



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School Name	Watermoor Church of England Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	32 pupils (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Year Plan 1 st Year 2021-2022 2 nd Year 2022-2023 3rd Year 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Lois Smith
Pupil premium lead	Beckie Nobbs
Governor / Trustee Lead	Marie Bagot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,980
Recovery premium funding allocation this academic year	£ 5003
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 4883.66
Total budget for this academic year	£ 68866.66

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Some pupils with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
2	Pupils in receipt of Pupil Premium are also more likely to have SEND: 41% of children in receipt of PPG also have SEND
3	Some pupil-premium pupils do not have rich and varied life experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.
4	Some pupils join Watermoor C of E Primary School with poor speech and language development which has affected their communication and oracy skills.
5	Attendance and poor punctuality due to challenging family circumstances can cause a significant loss of learning time for pupils
6	Support at home can be limited due to a number of reasons including complex family circumstances, unstable home environment, and financial difficulties.

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
<p>Close the gap between Pupil Premium and Non-Pupil Premium pupils for GLD, Phonics Screening, end of KS1 SATs Outcomes and end of KS2 SATs outcomes.</p> <p><i>PP Targets for 2023-2024 set using internal formative assessment</i></p>	<p>In July 2024:</p> <p>50% of pupils in receipt of PPG (1 child) will achieve a Good Level of Development in the EYFS Profile</p> <p>100% of children in receipt of PPG will achieve the expected standard in the Y1 Phonics Screening Check</p> <p>80% of children in receipt of PPG will achieve the expected standard in the Y2 Phonics Screening Check</p> <p>50% of children in receipt of PPG will achieve ARE in Reading at the end of KS1, with at least 17% achieving GDS</p> <p>50% of children in receipt of PPG will achieve ARE in Writing at the end of KS1</p>

	<p>50% of children in receipt of PPG will achieve ARE in Maths at the end of KS1, with at least 17% achieving GDS</p> <p>50% of children in receipt of PPG will achieve ARE in Reading at the end of KS2</p> <p>50% of children in receipt of PPG will achieve ARE in Writing at the end of KS2</p> <p>50% of children in receipt of PPG will achieve ARE in Maths at the end of KS2</p> <p>Quality first teaching (QFT) is evident in all classes</p>
<p>Continue to improve pupils oracy skills in order to ensure children have the confidence and skills to communicate effectively</p>	<p>Pupil voice and visits to lessons will show that pupils will use a breadth of vocabulary reflecting their learning and experiences.</p> <p>Pupils will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Pupils will be able to accept another's point of view even when it differs from their own.</p> <p>Pupils will be able to present their ideas to a given audience</p>
<p>Improve the attendance and punctuality of all pupils including those are who in receipt of PPG and / or SEND</p> <p>SBM / Pastoral Support Teacher, Headteacher and SENDCo work closely together with families to identify, and support to increase attendance</p>	<p>Persistent Absence including % of late arrivals to school decreases which in turn will support children being 'ready to learn.'</p> <p>Whole school attendance is above 96%.</p> <p>Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>
<p>To meet the pastoral needs of all identified pupils</p> <p>Through working with parents, class teacher/SENDCo PP pupils with pastoral needs are identified and planned.</p>	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children with complex family situations will meet national expectations by the end of each academic year.</p> <p>Adults can provide support to identified children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress</p>
<p>Opportunity to experience and enjoy wider world learning</p> <p>To provide learning through a variety of different mediums, using specialists and real-life experiences</p>	<p>Pupils have access to a range of extra-curricular activities and clubs</p> <p>Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</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: £ 7461.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gain greater impact through the deployment of teaching assistants including TA training and development	<p>Following the EEF guidance on 'Making the best use out of teaching assistants' we will use TAs to improve quality first teaching, deliver effective interventions and develop children's skills such as independence.</p> <p>EEF Recommendation: 'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'</p> <p>'When the adults change – Paul Dix'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1672272457</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 6
Tailored and specific CPD delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. E.g. – ELS, VIPERS and Can Do Maths	<p>CPD provided to all teaching staff to develop and deepen subject knowledge in application of Reading, Writing and Maths teaching approaches</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-qualityteaching</p>	1, 2, 3, 4, 6

Targeted academic support

Budgeted cost: £ 58,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small, focused Nurture Group work to develop resilience and self regulation	'Emotion Coaching is a way of communicating with a child who is struggling to manage their emotions. Their distress may be shown in a variety of ways—they might seem withdrawn and distracted, behaving rudely or disruptive and unable to join in. John Gottman explains that Emotion Coaching is about	1, 2, 3, 4, 6

<p>techniques / strategies including Emotion coaching</p>	<p>helping children to understand the different emotions they experience, why they occur, and how to handle them (Gottman and DeClaire, 1997). Emotion Coaching is particularly concerned with helping children to regulate how they feel, which can then help them regulate how they behave. It focuses attention on the feelings which are driving the behaviour, not just the behaviour itself.</p> <p>Gilbert, Louise; Gus, Licette; Rose, Janet. Emotion Coaching with Children and Young People in Schools (pp. 43-44).</p>	
<p>Use of NELI – Language and Communication programme to improve listening, narrative and vocabulary skills for disadvantaged pupils and others identified who have relatively low spoken language skills.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>Communication Cookbook (EEF Early Years Toolkit) to support identified pupils with development of language and communication skills on entry to preschool (January 2023)</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Socially speaking Develop pupil social skills to improve positive learning times and reduce disruption through miscommunication</p>	<p>‘Emotion Coaching is a way of communicating with a child who is struggling to manage their emotions. Their distress may be shown in a variety of ways— they might seem withdrawn and distracted, behaving rudely or disruptive and unable to join in. John Gottman explains that Emotion Coaching is about helping children to understand the different emotions they experience, why they occur, and how to handle them (Gottman and DeClaire, 1997). Emotion Coaching is particularly concerned with helping children to regulate how they feel, which can then help them regulate how they behave. It focuses attention on the feelings which are driving the behaviour, not just the behaviour itself.</p> <p>Gilbert, Louise; Gus, Licette; Rose, Janet. Emotion Coaching with Children and Young People in Schools (pp. 43-44).</p>	<p>1, 2, 3, 4, 6</p>
<p>Fizzy – small group to develop gross motor and organisational skills to develop behavioural skills</p>	<p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>1, 2, 3, 4</p>
<p>The delivery of Play Therapy to maintain and target support for individuals</p>	<p>Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.</p> <p>What is play Therapy and its impact?</p>	<p>1, 2, 3, 5</p>
<p>Pastoral Teacher to support pupils to demonstrate positive</p>	<p>Identified pupils are ready to learn and have strategies to use when they are not regulated.</p>	<p>1, 2, 3, 4, 5</p>

learning behaviours within lessons.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Implement Precision Teaching in order to close gaps in phonics, reading and spelling	<p>Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills.</p> <p>What is Precision Teaching?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	1, 2, 3, 4, 6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of after school clubs led by Class teachers	<p>After school clubs increase social development and soft skills. Through offering a range of clubs throughout a child's journey through school, can help build on their social skills and self-confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 3, 4, 5
Funding Support for Wider Curriculum Opportunities	<p>Trips that offer pupils a unique cultural learning experience provides opportunities for them to be involved in new environments and is key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a pupils understanding of the world and their place in it.</p> <p>Educational trips encourage the development of social, personal and study skills.</p> <p>Stephen Perse Foundation 2018</p>	1, 2, 3, 4, 5, 6
Pastoral Teacher to support and improve children's attendance and punctuality.	<p>Good attendance at school is essential, it is linked to improved academic performance, developing learning opportunities as well as supporting friendships, social skills, life skills and cultural awareness.</p> <p>School Attendance Evidence</p> <p>Attendance interventions rapid evidence assessment</p>	4

Total budgeted cost: £ 68866.66

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

EYFS:

- The gap in attainment between pupils in receipt of PPG and all pupils is 10%, compared to 43% the previous year

Year 1 Phonics:

- The gap in attainment between children in receipt of PPG and all pupils is 31% compared to 8% for the previous cohort
- **Closing the gap in Phonics attainment between pupils in receipt of PPG and all pupils is a RAP priority for 23-24.**

Year 2 Phonics:

- The % of pupils who were both in receipt of PPG and all pupils who were required to retake the Phonics Check in Year 2 decreased by 63% from the previous year
- Pupil in receipt of PPG increased their phonic score from the previous year and passed the PSC
- 100% of all pupils in receipt of PPG have successfully passed the PSC

End of Key Stage 1 Assessments:

Reading

- The gap in attainment between pupils in receipt of PPG and all pupils is 15%, compared to 30% the previous year.

Writing

- The gap in attainment between pupils in receipt of PPG and all pupils has remained at 21%, this is similar to an attainment gap of 22% the previous year.

Maths

- The gap in attainment between pupils in receipt of PPG and all pupils is now broadly in line compared to a significant gap of 44% the previous year

End of Key Stage 2 Assessments:

Reading

- The gap in attainment for achieving the expected standard in Reading between pupils in receipt of PPG and all pupils is broadly in line.

- The % of pupils in receipt of PPG and achieving EXS in Reading is broadly in line compared the previous cohort of pupils in receipt of PPG
- The % of pupils in receipt of PPG and achieving GDS is broadly inline with the previous cohort.

Writing

- The gap in attainment for achieving the expected standard in Writing between pupils in receipt of PPG and all pupils is broadly in line.
- The % of pupils in receipt of PPG and achieving EXS in Maths has decreased by 11% compared to the previous cohort of pupils in receipt of PPG

Maths

- The gap in attainment for achieving the expected standard in Maths between pupils in receipt of PPG and all pupils is broadly in line.
- The % of pupils in receipt of PPG and achieving EXS in Maths has decreased by 19% compared to the previous cohort of pupils in receipt of PPG

GPS

- The gap in attainment for achieving the expected standard in Maths between children in receipt of PPG and all pupils was broadly in line

Attendance

- The gap in attendance at the end of the academic year for pupils who are in receipt of PPG and all pupils is 4.2%, this is broadly inline with the attendance for pupils in receipt of PPG and all pupils at the start of the summer term 2023.
- 7 classes out of 8 achieved attendance levels between 92.6% and 95.9%
- Continuing to close the gap in attendance between pupils in receipt of PPG and all pupils including decreasing the level of persistent absence including lateness in order to ensure that pupils are 'ready to learn' and flourish continues to be a RAP priority for 23-24.

Targeted Support:

NELI

- Baseline assessment: 7 children were identified, 5 with slight concerns and 2 children with no concerns however 2 pupils with a lower score of 90 (average standard score is 100)
End of programme assessment: 0 children were identified as no concerns.
- 4 out of 7 children who received NELI support achieved a GLD
- 5 out of 7 children who received NELI support and intervention achieved an expected level of development for all of the PRIME areas of learning

Academic and Pastoral Support Interventions

- A review of all targeted interventions and pastoral support identified bespoke interventions which were effective, ensured barriers were overcome in order to close the gap of both pupils attainment and support pupils SEMH needs

- Bereavement support
 - Socially Speaking
 - Zones of Regulation
 - Language for Behaviour and Thinking
 - Precision Monitoring
 - SNIP
 - Fizzy
 - Write from the Start
 - Early Identification of Social, Emotional and Mental Health Support leading to an increasing in referrals through Trailblaze to 'Young Minds Matter.
- Early identification of pupils requiring 1:1 / group sessions / mentoring in order to support and develop children's emotional literacy, resilience and self-regulation has led to the majority of pupils being 'ready to learn' (Behaviour Policy – 2023)

Wider Outcomes:

- **Pastoral Teacher**
The building of effective relationships with parents has led to an increase in the number of parents seeking support and advice from the pastoral teacher. An increase in the number of Foodbank Requests has ensured that families are able to meet pupil needs. Close links with the salvation army has ensured that identified families have received both food and Christmas parcels if required,

Externally provided programmes

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

Programme	Provider
Play Therapist	Wendy Mitchell Play Therapy
NELI	Nuffield Foundation Education Limited