achievement by providing targeted academic, pastoral, and family support where required.

Through this strategy, we seek to ensure that every disadvantaged pupil is empowered to flourish both academically and personally, enabling them to realise their potential and succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<p>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)</p> <p>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 and/or have never attended a setting before</p>
2	Our children eligible for Pupil Premium have a lower school attendance record than their peers Academic YTD 2026: PP 94.82% versus Non PP 96.94%
3	New joiners to West Wimbledon, who are also in receipt of Pupil Premium funding have lower starting points than their cohort peers
4	Stretch and challenge of our Pupil Premium children who are at the expected standard
5	Children in receipt of pupil premium are not accessing as many clubs and extra-curricular activities as their non pupil premium peers.
6	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	<p>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</p> <p>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</p>	Summer term for those moving into Year 1.
Improve outcomes and progress in Reading, Writing and Maths for disadvantaged pupils	Narrow the attainment gap in all year groups. Reduce the whole school Year 1 – 6 attainment gaps by at least 5% by 2029	Annually reviewed for progress measures
Ensure equality of access to enrichment activities	Proportion of PP pupils attending extra curricular clubs is in line with non PP pupils	Annually

	All PP pupils to attend at least one club per week and take up opportunities to attend day trips and residential trips	
Other	Ensure attendance of disadvantaged pupils is above 95% or in line with non-disadvantaged peers	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: £84,000

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 3
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, 3, 4
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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions – TA timetables in place for each class Use of evidence based interventions for closing gaps and accelerating progress e.g. Pre teaching, Read Write Inc Phonics, Catch up Numeracy/Literacy	Small group tuition has an average impact of 4 months' additional progress over the course of a year (October 2022 EEF) The use of 1 -1 oral language interventions support pupils to catch up with their peer (EEF 2023)	1, 3, 4
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, 3, 4
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)	1, 3, 4

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

Budgeted cost: £19,700

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)	2, 5 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)	2, 5 and 6

	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)	
Use of pastoral based interventions to support emotional wellbeing and development	Behaviour and social-emotional interventions tracked by the EEF Toolkit show positive gains (typically around +3 months progress) when they successfully improve attitudes to learning and reduce classroom disruption (EEF)	All
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)	5
Trauma Informed Accreditation – ongoing work	<p>Better Attendance and Engagement: Supportive relationships and predictable routines help lower school avoidance, dropouts, and absenteeism</p> <p>Decline in Behavioural Issues: Shifting from punitive discipline to restorative, relational responses decreases disciplinary infractions, violent incidents, and challenging behaviour.</p> <p>Enhanced Emotional Regulation: Students learn self-regulation tools through clear routines, autonomy, and safe spaces</p>	All
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: £145,700

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