

Pupil premium and Recovery Premium strategy statement – Water Meadows Primary School

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
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	43.8%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ben Martin
Pupil premium lead	Ben Martin
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,120
Recovery premium funding allocation this academic year	£9,280
Total budget for this academic year	£102,400

Part A: Pupil premium strategy plan

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.
- develop all children's communication, language and interaction skills to support the personal development of our children alongside their academic.

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.
2	Increased number of pupils with complex needs – 75% of pupils with SEND are also in receipt of pupil premium funding. 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
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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 (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
<p>Communication and Language development underpins all classroom practices, especially in the early years and year 1 so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language Link (Infant and Junior) to be used</p> <p>Speech and Language Therapist (12 days)</p> <p>Communication and Interaction Lead (0.5)</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><i>(EFF Early Literacy approaches- moderate impact for very low cost)</i></p> <p>Speech and Language Link assessments identify barriers to Communication and Language</p> <p><i>(EFF Early years Intervention – moderate impact)</i></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 upskilling 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><i>(EFF Phonics moderate impact for very low cost)</i></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><i>(EFF EYFS communication and language approaches Very high impact for very low cost)</i></p>	1,2 & 3
<p>Extend the use digital technology to remove barriers, develop skills and widen children's horizons</p>	<p>Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently implement strategies to</p>	All

<p>and opportunity beyond the classroom and to support with the delivery of 21st Century Learning Design.</p> <p>To purchase further iPads and digital pens rolling to support the learning opportunities. Cases to 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>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 the ability to see real barriers to learning rather than just the language barrier.</p> <p>(EFF toolkit Digital technology Moderate impact for moderate cost)</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>(EFF toolkit Feedback Very high impact for very low cost)</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 21st 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>(EFF toolkit Collaborative learning approaches High impact for very low cost)</p>	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rapid Catch Up phonics and reading intervention. All class teaching assistants released for 1 hour daily to implement</p>	<p>This is an intensive 26-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>	1 & 2

targeted reading intervention.	<i>(EEF (Education Endowment Foundation) – Reading intervention moderate cost and high impact)</i>	
First class @ Number maths intervention for EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1). All KS1 teaching assistants released 3 x per week to implement targeted early maths support.	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
Communication and Interaction interventions as directed by the Trust Speech and Language Therapist.	Targeted approach to improve communication and language skills of those children who have gaps and to create communication friendly environments.	3

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 Assistant- ELSA trained (0.5)</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><i>(EEF Social and emotional learning Moderate impact for moderate cost)</i></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 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><i>(EFF Metacognition and self-regulation very high impact for very low cost)</i></p>	<p>1, 4, 5 & 6</p>
<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 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 (3 days a week)</p>	<p>With 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, 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>Using technology, video to be used to communicate key messages. Government toolkit to be used to support with attendance issues.</p> <p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	<p>5 & 6</p>

<p>Providing an enhance co-co-curriculum, including at lunchtime activities, 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.</p> <p>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><i>(EFF toolkit Parental Engagement moderate impact for very low cost)</i></p>	<p>All</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023, the percentage of eligible children leaving Year 6 with combined expected was 60%, which was in comparison to the national average of 59% for all children. In all individual subjects (Reading, Writing and Maths) there was also no gap. This is reflected through the catch-up funding and with the use of technology removing the barriers to learning.

We are confident that we have been acutely conscious of the well-being needs of our most vulnerable children and so have continued the spending and focus on this for the year ahead. This includes both ELSA support and nurture support.

Our ongoing work on enhancing the teaching of reading has significantly impacted on the performance of disadvantaged pupils in reading. At the end of Key Stage 2 our disadvantaged pupils (80%) were in-line with 'All' children (82%): we have significantly diminished the difference.

The gaps are also closing in EYFS and in all areas at the end of Key Stage 1 including Phonics – these pupils have had the most disruption to their education through the pandemic. However, there is still a gap that needs addressing. Therefore, we will continue to invest more into communication and language interventions and a Trust Speech and Language Lead to ensure that we can close this gap in EYFS and KS1.

Although overall attendance in 2022/23 was similar to the previous year, this was greatly affected by an increase in term time holidays, as they are more affordable for parents. Last year, the attendance of disadvantaged pupils was 89%, which was 3% lower than their peers; although the attendance percentage was higher than 2021-22 (87%) the gap between disadvantaged pupils and their peers had increased slightly (by 1% as 2021-22 the gap was only 2%). This gap is still not above the expected 90% and has widened slightly, which is why attendance continues to be a focus of current plan.