

# **Watcombe Primary School**

## **Pupil Premium Strategy**



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Watcombe Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	37
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tim Nield
Pupil premium lead	Jennie Carter
Governor / Trustee lead	Fiona Prior

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800
Recovery premium funding allocation this academic year	£11,600
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	£122,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that:

- Attainment of disadvantaged pupils is at least in line with that of non-disadvantaged pupils nationally.
- All disadvantaged pupils make good progress from their starting points
- Disadvantaged pupils transition to secondary school well-prepared for the next stage of their education
- Disadvantaged pupils have high personal aspirations and develop a strong sense of self-motivation
- High achieving disadvantaged pupils are challenged in their learning and achieve strong outcomes
- Disadvantaged pupils who also have additional vulnerabilities e.g. SEND, SEMH needs make good progress

Disadvantaged have the same experiences as non-disadvantaged pupils.

To achieve these outcomes, we believe that all children should have quality first teaching delivered by highly-skilled staff who have access to on-going and impacting professional development. We provide a broad, balanced and engaging curriculum. Fundamental to each learning sequence is a good knowledge of prior experience/ learning, assessment information and using the approach which best matches the learners needs. Gaps in learning are quickly identified (through both daily formative and summative assessment opportunities) and addressed through a range of strategies including pre-teaching, same day speedy intervention or through targeted intervention sessions.

In order to address the barriers which may impact upon disadvantaged pupils we:

- Offer a wide range of first-hand experiences.
- Ensure that the curriculum develops good speech & language skills and supports acquisition of age-appropriate vocabulary.
- Develop parental understanding of how they can best support their child.
- Ensure that emotional and social development is at the core of everything and that children who require additional support in these areas are able to access it.
- Develop an intrinsic drive, self-belief and motivation in our learners. Our approach promotes growth mind-set and we strive to offer a culture of reflection, achievement and celebration.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Catching up and filling the gaps missed from Covid 19</b></p> <p>Despite interventions and catch up, pupils have experienced two academic years of interruption. Uptake of remote education was variable and even when it was good pupils were not supported by trained staff within the home. This has resulted in significant gaps which we are continuing to fill.</p>
2	<p><b>Low Entry Attainment</b></p> <p>On entry in to school, the Pupil Premium group are significantly below expectations in all areas despite many pupils being entitled to and accessing Nursery sessions from the age of two.</p>
3	<p><b>Weak Language and Communication Skills</b></p> <p>Pupil premium pupils enter notably low in these areas and it is a difficulty that many parents also share. COVID-19 has heightened the need in this area.</p>
4	<p><b>Additional Vulnerabilities: Emotional &amp; Social Development which includes mental health and wellbeing.</b></p> <p>Many pupil premium pupils also have specific social and emotional needs which present as additional barriers to learning. They require support to build the fundamental building blocks in their social and emotional development and therefore find it difficult to be 'ready' for learning and finding developing relationship with others a challenge. COVID-19 has heightened the need in this area with a real need to focus upon meeting increased social/emotional needs whilst ensuring that learning skills and dispositions are enhanced back to pre-COVID levels.</p>
5	<p><b>Additional Vulnerabilities: SEND Needs</b></p> <p>Many pupil premium pupils also have specific SEND needs which present as additional barriers to learning.</p>
6	<p><b>Behaviour Difficulties</b></p> <p>The impact of COVID-19 has meant that an increased proportion of children are struggling to manage their behaviour in a way which is positive and not impacting upon the learning of others.</p>
7	<p><b>Lack of Aspiration/Fixed Mindset</b></p> <p>Developing a growth mindset and an intrinsic drive, self-belief and motivation to work to goals is a priority.</p>

## 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 for 22/23
Disadvantaged pupils in Early Years have made accelerated progress to close the attainment gap with non-disadvantaged pupils.	Reception outcomes demonstrate a reducing gap between the attainment of disadvantaged/non-disadvantage pupils.
Disadvantaged pupils in Year One phonics have made accelerated progress to close the attainment gap with non-disadvantaged pupils.	Year One phonic outcomes demonstrate a reducing gap between the attainment of disadvantaged/non-disadvantage pupils.
Disadvantaged pupils in Year Two have made accelerated progress to close the attainment gap with non-disadvantaged pupils.	Year Two outcomes demonstrate a reducing gap between the attainment of disadvantaged/non-disadvantage pupils.
Disadvantaged pupils in Year Six have made accelerated progress to close the attainment gap with non-disadvantaged pupils.	Year Six outcomes demonstrate a reducing gap between the attainment of disadvantaged/non-disadvantage pupils.
To ensure that disadvantaged pupils' social and emotional needs are met to ensure that they are 'ready' to learn.	Show that children are settled and engaged in all aspects of the curriculum through: <ul style="list-style-type: none"> <li>- Drop-in observation</li> <li>- Pupil voice/parent questionnaires</li> <li>- High-levels of participation in extra-curricular activities</li> </ul>
To improve and sustain wellbeing for disadvantaged pupils.	Show sustained high-levels of pupils' wellbeing through: <ul style="list-style-type: none"> <li>- Drop-in observation</li> <li>- Pupil voice/parent questionnaires</li> <li>- High-levels of participation in extra-curricular activities</li> </ul>
Develop children's aspirations.	Children are given a variety of real-life experiences through the curriculum in order to gain confidence to explore the outside world.
To improve the mental health of disadvantaged pupils	Introduction of the whole school approach using 'My Happy Minds'.

## 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Happy Minds – mental health training.	A science-backed programme for schools, grounded in the latest science and research about what it takes to create positive wellbeing. NHS endorsed.	1,4
Introduction of the relational policy to support behaviour management	Behaviour is seen as a communication. Relational policy establishes consistent thinking, understanding and beliefs and values across all school staff, parents/ carers and partner agencies. Supported by research from EEF, Devon Educational Services and Torbay Vulnerable Pupils and SEND teams.	3,4,6
Invest in updated resources and provide expert training to support our writing process.	EEF – Continuous Professional Development highlights the need for high quality training.	1, 3, 4, 5

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

**Budgeted Cost - £140,883**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional teacher deployed to reduce class numbers in Year 5/6 to enable quality-first teaching to address gaps in academic and social/emotional development.	EEF reducing class size + two months.	1, 2, 5, 6,
Speech & Language HLTA delivering specific programmes suggested by external Speech & Language Therapist	EEF oral language interventions +6 months	1, 2, 3, 4, 5,
4 x (0.5) HLTAs to ensure children's social and emotional needs are met so they can access the curriculum.	EEF small group intervention +4 months	1, 2, 3, 4, 5, 6, 7
4 x (0.5) HLTAs delivering bespoke social & emotional interventions to meet specific pupil needs and ensure they meet the curriculum.	EEF social and emotional learning +4 months	1, 4, 5, 6, 7
0.6 additional TA in Early Years to lower adult: pupil ratios in order to facilitate high-quality interactions to support language development.	EEF oral language interventions +6 months	1, 2, 3, 5,
School led tutoring	Small group / 1:1 interventions	1

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

**Budgeted Cost £52,131**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
1 x Family Mentor to support pastoral needs and offer support to the wider family.	Parental engagement EFF +4 months	4, 6
1 x lunchtime sport coaches to ensure engagement in high-quality sports activities	Support with non - academic focus – EFF + 4 months	2, 3, 4, 5, 6, 7

5 x weekly sports clubs offered free-of-charge to the pupils to ensure engagement in high-quality sports activities	Support with non - academic focus – EEF + 4 months	3, 4, 6, 7
Daily early start breakfast club provision (free of charge) offered to children in need of social/emotional support and to improve attendance.	Extending school time EEF +3 months	3, 4, 5, 6, 7
Explore the viability of introducing Forest School activities within the whole school curriculum.	Forest School for Wellbeing from Newcastle University.	1, 2, 3, 4, 5, 6
Subsidise school residential, board and lodging costs.	<a href="https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article">https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</a>	1, 2, 3, 4, 5, 6, 7
Investigate and trial wrap around care to enhance whole school provision.	Extending school time EEF +3 months	3, 4, 5, 6, 7
Develop Pupil Premium Champions	EEF Improving Literacy in KS2- Recommendation 3 EEF Teaching and Learning Toolkit- +2 months gain Teaching and Learning Toolkit- Teaching Assistants Interventions- +4 months gain	1, 2, 3, 4, 5, 6, 7



## 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 2021 to 2022 academic year.

Our teacher assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than their peers in all areas of the curriculum. Our assessment for the reasons for these outcomes points primarily to identifying and playing catch up in the gaps missed during the Covid-19 impact, which disrupted all our subject areas to varying degrees. Whole school attendance for the year 2021/22 was below national average at 92.7% with pupil premium 91.2%. 31.5% of Pupil premium are on the SEND register.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and vulnerable families, through our skilled and extended inclusion and pastoral support. Targeted interventions were delivered across the school. We are building on that approach with the activities detailed in this plan. The strength of our staff means we can offer one to one speech and language support as well as small group interventions such as toe by toe. The school led tutor programme enabled small groups (48 pupils in total) access bespoke learning addressing their gaps.

Funded breakfast club offered to children in need of social and emotional support and has helped improve children's attitude to arriving in school in the morning.

### 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
NELI	Nuffield
White Rose Maths	White Rose Maths – Trinity Mat
Times table rock stars	Maths Circle
Reach to Teach	CourseWeDo.com
Read, write, inc	Oxford University Press
Sing up	Sing Up
ELSA	ELSA Network