

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Water Meadows Primary
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	48%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ben Martin (HT)
Pupil premium lead	Ben Martin (HT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,913
Recovery premium funding allocation this academic year	£6,815
School led tuition	£4,657.50
Total budget for this academic year	£78,385.50

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

As a school set within the context of a deprivation indicator, that is above the national (quintile 4), there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	Increased number of pupils with complex needs - 28% of pupils in receipt of pupil premium funding also are pupils with SEND. Also the school is in the highest quintile for FSM6 and SEND support pupils which is significantly higher than national.
3	The prime area of Communication and Language is low on entry to Reception.
4	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.
5	100% of families on the safeguarding log are in receipt of pupil premium funding
6	Removing barriers that cause low attendance and lack of engagement with school. High SEMH needs identified among our disadvantaged families.

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
Progress in Reading	Achieve national average progress or higher score in KS2 Reading (0)
Progress in Writing	Achieve national average progress or higher score in KS2 Writing (0)
Progress in Maths	Achieve national average progress or higher score in KS2 Maths (0)
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve higher than the national average GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed. Speech and Language link £584 Speech and Language therapist £3,900 (12 days)	A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. (EFF Early Literacy approaches- moderate impact) Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact)	1,2 & 3	50% of PP children open to the S and L therapist in T1 have closed to the therapist at the end of T3. 66% of total closures at T3 were PP. At the end of T6 most PP children have been signed off by therapist (only 1 child). 92% of EYPP achieved expected GLD for Communication and Language
Wandle Letter and Sounds Phonics	(EFF Phonics moderate impact for very low cost)	1 & 2	All resources purchased and

(complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £3,000	DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)		implemented in phonics and reading lessons in EYFS, Y1 and Y2. All staff trained. £3000 spent.
Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.	CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary. (EFF Communication and language approaches- high impact)	3	Improving language for all pupils. C and L 92% for EYFS 76% KS1 Reading 85% KS2 reading Teaching has improved and vocabulary development will continue to be a focus.
External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years £1,000	Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups. (EFF Mastery learning Moderate impact for low cost)	1	EYFS and Y1 teachers trained. To further implement, £1000 spent on training package. EYFS data - 83% children GLD in number. Y1 teachers to build on this next year.
Develop a personalised learning approach for all children that promotes self-directed learning and enquiry. Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity Digital technology enhances the teaching and learning in all year groups. Additional iPad allocation and digital pens rolling programme this cost per year £8,000	Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently implement strategies to support their learning at home and at school (EFF toolkit Digital technology Moderate impact for moderate cost)	All	Technology purchased- every child in KS2 has an iPad. Personalised approach embedded and skills developing. New technology programmes – i.e. Minecraft- being used to enhance teaching and learning. Identified focus group in Y6 trialling writing-based programme to good outcome. KS2 data 85% reading 85% maths 76% EGPS 69% writing
Ensuring teaching is targeted and considers starting points for individual pupils as well	Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust	All	Children identified through assessments and continual gap analysis of assessments show gaps are being covered

as 'lost learning' due to COVID-19 pandemic.	curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support. (EFF Feedback High impact for low cost)		and addressed. Gaps have been minimised and data is showing that children are making good progress.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Switch- on reading intervention. All class teaching assistants released for 1 hour daily to implement targeted reading intervention. £13,230	This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. (EEF – Switch-on Reading intervention moderate cost and high impact)	1 & 2	Switch on interventions used successfully to rapidly address the gaps of the children. Good progress seen in Year 2. See report for more information
First class @ Number maths intervention for EYFS and KS1. All KS1 teaching assistants released 3 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources) £13,230	Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme	1 & 2	First class @ number intervention implemented for EYFS and KS1. EYFS data - 83% children GLD in number. PP children 75% nonPP 73%
Deliver targeted small group or individual tuition for identified KS2 children in reading, writing and maths.	Small group tuition (EFF moderate impact for moderate cost) One to one tuition	1 & 3	COVID TA employed end of Jan 2022- training provided for TA. Targeted groups

	(EFF moderate impact for high cost)		<p>identified and baseline completed.</p> <p>All:</p> <p>85% reading 85% maths 76% EGPS 69% writing</p> <p>PP:</p> <p>100% reading 100% maths 88% EGPS 75% writing</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<p>Nurture support for all children who require in class support and for additional support in small group sessions. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development. This will provide support for children struggling to regulate their emotions and enable them to access education.</p> <p>Nurture Teaching Assistants £ 8220</p>	<p>(EFF Social and emotional learning Moderate impact for moderate cost)</p>	1, 4, 5 & 6	<p>In class nurture taking place. Calm down areas/nurture nooks implemented and whole class sensory kits implemented in all classes.</p> <p>Nurture assistant leading groups 5 afternoons a week.</p> <p>Boxalls showing improvements in overall class outcomes from Term 1 to Term 6.</p>
<p>The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.</p> <p>Parent support Advisor £8000</p>	<p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services</p>	5 & 6	<p>Weekly coffee afternoons, termly newsletters, hardship grants to ensure children's needs being met at home and therefore positive impact.</p>

	involvement and referrals to outside agencies.		Attendance improvements for 5/8 key family groups.
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation.</p> <p>Flexible seating and enhanced outdoor learning environments £6,000</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i></p> <p><i>(EFF Metacognition and self-regulation High impact for low cost)</i></p>	All	<p>All resources purchased- more needed. £1000 spent on flexible seating approaches in KS2 plus additional £4000 spent on enabling environments in KS1 and EYFS.</p> <p>Collaborations zones and calm down areas fully established. Children's well-being improving due to being ready to learn and finding an approach that works for them</p>
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP.</p> <p>There is a LTP for trips and experiences to enhance the children's knowledge of their locality of Kent.</p> <p>Digital Technology is used to widen children's horizons and opportunity.</p>	<p><i>(EFF toolkit Digital technology Moderate impact for moderate cost)</i></p> <p><i>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</i></p> <p><i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></p>		<p>Trips taking place in line with Trust LTP. MTP meetings taking place termly ensuring creativity and experiences i.e. planetarium visit in addition to trips.</p>
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	5	<p>See strategy report for data.</p>

Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Switch on and Inference	See COVID catch up statement and Switch On Case Study Focused small group intervention in place for KS2 classes. Summer Term data showed that the intervention was most successful in year 5 and 6. The year 5 and 6 data showed that all children were now working at an age expected level and no gap between PP and all children.
Speech and Language Link	88% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 33% of children had age-appropriate skills in communication and language and at the end of the year this had increased to 91%
Speech and Language External	This support was limited due to COVID 19 as sessions were started, the virtual during the lockdown and some face-to-face sessions did commence – however 88% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 33% of children had age-appropriate skills in communication and language and at the end of the year this had increased to 91%.
Parent Support Advisor	The work of the PSA had impacted on removing key barriers that vulnerable families were facing by signposting support to key agencies and support networks in the local community especially in lockdown. PSA applied and received a grant for £2000 to support effected families during the January lockdown providing assistance with food and energy payments. Links with other agencies continued to grow. PSA has established good working relationship with NEFLT school link worker and has established training for parents and staff in mental health awareness and signed posted parents to this support throughout 20/21.
Trust Safeguarding Lead	Evidence of the impact of the Trust Safeguarding Lead is found in the up to date training and policies that all staff have undertaken and are familiar with. The Safeguarding files and Electronic system for reporting concerns are effective and up to date. The Well-being team support vulnerable parents and signpost to relevant agencies. Further impact through chairing termly vulnerable meetings identifying key children and families for PSA to support with HT and SENCO – minutes available.
Nurture Teaching assistants	All Teaching Assistants were fully trained in the 6 Nurture principles and restorative justice. They are also skilled in delivering Nurture therapies as well as full time nurture provision. All children had Boxhall profile completed and in class nurture strategies were implemented. Nurture nooks and worry monsters implemented into all classes. Boxhall profiles show impact.
Pupil Premium Case studies	Children identified and resources were provided including reading books for reading for pleasure at home. Other resources purchased were linked to children's needs. Resources purchased supported well-being and were personalised to individual child.

Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Intervention Teaching Assistant in Year 5/6	<p>Reading Millage 8.30 – 8.50 – Targeting 1:1 readers daily to increase reading millage and comprehension skills. 2 pairs of children a day daily minimum 2x week</p>	<p>6. Total Children: 6</p>
	<p>Reading: 8.55 – 9.25 – Focused reading group during the reading lesson – 7 children (Mon – Fri)</p> <p>Writing: 09.25-10.20- Focus writing group during writing lesson- 6 children (Mon-Fri)</p>	<p>Total Children - 7</p>
	<p>Maths 10.20-10.40 - Arithmetic Focus Group - 4 children (2 x weekly) 10.20-10.40 – Arithmetic Focus Group - 4 children (1 x weekly) 11-12- Focus group in maths lesson- 6 children (Mon-Fri)</p>	<p>Total Children- 14</p>