

Pupil premium strategy statement – Watchfield Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	(221) 59%
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)	2023 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Wilson Di Sheldon
Pupil premium lead	Sarah Wilson
Governor / Trustee lead	Di Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£80,580

Part A: Pupil premium strategy plan

Statement of intent

Purpose

This document contains Watchfield Primary Schools' 'Statement of Pupil Premium Principles'. These Principles should be followed across our school. This statement must be used to assist the school in drawing up a school's Pupil Premium policy. The production and implementation of a school's Pupil Premium policy is the responsibility of the Headteacher of each member school and the Local Governing Body.

Overriding Aim

Although a school Pupil Premium policy has many purposes, for example the effective social integration of Pupil Premium pupils, the overriding aim must be the promotion of learning. To this end a core objective of the policy is: The school must develop a climate where the core priority is one of learning and achievement, where no pupil is hindered from reaching their full potential because of their Pupil Premium status. Using the Education Endowment Foundation Pupil Premium Guide the school takes a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Values, Beliefs and Principles

All members of the school community (Pupils, staff, parents/carers and governors) should show an awareness and understanding of the needs of pupils in receipt of Pupil Premium funding. At Watchfield Primary school, we strive to ensure that all students are provided with the opportunities and resources required to support them in making progress throughout their education. Our Pupil Premium Strategy aims to ensure that students are provided with educational experiences that enrich their learning and develop their cultural capital. We also seek to ensure that pupils are provided with opportunities to support their academic progress and outcomes, throughout their time at our school.

We believe:

- The excellent collection, analysis and use of data relating to pupils receiving funding is paramount.

- Quality teaching with an understanding of individual pupil needs is the key to good achievement.
- We identify the main barriers to learning for Pupil Premium eligible pupils swiftly.
- Frequent monitoring of the progress of every pupil premium eligible pupil ensures they reach their academic potential.
- The engagement of parents and carers in the education and progress of their child ensures positive relationships.
- Good attendance for all Pupil Premium pupils is a school priority.
- Effective training for any chosen strategies in supporting those with Pupil Premium funding is key to maximising achievement.
- Staff at our school have a clear understanding of the importance of the Pupil Premium agenda and convey positive messages to pupil premium eligible pupils. Where appropriate, performance management and training are used to reinforce.

Expectations

Pupils entitled to the Pupil Premium will receive support in a variety of ways throughout their time at our school. This support is designed to both enhance their sense of cultural capital and to provide the foundations for outstanding learning experiences which help develop their academic progress. Expectations are as follows:

- Set ambitions for what we want our school to achieve with the funding.
- Analyse barriers for learning for Pupil Premium pupils.
- Set desired outcomes and rigorously evaluate their effectiveness.
- Audit spending thoroughly.
- Monitor pupil premium achievement regularly by ensuring they are a focus group.
- Provide effective training for staff members in the support of Pupil Premium pupils.
- Ensure pupils who are receiving the funding are getting a free school meal every day.
- Offer financial support if needed for uniform, PE kit, the cost of educational trips, resources and relevant qualifications.
- Work collaboratively to ensure a smooth transition from primary to secondary school through visits and the effective communication of specific needs and barriers.

- Offer additional experiences in the form of extra- curricular clubs to fully promote cultural capital.

The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' states that 'Investing for better learning, or spending so as to improve learning, is therefore not easy, particularly when the specific aim is to support disadvantaged learners whose educational trajectories are harder to influence. Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).' This statement showed the difficulty in judging impact on overall learning for 'disadvantaged learners' but the toolkit gave indications of the most effective and best value strategies. The following strategies fulfilled the need to show the most impact and maximise the funding allocation.

Effective feedback

Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information.

Average Impact: +9 months

Strength of research: 3

(Higgins, Kokotsaki and Coe 2011)

Meta-cognition and self-regulation strategies

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom. This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning and it is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion.

Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes.

Average Impact: +8 months

Strength of research: 4

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment to be good or outstanding with a focus on reading and vocabulary – learning to read, reading to learn. The school's thoughtful and wide-ranging cross curricular broad and rich curriculum and pupils' spiritual, moral, social and cultural development, physical well-being enables pupils to exceed and thrive. The school's curriculum is coherently planned and sequenced so that it is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Challenges

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

Challenge number	Detail of challenge
1	Lockdown has meant that children need additional support in reading, writing and maths. Confidence and resilience in learning approaches.
2	Attendance of our PP children during lockdown and within a non-disrupted academic year.
3	Impact of the effect of having a highly mobile school population – both between and during school academic years.
4	Impact of nurturing and teaching English to approximately 1/3 of the school who are international military children, who arrive from all over the world, speaking no English and who will only stay for one academic year.
5	Increasingly limited ability for schools to access external support for disadvantaged families, has reduced opportunities for appropriate, targeted support to be implemented swiftly.
6	Access to a wide range of activities both in and out of school to enhance their personal development and cultural capital.

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
<i>To close the increasing gap between PP and non-PP children in reading writing maths and phonics by providing additional provision to support their learning</i>	<i>Disadvantaged PP pupils make good progress to diminish the attainment gap in each year group. PP children make rapid and sustained progress Increase</i>

	<i>% of children passing the phonics screening Increase in % of PP children achieving expected in reading, writing and maths.</i>
<i>The transition of disadvantaged PP pupils within and between year groups and secondary settings is robust and ensures progress is continuous.</i>	<i>Pupils are having the opportunity to share and collate work they are proud of. Additional transition opportunities are well established.</i>
<i>Pupil Premium pupils are being offered additional curriculum opportunities and cultural capital is a priority.</i>	<i>Pupils are taking part in an extra-curricular provision. School trips, including residential trips are financially supported.</i>
<i>Pupils and staff have access to a wide, rich set of experiences that develops learning and character, - set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others</i>	<i>Teachers will have strategies to support challenging behaviours in a therapeutic way. Teachers will have a better understanding of the reasons behind the behaviour. Pastoral support will be in place for the children who require this.</i>

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: £9,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for staff</i></p> <p>Ensure all staff have received paid-for quality training</p> <p>Ensure time is given to allow for staff professional development</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <ul style="list-style-type: none"> National College subscription for all staff to access online courses for the year (£2,000) Mental Health Lead Training (DfE Grant) Tacking Disadvantage Writing Course (£1,100) Read Write Inc (RWI) TA Training (£500) RWI Consultancy (£1,410) RWI Release Time (£2,000) 	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

	<ul style="list-style-type: none"> • ELSA Course, release time and supervision (£2,000) • Educational Psychology Service (£133) • Designated Teacher for LAC/PLAC release time (£660 3 days) <p>(£9,803)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,715 **adjusted 42,715**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children whose progress causes concern - FSM and military, supported via the purchase of specific academic intervention programmes and resources e.g. additional RWI Phonics books, resources and staff training.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately 5 additional months' progress on average. Short, regular sessions (about 30 minutes, three times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be in addition to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <ul style="list-style-type: none"> • Year 5/6 Tutoring (£7,000) not used • Mastering Curriculum (£300) • Read Write Inc (£685) • Times Tables Rockstars (£105) • White Rose (£150) • Widgit (£90) • Testbase (£275) • Maths Shed (£140) • Twinkl (£2,000) • Doodle Maths (£480) • Nessy (£400) • Maths Hub (1,000) <p>(£11,625) (Less Tutoring, plus Maths Hub £5,625) £6,000 less than original figure.</p>	1 2 3 4 5 6

<p>Teaching Assistant support allocated to undertake bespoke academic intervention programmes for children whose progress causes concern or who need additional academic intervention, FSM and military, supporting the work of the FSW. (equivalent of 1hr per day, x14 classes) (£35,490)</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions improves learner outcomes.</p> <ul style="list-style-type: none"> 1 hour per day x 14 classes (£35,490) <p>(£35,490)</p>	<p>1 3 4 5 6</p>
<p>Promote a reading culture</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>On average, reading comprehension approaches deliver an additional 6 month's progress. Many of the approaches can be usefully combined with collaborative learning techniques and phonics to develop reading skills.</p> <ul style="list-style-type: none"> ARCh reading support (£600) Release time (£1,000) <p>(£1,600)</p>	<p>1 2 3 4 5 6</p>

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

Budgeted cost: £25,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker – change to previous member of staff in this role. Therefore, ELSA (Emotional Literacy Support Assistant) training will be undertaken in order to provide bespoke ELSA support, the focus for their time in school will be planning, delivering and evaluating 1:1 and small group ELSA sessions to pupils. These sessions will form a</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>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</p>	<p>1 2 3 4 5 6</p>

<p>programme of bespoke support over a designated intervention period. This general provision will support military, FSM and EHA pupils through a variety of 1:1 and group activities, including nurture groups and lunchtime activities. (Training and release time budgeted through CPD)</p>	<p>attainment. 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 peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <ul style="list-style-type: none"> • ELSA provision (£4,095) • Recharge for centrally accessed services: Safeguarding, Inclusion and Family Support Worker (£4,682) <p>(£8,777)</p>	
<p>Senior member of staff to receive weekly release time to coordinate Early Help Assessment and integrated pastoral support. This support focuses on vulnerable children (including LAC, FSM) and military pupils.</p>	<ul style="list-style-type: none"> • Release time (£6,000) <p>(£6,000)</p>	
<p>As and when required, the school will use some of its Pupil Premium allocation for the purchase of specific resources and/or contribution towards curricular and extra-curricular activities on the basis of individual need e.g. access to residential visits, class trips.</p>	<p>Extending school time EEF (educationendowmentfoundation.org.uk) if we used funding for this basis – after school activities, specifically extending the school day.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>To impact positively on pupil welfare, meeting social and emotional needs.</p> <ul style="list-style-type: none"> • Funding school and holiday clubs, trips (£10,552) <p>(£10,552)</p>	
<p>Free School Meals provided</p>	<p>Government funded initiative for all free school meal children</p> <p>43 x £2.50 = £107.50 per week x 39 weeks = £4,192.50</p>	<p>5 6</p>

Total budgeted cost: £83,847 Total amount of budget = £84,772

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pastoral Support 2023-2024

28 children (49%) for FSM pupils had pastoral support last year.

Enrichment

100% of FSM pupils in Y6/Y5 attended residential

100% of FSM pupils attended school trips

Data 2023/2024 -

Reception GLD: 33% (2/6)

Year 1 Phonics: 75% (6/8)

Year 2 Phonics Re-take: 0% (1 child)

KS1: Maths: 22% (2/9)

Reading: 33% (3/9)

Writing: 44% (4/9)

Year 4 MTC: 12.5% (1/8)

KS 2: Maths 4/13= 31%

Reading 3/13= 23%

Writing 0/13= 0%

SPAG 5/13= 38%

Combined 0%

Attendance for FSM: 94%

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Separate Service Children PP Report
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.