

## 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	Wimbledon College
Number of pupils in school	975 (7-11)
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr A Laing
Pupil premium lead	Mr R Milloy
Governor / Trustee lead	Mr M Murphy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,988
Recovery premium funding allocation this academic year	£ 22,983
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 174,971

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well academically but also become well-rounded individuals with access to a wide range of opportunities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We believe non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy understands that disadvantaged pupils have been disproportionately affected by lost learning and it recognises the need to have a strategy that combines use of recovery spending.

We will use an evidence-based approach to ensure that:

- Disadvantaged pupils are identified and monitored and interventions are put in place to offer targeted academic support.
- High quality teaching is at the centre of our strategy and we support our staff through effective CPD and the ECT programme.
- Develop wider strategies to support our disadvantaged pupils from a pastoral perspective.
- Adopt a whole-school approach and ensure all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring enough time is dedicated to developing quality of teaching via CPD
2	Ensuring high levels of motivation and engagement (attendance, extra-curricular participation)

3	Ensuring accessibility and confidence of pupils and staff in utilising the Google suite.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. This has resulted in significant knowledge gaps.
5	An increase in emotional issues for many pupils, such as anxiety due concern about catching up lost learning and future career prospects as well as the lack of enrichment opportunities due to the pandemic.

## 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
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Progress 8 data 2022
Achieve national average for attainment for all disadvantaged pupils	Attainment 8 data 2022
Achieve average Grade 5+ scores in English and Maths for similar schools	Exam data 2022
Achieve better than national average Ebacc entry for all pupils	GCSE entry data
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from school referrals and student surveys</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils not falling below 95%,</li> <li>• attendance gap between disadvantaged pupils and their non-disadvantaged peers to be less than 3.5%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 3.5% and the figure</p>

	among disadvantaged pupils being no more than 5% lower than their peers.
Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills evidenced by exam grades. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

## 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: £87,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Programme	High quality teaching is the most important lever that schools have to improve the outcomes for all pupils (EEF)	1
Ensuring all pupils are developing their confidence and capabilities using Google Suite	Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (EEF)	4,3
ECT programme and the input that goes into ensuring high quality training of staff	High quality teaching is the most important lever that schools have to improve the outcomes for all pupils (EEF)	1,3
Expanding number of lessons and develop and implement a whole school literacy action plan to ensure pupils can fully engage with learning	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF)	1

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

Budgeted cost: £ 43,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT Programme Teach Wimbledon student teachers	Evidence from the EEF that small group and one to one tuition makes a big impact particularly when focussed on reading comprehension.	1,4

involved in internal tutoring		
Improvement in exam technique, online revision sessions to be developed	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1

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

Budgeted cost: £43,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular individual pastoral support by named member of staff for each year group. Focus on behaviour attendance and wellbeing.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required (EEF)	5,2
Safeguarding meeting of DSL and deputy DSLs Inclusion manager, SENCO	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF)	5,
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.(EEF)	1,2,3,4,5

**Total budgeted cost: £ 174,971**

## 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.

The analysis of Year 11 attainment data from 2021 shows that outcomes for disadvantaged pupils were very positive.

Attainment 8 for PP pupils was 54.0 compared with 50.9 in 2020 and 42.7 in 2019.

With regard to the % of Grade 5+ in English and Maths this was 53% compared with 44% in 2020 and 34% in 2019.

The Ebacc entry % was 57% compared with 44% in 2020 and 34% in 2019.

The above shows a continuing significant positive impact on pupils.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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)**

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