

Watcombe Primary School

Pupil Premium Strategy



2024 - 2025

Pupil premium strategy statement – Watcombe Primary School

This statement details our school’s use of pupil 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	194
Proportion (%) of pupil premium eligible pupils	34%
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)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	T Nield
Pupil premium lead	J Carter
Governor / Trustee lead	J Steed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£100,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that:

- Attainment of 'under resourced' pupils is at least in line with that of non-'under resourced' pupils nationally.
- All 'under resourced' pupils make good progress from their starting points.
- 'Under resourced' pupils transition to secondary school well-prepared for the next stage of their education.
- 'Under resourced' pupils have high personal aspirations and develop a strong sense of self-motivation.
- High achieving 'under resourced' pupils are challenged in their learning and achieve strong outcomes.
- 'Under resourced' pupils who also have additional vulnerabilities e.g. SEND, SEMH needs make good progress
- 'Under resourced' 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 impactful 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 'under resourced' 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>Addressing learning gaps</p> <p>For a variety of reasons (Covid, SEND, other environment factors), some children have developed gaps in their learning, which have had detrimental impact on their outcomes. There is a significant PP attainment gap across the school in reading, writing and maths.</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. Furthermore, their use of vocabulary is usually weaker and these pupils are often more reluctant readers.</p>
4	<p>Behaviours and Attitudes</p> <p>Social, Emotional and Mental Health, including behaviour</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. Furthermore, a significant number of pupils suffer with a variety of ACES and trauma. As a result, these pupils often lack an intrinsic drive, self-belief and motivation to learn.</p>
5	<p>SEND</p> <p>Many pupil premium pupils also have specific SEND needs, which present as additional barriers to learning.</p>
6	<p>Attendance</p> <p>Under resourced pupils attend school less frequently than their peers and as a result their outcomes and progress are poor in comparison.</p>
7	<p>Environmental Factors</p> <p>Several under-resourced families struggle outside of school with a variety of environmental factors e.g. poverty / deprivation, health issues and domestic violence. These can impact on all of the above factors.</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
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 under resourced 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 under resourced 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.
Improve outcomes for families by providing and facilitating advice and support in a timely manner.	Family Mentor able to articulate the impact of her role. Families to continue to talk positively about this support. Families accessing wider support through health, early help and the family hubs.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD NASEN Adaptive Teaching Training	EEF – Metacognition and Self-Regulation EEF – Continuous Professional Development highlights the need for high quality training.	1 - 6
CPD When the Adults Change – Behaviour Change Programme & When the Adults Change – support for Parents Programme	EEF – Behaviour Interventions EEF – Social and Emotional Learning EEF – Continuous Professional Development highlights the need for high quality training.	1 - 7
CPD Maths mastery project	EEF – Continuous Professional Development highlights the need for high quality training. EEF – Improving mathematics guidance reports	1 - 6
CPD ELSA training and supervision	EEF – Behaviour Interventions EEF – Social and Emotional Learning & Improving Social & Emotional Learning Guidance Report	1 - 6

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

Budgeted cost: £171,009

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Class Teacher appointed to facilitate bespoke support for large group of PP pupils who have fallen behind in UKS2.	EEF reducing class size & small group tuition.	1-7
Speech & Language HLTA delivering specific programmes suggested by external Speech & Language Therapist	EEF oral language interventions +6 months	1 - 6
HLTAs to ensure children's social and emotional needs are met so they can access the curriculum.	EEF small group intervention +4 months	1 - 7
HLTAs delivering bespoke social& emotional interventions to meet specificpupil needs and ensure they meet the curriculum.	EFF social and emotional learning +4 months	1 - 7
Language Engagement Groups (LEGS)	EEF oral language interventions +6 months	1 - 6

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

Budgeted cost: £61,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Attendance <ul style="list-style-type: none"> Fortnightly Attendance Mtg Add to Early Help Offer 	EEF – Attendance DFE – Improving Attendance	1 – 7
Improve intervention monitoring <ul style="list-style-type: none"> Purchase and embed Provision Map CPD for staff 	EEF – Leadership and Management	1 - 6
Family Support Worker	Parental engagement EFF +4months	4, 6, 7
Subsidise Wrap-Around Provision <ul style="list-style-type: none"> Breakfast Club (free places) Explore similar free-place provision in after-school club. 	Extending school time EFF +3months	3, 4, 5, 6
Subsidise school residentials (Y3-4 & Y5-6), board and lodging costs.	https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	1 - 6
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 - 6
Enhance Personal Development Curriculum, including: <ul style="list-style-type: none"> Y56 Careers Fair PD Network Group 	Support with non – academic focus – EFF + 4 months	1 - 6
Improve access and engagement with home learning through purchase of online learning platform.	EEF Improving Literacy & Mathematics in KS2 EEF – Homework (digital platforms +6months)	1 – 7

Total budgeted cost: £243,783

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Pupil Premium Data Summary</u>						
Key Group	Percentage achieving ARE or above					
	Pupil Premium			Non-Pupil Premium		
EYFS	0%			78%		
Year 1 Phonics	100%			79%		
End of KS1	Reading	Writing	Maths	Reading	Writing	Maths
	71%	57%	71%	41%	45%	51%
End of KS2 (TA)	80%	50%	45%	81%	63%	76%

Targets were met with Year 1 phonics and attainment at the end of KS1, however were not met at the end of KS2 or in EYFS. According to 2023-24 End of KS2 test data, disadvantaged pupils attained at lower levels than Non-disadvantaged peers.

Furthermore, in school data shows that in most year groups; disadvantaged children attain at lower levels to their Non-Disadvantaged peers.

Non-data driven outcomes were successfully implemented with children improving their understanding of mental health and wellbeing strategies, improvements made to the personal development curriculum e.g. explorer days and also a careers fayre increasing pupil aspirations and continuous adaptations to our relational / trauma informed approach has helped to develop a sense of belonging. Additionally, changes to the structure of the curriculum to allow for extra PSHE sessions and more whole class movement / sensory breaks has further supported pupil wellbeing.

Externally provided programmes

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

Programme	Provider
n/a	