

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	196
Proportion (%) of pupil premium eligible pupils	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adam Morris
Pupil premium lead	Sarah Leaman
Governor / Trustee lead	Fiona Prior

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,670
Recovery premium funding allocation this academic year	£12,397
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	£128,067

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 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>Missed face-to-face teaching as a result of COVID-19</p> <p>Despite the offer of high-quality remote learning, pupils have experienced two academic years of interruption. Uptake of remote education was variable and even when it was good pupils were often not supported by trained staff within the home. This has resulted in significant gaps which now need to be filled.</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</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.</p>
7	<p>Lack of Aspiration/Fixed Mind-set</p> <p>Developing a growth mind-set 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
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
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

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training and development	EEF language interventions +5 months.	2, 3
Exploration and development of diagnostic assessments.	EEF Evidence Insight Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 3, 5, 6

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

Budgeted cost: £157,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 delivering specific SEND intervention in Reading, Writing & Maths to ensure quality first teaching to meet pupil needs.	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.	EEF social and emotional learning +4 months	1, 4, 5, 6, 7
1 x 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,
Weekly release time for class teacher to facilitate 1:1 writing mentoring with Y6 pupils.	EEF mentoring +6 months	1, 2, 5, 7
Extra-curricular booster sessions in Y2 & Y6 to address gaps in learning.	EEF small group intervention +4 months	1, 2, 3, 4, 5, 6, 7,
Academic Mentor in post across Y1, 2, 3 supporting quality-first teaching, pre-teaching and targeted intervention.	EEF small group intervention +4 months	1, 2, 3, 4, 5, 6, 7,
Tuition Partners engaged in bespoke maths support for Y5/6 pupils with identified gaps.	EEF small group intervention +4 months	1, 2, 3, 4, 5, 6, 7,
School-led tuition established to support 48 children	EEF small group intervention +4 months	1, 2, 3, 4, 5, 6, 7,

Wider strategies (for example, related to attendance, behaviour, wellbeing) cost £35,855

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 EFF +4 months	4, 6
3 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 – 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
Re-establish forest school provision for Early Years/Year 1 pupils.	EFF social and emotional learning +4 months	1, 4, 5, 6, 7

Total budgeted cost: £193,122

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil Premium – Reading				
Year	PP	Below	On Track	Higher
6	15 (55.6%)	4 (26.7%)	11 (75.3%)	4 (26.7%)
5	9 (32.1 %)	5 (55.6%)	4 (44.4%)	0
4	16 (55.2%)	5 (31.3%)	11 (68.8%)	1 (6.3 %)
3	12 (41.4%)	6 (50%)	6 (50%)	2 (16%)
2	14 (44.8%)	9 (69.2%)	4 (30.8%)	1 (7.7%)
1	13 (44.8%)	9 (69.2%)	4 (30.8%)	1 (7.7%)
Pupil Premium – Writing				
Year	PP	Below	On Track	Higher
6	15 (55.6%)	7 (46.7%)	8 (53.3%)	1 (6.7%)
5	9 (32.1 %)	7 (77.8)	2 (22.2%)	0
4	16 (55.2%)	9 (56.3%)	7 (43.8%)	0

3	12 (41.4%)	6 (50%)	6 (50%)	2 (16%)
2	13 (44.8%)	9 (69.2%)	4 (30.8%)	1 (7.7%)
1	13 (44.8%)	9 (69.2%)	4 (30.8)	1 (7.7%)
Pupil Premium – Maths				
Year	PP	Below	On track	Higher
6	15 (55.6%)	6 (40%)	9 (60.7%)	1 (6.7%)
5	9 (32.1 %)	5 (55.6%)	4 (44.4%)	0
4	16 (55.2%)	9 (56.3%)	7 (43.8%)	0
3	12 (41.4%)	3 (25.6%)	9 (75%)	0
2	13 (44.8%)	8 (61.5%)	5 (38.5%)	2 (15.4%)
1	13 (44.8%)	10 (76.9%)	3 (23.1%)	0

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

