

Watcombe Primary School

Pupil Premium Strategy



2023-24

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £112,035 |
| Recovery premium funding allocation this academic year | £11,165 |
| 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 | £123,200 |

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 pupils 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>Catching up and filling the gaps missed from Covid 19</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>Low Entry Attainment</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>Weak Language and Communication Skills</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>Additional Vulnerabilities: Emotional & Social Development which includes mental health and wellbeing.</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>Additional Vulnerabilities: SEND Needs</p> <p>Many pupil premium pupils also have specific SEND needs which present as additional barriers to learning.</p> |
| 6 | <p>Behaviour Difficulties</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. Furthermore, a significant number of pupils significantly suffer with a variety of ACES.</p> |
| 7 | <p>Lack of Aspiration/Fixed Mindset</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 23-24 |
|--|--|
| 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"> - Drop-in observation - Pupil voice/parent questionnaires - High-levels of participation in extra-curricular activities -tangible improvements in behaviours for learning. |
| To improve and sustain wellbeing for disadvantaged pupils. | Show sustained high-levels of pupils' wellbeing through: <ul style="list-style-type: none"> - Drop-in observation - Pupil voice/parent questionnaires - High-levels of participation in extra-curricular activities |
| 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 | Embed a curriculum which embeds key strategies to support pupils mental health and wellbeing e.g. understanding of brain development, gratitude, affirmations, goal setting, calming strategies and activities such as exercise and singing built into the framework of everyday. |

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 |
|---|---|-------------------------------|
| Mental health training / support | Equipping children with strategies to help them manage their anxieties is known to support wellbeing and we know that humans learn most effectively when well regulated. | 1,4 |
| Development of relational / Trauma Informed approach 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, SEND teams and Trauma Informed Schools. | 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 |
| Involvement in maths mastery project with Jurassic Code Hub. | 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 - £160,488

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Speech & Language HLTA delivering specific programmes suggested by external Speech & Language Therapist | EEF oral language interventions +6 months | 1, 2, 3, 4, 5, |
| 5 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 |
| 5 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 |
| Additional x2 TA support to support SEMH needs across | EEF social and emotional learning +4 months | 1, 2, 3, 5, |

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

Budgeted Cost £64,802

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

| | | |
|--|---|---------------------|
| 5 x weekly sports clubs 'heavily subsidised' to the pupils to ensure engagement in high- quality sports activities | Support with non - academic focus – EFF + 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 EFF +3 months | 3, 4, 5, 6, 7 |
| Ensure all pupils have access to Forest School sessions for at least one ½ term per year and provide SEMH Forest School intervention. | Forest School for Wellbeing from Newcastle University. | 1, 2, 3, 4, 5, 6 |
| Create and provide in house alternative provision including catering, physical education and supporting general SEMH need. | EFF social and emotional learning +4 months EEF small group intervention +4 months | 1, 2, 3, 4, 5, 6, 7 |
| Subsidise school residential, board and lodging costs. | https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article | 1, 2, 3, 4, 5, 6, 7 |
| Investigate and trial wrap around care to enhance whole school provision for September 2024. | Extending school time EFF +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 |
| Plan and create an outdoor programme of Explorer days. Curriculum and community linked. | Forest School for Wellbeing from Newcastle University. Support with non - academic focus – EFF + 4 months | 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.

With the exception of Year 1 pupils, the Pupil Premium to Non-Pupil Premium gap is significant across the school. However, 38% (30/80 PP children) also have SEND (an increase of 8%), with many of these with an EHCP or receiving support equivalent to EHCP provision. Furthermore, there is contingent of PP children who are working below age related expectations, but are not classed as SEND. Book reviews and pupil progress meeting reveal that progress from starting points is clearly evident for the majority of PP pupils.

Social and Emotional work to support pupils has been positive across the school. Trauma Informed Schools training and new Relationships Policy have increased staff confidence and ability in support vulnerable disadvantaged learners. With support from our Pastoral Team of ELSA's children who present with SEMH and SEND needs engage more effectively within classroom learning. It is difficult to measure wellbeing, sense of belonging and self esteem but we certainly believe that without this intervention and support these pupils would be worse off and in several cases would no longer be within the mainstream education system.

The Introduction of My Happy Minds has had a positive impact on children's understanding of the brain and regulating their emotions. It has supported efforts to improve pupil wellbeing and the use of strategies to develop their mental health. Initiatives such as the Civic Award, more trips and experiences and a residential in Years 5&6 have increased pupils access to a range of experiences and children are gaining more confidence exploring the wider world.

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. 15 children regularly attend this provision and this helps to provide a stable start to pupil learning. Our family mentor supports parents and pupils overcome a huge range of challenges; supports and leads various professional groups and is considered indispensable by staff, parents and pupils. This role has a huge impact on outcomes for all 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 |
|--|----------------------------|
| Book Writes – writing teaching sequences; texts that teach | Devon Educational Services |
| White Rose Maths | White Rose Maths |
| Times table rock stars | Maths Circle |
| Read, write, inc | Oxford University Press |
| Sing up | Sing Up |
| ELSA | ELSA Network |