

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

This statement details our school's use of pupil premium for the 2022 to 2023 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	51 eligible pupils
Proportion (%) of pupil premium eligible pupils	46.3%
Academic year	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£74,678
School led tuition	£4,698
<b>Total budget for this academic year</b>	<b>£79,376</b>

## Part A: Pupil 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 pandemic and the recent cost of living crisis 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:

- embed 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.
- 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	Vulnerable learners whose social, emotional and academic gaps have widened further because of the rise in cost of living and the impact of missed education during the pandemic.
2	Increased number of pupils with complex needs – X% 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 with increasing amounts of speech and language development cases open to specialist support.
4	100% of families on the safeguarding log are in receipt of pupil premium funding.
5	Removing barriers that cause low attendance and lack of engagement with school. High SEMH (Social, Emotional and Mental Health) needs identified among our disadvantaged families and the impact of the rising cost of living is having an impact on families and choices

## 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 No attainment gap end of key stage outcomes in Reading	Achieve national average progress or higher score in KS2 (Key Stage 2) Reading (0) Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Progress in Writing No attainment gap end of key stage outcomes in writing	Achieve national average progress or higher score in KS2 Writing (0) Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Progress in Maths No attainment gap end of key stage outcomes in Maths	Achieve national average progress or higher score in KS2 Maths (0) Disadvantage children end of KS1 and KS2 outcomes continue to be in line with non-disadvantaged the outcomes
Phonics	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 (Local Authority) average

## Activity in this academic year

This details how we intend to spend our pupil premium **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
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language link £584 Speech and Language therapist £3,900 (12 days)</p>	<p>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.</p> <p><b><i>(EFF Early Literacy approaches- moderate impact for very low cost)</i></b></p> <p>Speech and Language Link assessments identify barriers to Communication and Language</p> <p><b><i>(EFF Early years Intervention – moderate impact)</i></b></p>	1,2 & 3
<p>Purchase of additional reading and phonic resources from Little Wandle Letter and Sounds to ensure high quality Early Reading is further established and keep up sessions can be implemented when required.</p> <p>Ongoing training and up-skilling of new staff to teach reading and develop Early Reading Strategies.</p>	<p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><b><i>(EFF Phonics moderate impact for very low cost)</i></b></p> <p>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p><b><i>(EFF EYFS communication and language approaches Very high impact for very low cost)</i></b></p>	1,2 & 3
<p>Extend the use digital technology to remove barriers, develop skills and widen children's horizons and opportunity beyond the classroom and to support with the delivery of 21<sup>st</sup> Century Learning Design.</p> <p>To purchase further iPads and digital pens rolling to support the learning opportunities. Cases to</p>	<p>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.</p> <p>The school is receiving a number of children from Hong Kong and other children with EAL. The inclusion tools allow the children and parents to translate the work and text into their mother tongue and support can be given where possible by parents. It will also allow teachers</p>	All

<p>be purchased to allow children to take their device home.</p> <p>To further improve the way feedback is given to pupils, utilising the digital technology, iPad and app features to provide high quality feedback to pupils such video feedback, audio feedback and written feedback from the teacher. Further develop support staff in giving this feedback.</p>	<p>the ability to see real barriers to learning rather than just the language barrier.</p> <p><b>(EEF toolkit Digital technology Moderate impact for moderate cost)</b></p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><b>(EEF toolkit Feedback Very high impact for very low cost)</b></p>	
<p>To further embed the use of collaboration spaces within the school with clear and well-planned links with in the long and medium term planning linked to the 21<sup>st</sup> Century Learning Design.</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.</p> <p><b>(EEF toolkit Collaborative learning approaches High impact for very low cost)</b></p>	<p>All</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Switch- on reading intervention. All class teaching assistants released for 1 hour daily to implement targeted reading intervention.</p> <p>£13,230</p>	<p>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.</p> <p><b>(EEF (Education Endowment Foundation) – Switch-on Reading intervention moderate cost and high impact)</b></p>	<p>1 &amp; 2</p>
<p>First class @ Number maths intervention for EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1).</p> <p>All KS1 teaching assistants released 3 x per week to implement targeted early maths support.</p> <p>£13,230</p>	<p>Develops targeted children’s number and calculation ability and their mathematical understanding, communication, and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme</p>	<p>1 &amp; 2</p>

Deliver targeted small group or individual tuition for identified KS1 and KS2.	Small group tuition <b>(EFF moderate impact for moderate cost)</b> One to one tuition <b>(EFF moderate impact for high cost)</b>	1 & 3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for all children who require in class support and for additional support in small group sessions.</p> <p>Nurture support to provide training for all new staff to improve in-class nurture strategies and intervention for social and emotional development.</p> <p>Provide group therapy such as lego therapy and individual drawing and talking sessions with our most vulnerable, disadvantaged and SEND children.</p> <p>Nurture Teaching Assistants £ 8220</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><b>(EFF Social and emotional learning Moderate impact for moderate cost)</b></p>	1, 4, 5 & 6
<p>Establish a nurture breakfast group to support children who find coming to school stressful. This will be a safe space, where children can self-regulate and be taught these skills, before entering the classroom. They can complete interventions which will engage them such as sensory circuits, clever hands, funky fingers etc.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies 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.</p> <p><b>(EFF Metacognition and self-regulation very high impact for very low cost)</b></p>	1, 4, 5 & 6
<p>The PSA continues to act on behalf of parents to remove barriers that affect them such as lack of food, heating and social issues. Parenting courses to be established to</p>	<p>With COVID home issues, the higher cost of living and safeguarding being the most important drive in our school, we need to further support our parents. This support will link families to a wider support network,</p>	5 & 6

<p>support with routines and difficulties parents may face.</p> <p>Provide clear pathways to success and support for parents to improve their ability to get their children to school on a regular basis.</p> <p>Improve communication with all parents to enable the families to feel supported with the wider school activities such as homework.</p> <p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN (Special Educational Needs)</p> <p>Parent support Advisor £8000</p>	<p>provide support with day-to-day issues, parenting workshops, links to outside agencies and ensure the safeguarding of the pupils is rigorous and robust.</p> <p><b><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></b></p>	
<p>Providing a wide range of enrichment activities, including at lunchtime, to provide all children with a space to complete tasks including Home learning.</p> <p>Provide parents and carers workshops to support with home learning, reading at home and videos to support with this.</p> <p>Provide parents with regular information regarding the topics of learning in school. PSA to provide parents with activities linked to these topics for experiences in the holidays through the reconnect programme.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b><i>(EFF toolkit Parental Engagement moderate impact for very low cost)</i></b></p>	All

## 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 2021 to 2022 academic year.

Communication and Language development	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	All resources purchased and implemented in phonics and reading lessons in EYFS, Y1 and Y2. All staff trained. Early reading in EYFS – XX% reached a good level of development Year 1 phonics – 73% achieved the expected phonic standard in June.
Whole school structured approach to the teaching of vocabulary	Improving language for all pupils. C and L 92% for EYFS 76% KS1 Reading 85% KS2 reading Teaching has improved and vocabulary development is built in to the long term, medium- and short-term planning within each curriculum group. High expectations from staff on using correct terminology.
Improve the teacher's knowledge of early number skills.	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.	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. <b>KS2 data</b> 85% reading 85% maths 76% EGPS 69% writing All above national outcomes and PP and SEND children outperformed non-PP and Non-SEND pupils.
Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Children identified through assessments and continual gap analysis of assessments show gaps are being covered and addressed. Gaps have been minimised and data is showing that children are making good progress. See outcomes on 2022 data analysis sheet.
Switch- on reading Intervention	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.	First class @ number intervention implemented for EYFS and KS1.  EYFS data - 83% children GLD in number. PP children 75% non-PP 73%

<p>Deliver targeted small group or individual tuition for identified KS2 children in reading, writing and maths.</p>	<p>COVID TA employed end of Jan 2022- training provided for TA. Targeted groups identified and baseline completed.</p> <p>All:  85% reading  85% maths  76% EGPS  69% writing</p> <p>PP:  100% reading  100% maths  88% EGPS  75% writing</p>
<p>Nurture Teaching Assistants</p>	<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</p>	<p>Weekly coffee afternoons, termly newsletters, hardship grants to ensure children's needs being met at home and therefore positive impact.</p> <p>Attendance improvements for 5/8 key family groups.</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning.</p>	<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>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>See strategy report</p>

## 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 4/5	Reading Millage 8.30 – 8.50 – Targeting 1:1 reader daily to increase reading millage and comprehension skills. 2 pairs of children a day daily minimum 2x week	<b>6.</b>  <b>Total Children: 6</b>
	Reading:  8.55 – 9.25 – Focused reading group during the reading lesson – 7 children (Mon – Fri)  Writing:  09.25-10.20- Focus writing group during writing lesson- 6 children (Mon-Fri)	<b>Total Children - 7</b>
	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)	<b>Total Children- 14</b>