

Pupil Premium Grant Report



Watchfield Primary School

2021-2022 / 2022-23

Introduction

The Pupil Premium is additional school funding aimed at raising the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is provided to schools, which decide how best to spend this according to local needs.

A school must publish a strategy for the school's use of the pupil premium. This report is in two parts and will show:

1. A report on the previous year
 - a. How you spent the pupil premium allocation
 - b. The impact of the expenditure on eligible and other pupils

2. A plan for the current academic year
 - a. Your school's pupil premium grant allocation amount
 - b. a summary of the main barriers to educational achievement faced by eligible pupils at the school
 - c. how you'll spend the pupil premium to address those barriers and the reasons for that approach
 - d. how you'll measure the impact of the pupil premium
 - e. the date of the next review of the school's pupil premium strategy

Part 1: Report on Previous Year (2021-2022)

Funding summary – 2020 Census

Number of pupils receiving Pupil Premium for FSM (£1,345 per child) Looked after Children (£2,345 per child)	48 FSM pupils = £64,560 4 Looked After Children = £9,380
Total Pupil Premium funding received	£73,940
Number of pupils receiving other additional grants: Service Children (£310 per child)	183 Service Children = £56,730
Total other grants received	£56,730
Total additional funding received	£130,670

Strategy

Activity & Target Pupil Group	Cost	Impact & Evidence: Pupil Attainment & Progress Data/Attendance and Engagement Information
<u>Vulnerable children (including FSM and military)</u> Senior member of staff received weekly release time to coordinate pastoral and positive behaviour support across the school.	£22,000	<ul style="list-style-type: none"> > A number of with pupils across the school families were supported through an EHA and TAF process over 2021-22 academic year. > Impact on positive engagement levels with from families and pupils. > Effective engagement with outside agencies to enhance support for individuals.
<u>Vulnerable children (including FSM and military)</u> Full-time specialist Family Support Worker employed to work across the school. This pastoral support targeted military, FSM and EHA pupils through a variety of 1:1 interventions and group support.	£27,000	<ul style="list-style-type: none"> > Invitation only activities included those which developed pupils' social skills, confidence and self-esteem. > A daily breakfast club, the 'Early Bird Club' was continued, catering for an average of 6 pupils per day. > Nurture groups, break/lunchtime support and 1:1 support sessions and were accessed by an average of 30 pupils over the course of a week.
<u>Children whose progress causes concern- FSM and military</u> Purchase of specific academic intervention programmes and resources	£15,000	<ul style="list-style-type: none"> > Purchase of additional resources for the beginning of the academic year e.g. maths resources to support core skills. > Purchase of additional phonically decodable reading books for EYFS/KS1. > Arch Reading programme – 1:1 intervention for 3x Y2 PPG children and 3x Y1 pupils. > Use of LAC funding to purchase laptops for individual pupils.
<u>Children whose progress causes concern- FSM and military</u> Teaching assistant support allocated for delivery of academic interventions.	£35,000	<ul style="list-style-type: none"> > Bespoke academic intervention programmes (for children whose progress caused concern or who need additional pastoral support) was extended. > Pupils undertaking a range of interventions, such as Neli, Nessy, Dancing Bears, Number Box etc.
<u>Non-English speaking service children</u> English Language support for non-English speaking Service children. This year, this supported our EAL pupils in literacy and numeracy.	£20,000	<ul style="list-style-type: none"> > Daily, additional English support continued throughout the academic year for all EAL military pupils from Years 1 to 6. > As a group, non-English speaking children typically make more than expected progress from their starting points in reading, writing and maths over the academic year. > English speaking children also benefitted from the additional support for their non-English speaking peers, leaving them in smaller classes with more concentrated teacher support during their daily English lessons.
<u>Supporting children in accessing curricular and extra-curricular activities.</u> After school clubs for targeted groups. Subsidies for residential visits and class trips	£12,000	<ul style="list-style-type: none"> > Residential visit (for children in Upper Key Stage 2) was held in May 2022. > Contributions to wider curriculum activities, such as 1:1 music lessons for specific pupils > Contributions to some externally run clubs have been made, allowing pupils to access a range of activities. > A daily breakfast club for vulnerable pupils – The Early Bird Club - was run during the academic year, catering for an average of 6 children a day.

Please Note:

- > High mobility of pupils affects pupil cohort numbers throughout the academic year.
- > A proportion of pupils included within the data will have only been at the school for up to one academic year, often less.
- > Attainment data includes a number of international children who arrived in September speaking no English and therefore do not meet age-related expectations for their year group by the end of the academic year.

The information below, shows the percentages of pupils who passed the Y1 Phonics Screening Check and Year 2 re-tests in 2022. The table identifies the percentages of pupils who made age-related expectations (ARE) in reading, writing and maths and those subjects combined – whole cohort and pupil premium cohort.

Phonics Screening Check Results 2022

Year 1 PSC = 83% (49/59 pupils) (1/6 FSM children or 17% FSM passed the PSC)

Year 2 PSC = 82% (45/55 pupils) (1/6 FSM children or 67% FSM passed the PSC)

SATS Results 2022

Percentages of pupils achieving the expected standard or more.		Reading		Writing		Spag		Maths		R, W, M Combined
		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Whole Cohort
Year 2	Whole Cohort	40	6	34	3			41	6	29
	55 pupils	49	16	40	7			57	5	35
	PPG Cohort 6 pupils	50	17	33	0			17	0	17
Year 6	Whole Cohort	47	16	45	0	50	8	53	8	42
	39 pupils	69	23	41	3	56	26	54	26	38
	PPG Cohort 9 pupils	44	11	11	0	33	11	11	0	11

NB: All data includes EAL pupils and children with significant SEN.

(Note: information related to individual pupils remains confidential).

Part 2: Plan for Current Year (2022-2023)

Funding summary – 2021 Census

Number of pupils receiving Pupil Premium for FSM (£1,345 per child)	47 FSM pupils = £63,215
Looked after Children (£2,345 per child)	3 Looked After Children = £7,035
Total Pupil Premium funding received	£70,250
Number of pupils receiving other additional grants: Service Children (£310 per child)	200 Service Children = £56,730
Total other grants received	£62,000
Total additional funding received	£132,250

Summary of the main barriers to educational achievement faced by eligible pupils at the school

<ul style="list-style-type: none"> > Impact of national school closure, due to Covid-19. > Impact of the effect of having a highly mobile school population – both between and during school academic years. > The 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. > Increasingly limited ability for schools to access to external support for disadvantaged families, has reduced opportunities for appropriate, targeted support to be implemented swiftly. > Continuing impact of national school closure, due to Covid-19 observed for pupils, both academically and emotionally.
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Strategy to overcome these barriers

Activity	Cost	How impact will be measured
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 (15 hours per week)	£22,136.40	<p>For Individual Pupils and their Families:</p> <p>Use of an Individual Case Study Approach to review and evaluate the impact of intervention for individual PPG children. Information used in the evaluation will include one or more of the following:</p> <ul style="list-style-type: none"> > Improvement in academic attainment and progress scores for reading, writing and maths. > Monitoring of attendance, particularly of PPG children against non-PPG pupils. > Analysis of the level of engagement of PPG children in extra-curricular activities, including in comparison to their non-PPG peers. > Evaluation of the impact of specific/bespoke intervention (e.g. ELSA/FSW) on pupil outcomes. > Review of progress towards EHA objectives, where appropriate/relevant. <p>For Whole-School Outcomes:</p> <ul style="list-style-type: none"> > Termly and end of year data outcomes of the PPG pupils in terms of attainment and progress of children, including as a group themselves and in comparison to their non-PPG peers both within the same school setting and nationally.
Full-time 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 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 (equivalent of 1hr per day, x14 classes). (35 hours per week)	£26,962	
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	
Daily English language support for non-English speaking Service children. This will support our EAL pupils in integrating into school life and accessing the National Curriculum (1hr per day for Years 1-6).	£19,110	
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 and introduction of a bespoke 'Rapid Reading' scheme for KS2 pupils.	£18,000	
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.	£10,552	

Why has this approach been taken?

To meet the wide-ranging needs of the children within the unique context that is Watchfield Primary School.

How will this strategy be reviewed?

<ul style="list-style-type: none"> > Use of provision mapping, updated half-termly, outlining the support individual and groups of children receive. > Regular 'Provision Team' meetings, between key members of staff to monitor and review pupils' needs. > Termly (3x per year) review meetings between key staff and the Pupil Premium Governor, to consider on-going impact of Pupil Premium Strategy. > Use of data outcomes, through the end of term data analysis to measure impact on pupils' attainment and progress throughout the year.

Review Date: July 2023