

# Wateringbury CE Primary School

## 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	Wateringbury CEP School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers.	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022 and again July 2022
Statement authorised by	Debbie Johnson, Headteacher
Pupil premium lead	Debbie Johnson, Headteacher
Governor / Trustee lead	Eleanor Sutton, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,695
Recovery premium funding allocation this academic year	£ 4,640
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	£ 47,335

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We aim to ensure that pupils in receipt of pupil premium and those deemed as having multiple vulnerabilities gain the skills, knowledge and mindset to thrive at school and beyond.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. A glass ceiling is not placed on their ability to access challenge, learning opportunities or further develop their learning toolkit.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Pupils understand the areas of their learning and the metacognitive elements that support retention, recall and application that develop their thirst for learning leading to lifelong education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide opportunities to increase cultural capital for all.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social, emotional and mental health issues for pupils.</b> Both impacted upon by the national partial school closures plus for some external factors. These findings are supported by national studies.

	Teacher referrals for support have markedly increased during the pandemic. Over 50 pupils (22 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (8 of whom are disadvantaged) receiving small group interventions.
2	<b>Vocabulary development related to pre-school exposure.</b> The impact of partial school closure has, for some of our disadvantaged pupils, widened the vocabulary gap with their peers and all pupils nationally. In addition, some pupils with multiple vulnerabilities started school with a lower vocabulary base than their peers this is supported by research linked to the number of words pupils from a range of backgrounds start school with. This is more prevalent in our disadvantaged pupils than their peers.
3	<b>Reduced capacity for accessing learning beyond the school day.</b> From pupil perceptions and discussions with parents a common thread was the time, skill base and resourcing to access learning beyond the school day. In addition, further opportunities to extend strengths/ interests in creative and sport related sessions with specialist teachers or coaches to improve self esteem as well as giving the opportunity to become a specialist in this area themselves.
4	<b>Pupils with multiple vulnerabilities.</b> Our assessments (including pupil perception survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem, lower expectations and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils with multiple vulnerabilities including their attainment.
5	<b>Poor attendance.</b> Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 8 - 12% lower than for non-disadvantaged pupils. 30 - 38% of disadvantaged pupils have been 'persistently absent' compared to 22 - 27% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved outcomes for disadvantaged pupils	All statutory data show that more the gap between disadvantaged pupils and their peers is diminishing.
Improved attendance.	Gaps in attendance between focus children and their peers to be reduced. Attendance of all groups to be in line with national data.

	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>
Structured approach to support pupils with SEMH.	<p>Pupils with SEMH regularly receive support at the level matched to their needs.</p> <p>Improved attendance. (96%)</p> <p>Improved Boxall Profile scores, show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Levels of self-regulation improved.</p>
Improved understanding and application of age appropriate vocabulary.	<p>Pupils confidently using subject specific vocabulary in context in their learning. (triangulated with other sources of evidence)</p> <p>Improved language assessment scores.</p> <p>Focus children to be engaged in learning dialogue in the classroom. This is tracked and reviewed over time in different elements of learning.</p>
Additional opportunities are provided to support learning at home.	<p>Reading diaries show improved engagement in learning at home with pupils reading at least 4 times a week to an adult.</p> <p>Parental engagement with workshops and other support impact positively on pupil outcomes as well as parents understanding linked with phonics, maths, reading and spelling strategies used by their child.</p> <p>Increased pupils' drive in lifelong learning.</p>
Discrete provision to meet the individual needs of each pupil.	<p>Provision maps show specific support for PP pupils and its impact on their outcomes and wellbeing.</p> <p>Attainment gap between pupils and all pupils nationally to reduce in reading, writing</p> <p>Pupil voice shows that pupils feel they have more ownership of their learning and feel supported to achieve highly in the classroom and beyond.</p> <p>Expectations across the school do not create a glass ceiling for ambition.</p>

## 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: £15,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention and development (high quality CPD) for teaching staff (teachers and support staff) to ensure quality first teaching for all within a mastery curriculum.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	All
Attachment training for all staff. To further extend and impact comprehension linked to attachment and early child development and its impact on behaviour.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	1, 3, 4 & 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
CPD on metacognition to develop staff and pupil understanding of	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies	All

how pupils learn and retain and recall.	without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2, 3, 4
Phonics into spelling development CPD. Early reading targeted intervention CPD	EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Coaching of teachers to develop effective provision mapping.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	All

CPD for conceptual development of early maths in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2, 3, 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading targeted intervention groups and 1:1 support	Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.	1, 2, 3, 4
Increased accessibility to high quality texts.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support lower-attaining pupils.	1, 2 & 3
Phonics intervention groups in Y2, 3 and 4.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Pre-teaching of subject specific vocabulary	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Practical reinforcement of mathematical concepts.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1, 2, 3, 4
Engaging with the National Tutoring Pro-	Tuition targeted at specific needs and knowledge gaps can be an effective	4



gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the nurture provision in school. So that pupils with ongoing social, emotional support needs and for pupils that needs arise linked to an event or related to Covid access in school support.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 4 & 5
Structured nurture interventions, e.g. counselling, ELSA, play therapy, etc.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4 & 5
Introduce the role of a FLO in school to build relationships with parents and support the wellbeing of vulnerable families.	Dedicated staff to look at the needs of families, emotional and well-being needs of children and attendance ensures support is given early.	1, 3, 4 & 5
Work alongside parents to reduce attendance issues and accessibility to	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:	All



learning beyond the classroom. Through providing bespoke support or signposting to other agencies and support.	<ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 & 5
Increased accessibility to wider opportunities.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><a href="#">Arts participation   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	1, 3 & 4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	1 and 5

Parent workshops to support learning at home through skill development and shared in school approaches.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3 & 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

**Total budgeted cost: £ 47,335**

## 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.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupils' performance in all areas was significantly lower than the previous year and their peers nationally and in school. Phonics assessments will take place in November 2021 in year 2, due to school closures and remote learning the results of these will support the planning and teaching of phonics and reading, including support groups.

During the lockdown all disadvantaged pupils were invited into school and only a small proportion chose to accept that offer. School leaders made regular contact with the families not in school and built relationships in a positive way. Pupil premium funding was used to provide resources to support home learning, which staff delivered to the houses of disadvantaged (and other vulnerable) pupils.

Once pupils returned to school teachers had to plan a recovery curriculum and support pupils that had had varied experiences at home. Our numbers for emotional type support increased and this was accommodated both in class, small groups and 1:1. The need of individuals were identified by the class teacher and planning was revised accordingly

### 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
Spelling	Sir Link-a-lot
Reading Support	Lexia
Speaking & Listening	Box Clever
Maths	RM Easimaths

### Further information (optional)

The school commissioned an external Pupil Premium review on November 17<sup>th</sup> 2022 as historic use of the Pupil Premium funding had not always had the desired impact on pupil outcomes. The new substantive headteacher and the governing body felt that a review would support the development of this strategy and increase the robustness of monitoring its impact on disadvantaged pupils' outcomes.