



The Collegiate Trust
Exceptional Education for All

REPORT ON USE OF PUPIL PREMIUM GRANT TO SUPPORT DISADVANTAGED PUPILS

- i. Evaluation 2019/20
- ii. Action Plan 2020/21

This Report is different as a result of the disruption to education in 2020: the national lockdown resulted in the cancellation of all externally verified assessment and led to the vast majority of pupils undertaking remote learning from 23rd March up to the end of the academic year; the looming national lockdown resulted in significant impact on attendance after the February half-term break.

This Report should be completed by appropriate Academy staff, approved by the LGB, and posted on the Academy website by 5.1.2021.



i. Evaluation 2019/20 Waterfield Primary

| | | | |
|-----------|-----------------------------|------------|---|
| NB | Disadvantaged Pupils | DPs | Pupils for whom pupil premium funding is provided |
| | Others | Oth | Pupils who are not categorised at Disadvantaged |
| | All | | All pupils |

Key Data

| | | | | | |
|-----------------------------|---------|--|-----|---|----|
| Total DPG allocation | £96,183 | All pupils on roll at January 2020 census | 361 | DPs on roll at January 2020 census | 99 |
|-----------------------------|---------|--|-----|---|----|

1. Outcomes 2020

As a result of lockdown, no outcome data is provided on the performance of DPs or Others. However, since the return to fulltime education we have identified the following learning or behavioural issues in our DPs:

| | |
|------------------|--|
| Reception | Basic self-care has become a concern for Reception and Nursery. Development of speech and language, in addition to early rote learnt literacy skills e.g. writing letters of your name, basic counting etc. |
| Year 1 | Development of good learning behaviours: listening, focus, attention and understanding what good learning looks like. Fine Motor Skills – handwriting development. Vocabulary advancement and development. Early Reading – phonics review has shown children willing to learn but have ‘gaps’ in the reading/spelling of basic phonemes. |
| Year 2 | A reminder of what ‘good learning’ looks like. Comprehension skills. Many children are sight reading words and not applying phonics /decoding skills, therefore vocabulary is limited. Further application of addition and subtraction. |
| Year 3 | Learning behaviours and resilience. Identifiable gap between reading age and chronological age. Application of number foundational number facts i.e. times tables and number bonds. Application of phonics into spelling patterns when writing. |
| Year 4 | Learning behaviours and resilience. Identifiable gap between reading age and chronological age. Handwriting development, writing stamina and formal written calculation methods in mathematics all require development. |
| Year 5 | Learning behaviours and cohesion as a cohort of children. The ability to collaborate and work collectively on learning problems. Learning stamina. Identifiable gap between reading age and chronological age. |
| Year 6 | Learning stamina. Extended application of basic core subject skills e.g. advancing writing, advancing calculations and problem solving. Emotional/pastoral concerns impacting on transition into secondary school. Identifiable gap between reading age and chronological age. |

| 2. Attendance 2019/20 (up to February half-term 2020) | | | |
|---|-----------|-------------------|-------------------|
| Year Group | No of DPs | Attendance of DPs | Attendance of All |
| 1 | 14 | 93.28% | 95.57% |
| 2 | 14 | 94.67% | 95.03% |
| 3 | 14 | 96.67% | 95.61% |
| 4 | 12 | 94.49% | 97.11% |
| 5 | 18 | 96.08% | 97.67% |
| 6 | 12 | 95.01% | 97.42% |
| Total | 84 | 95.12% | 96.42% |

3. Review of Action Plan 2019/20 (please note limiting nature of lockdown on evaluation / impact)

| Action | Evaluation / Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|------------------------|--------|------------|------------|--------------|--------|-----|-----|--------------|--------|-----|-----|--------------|--------|-----|-----|--------------|--------|-----|-----|--------------|--------|--|-----|--|
| <p>i. Quality teaching for all (£53,000)</p> | <p>Please provide a qualitative comment on the overall impact in each area. If a quantitative comment is possible, please also include.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">• APs to be responsible for leadership of DP/act as DP Champions.• APs holding their teams to account for DP progress in appraisal meetings.• 1:1 conferencing (APs and DP pupils).• DP children highlighted on class provision maps, discussed at Progress Meetings and named on planning.• All teaching staff to prioritise DP pupils for DP funded curriculum interventions.• Target setting through performance management be ambitious for ALL pupils.• Home Learning Club – Teacher-led after school club, enabling DP children to access additional teacher support and technology.• The teaching of high-quality vocabulary and literature to be paramount in the new ‘Curriculum Intent’ for Waterfield.• Development of British Values across the school that encompass the school values of being kind, showing respect and demonstrating a hardworking attitude – giving a children a heightened sense of ambition and drive. | <p>Assistant Principal role developed, successfully resulting in Pupil Progress Meetings with staff identifying and action planning for DP in each class/cohort. DP children monitored effectively in each year group to analyse the impact of intervention and precision teaching provided. ALL teachers successfully identifying DP – early data indicated a positive impact on ‘closing the gap’ (see below table).</p> <table><tr><th>Year Group 2019-20</th><th>Year entry % with a combined WRM at Expected or Above</th><th>Spring Data point on track to make End of Year WRM Expected or Above</th><th>Percentage Improvement</th></tr><tr><td>Year 6</td><td>17% (2/12)</td><td>67% (8/12)</td><td>50% INCREASE</td></tr><tr><td>Year 5</td><td>19%</td><td>38%</td><td>19% INCREASE</td></tr><tr><td>Year 4</td><td>27%</td><td>67%</td><td>40% INCREASE</td></tr><tr><td>Year 3</td><td>25%</td><td>67%</td><td>42% INCREASE</td></tr><tr><td>Year 2</td><td>16%</td><td>50%</td><td>34% INCREASE</td></tr><tr><td>Year 1</td><td></td><td>69%</td><td></td></tr></table> <p>Assistant Principals supported staff in developing Quality First Teaching to target and differentiate work accordingly – seeing an improvement in the quality of learning episodes observed and greater pastoral understanding (and therefore support) for DP children.</p> <ul style="list-style-type: none">• Implementation of ‘Reading Benchmarking’ and ‘Critical Reader List’ identified ALL DP children – resulting in greater engagement with text, more 1:1 adult reading giving rise to a developing culture of reading and higher attainment.• Home Learning Club places: 80% offered to DP children initially, with a take up of around ~50% of each Year groups DP attending regularly– resulting in higher engagement with Home Learning and individual reading. Home Learning Club hosted in Technology Hub, allowing access to internet, workstations and personalised learning feedback from teaching staff.• Development of curriculum and learning environment allowed children access to 1:1 core texts and rewarded/incentivised focus children through initiatives such as Principal’s Afternoon Tea, Assistant Principal Conferences and Additional Responsibilities.• Year 6/5 Pupil Responsibilities – 80% of Pupil Premium Children in Year 5 & 6 identified as Ambassadors for the school in a responsibility role – Managed by Mr Purveur & Mr Lockton. Demonstrating the School’s culture and British Values in Action. Increased self-worth, responsibility resulting in noticeable improvement in learning behaviours. | Year Group 2019-20 | Year entry % with a combined WRM at Expected or Above | Spring Data point on track to make End of Year WRM Expected or Above | Percentage Improvement | Year 6 | 17% (2/12) | 67% (8/12) | 50% INCREASE | Year 5 | 19% | 38% | 19% INCREASE | Year 4 | 27% | 67% | 40% INCREASE | Year 3 | 25% | 67% | 42% INCREASE | Year 2 | 16% | 50% | 34% INCREASE | Year 1 | | 69% | |
| Year Group 2019-20 | Year entry % with a combined WRM at Expected or Above | Spring Data point on track to make End of Year WRM Expected or Above | Percentage Improvement | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 17% (2/12) | 67% (8/12) | 50% INCREASE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 19% | 38% | 19% INCREASE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 27% | 67% | 40% INCREASE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 25% | 67% | 42% INCREASE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 16% | 50% | 34% INCREASE | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | | 69% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ii. Targeted Support (£36,183)

Attendance Figure Table highlighting improvements:

| Year Group | No of DPs | Attendance of DPs | | |
|--------------|-----------|-------------------|------------------------|--------------------------|
| | | Term 1 Attendance | Term 1 – Term 1 to Feb | % Increase in Attendance |
| 1 | 14 | 92.84% | 93.28% | 0.44% |
| 2 | 14 | 93.81% | 94.67% | 0.86% |
| 3 | 14 | 95.94% | 96.67% | 0.73% |
| 4 | 12 | 94% | 94.49% | 0.49% |
| 5 | 18 | 95.74% | 96.08% | 0.34% |
| 6 | 12 | 94.77% | 95.01% | 0.24% |
| Total | 84 | 94.61% | 95.12% | 0.51% |

Overall increased attendance. Specific case studies highlight more focussed improvement figures, with substantial increases resulting from high level targeted support.

- WPA Attendance Officers' targeted input and analyses
- Learning Mentor Team - Prioritisation of DP pupils for:
 - Learning Mentor support
 - Parenting Groups – Inclusion Coffee Afternoon
- Staff for extra-curricular provision - 'Free places' to be allocated to targeted DP pupils. Pupil voice interviews to be used to monitor this. Including – Sports Clubs, After School STEP programme & STEAM activities

- Targeted analysis assisted 1:1 family work in association with the Inclusion Department to improve attendance in 3 high profile cases.
- Inclusion team begun work on 'Parent Gym' – starting undertaking training – Incomplete due to impact of COVID-19.
- Learning Mentor Caseload – 81% of DP children (Year 1 Up) have accessed either individual, small group or playtime support groups from the Learning Mentor. Learning Mentor support has been allocated on a case by case basis – culminating in increased happiness at school and assisted in attendance issues by providing 'Nurture Drop Off' access (Nurture figures around 30% of children at one time are DP).
- 100% of DP children in KS2 attended a Sporting Event/Club as an extracurricular activity: resulting in increasing engagement, sense of self-worth, mitigate experience exclusivity and ultimately impact positively on behaviours for learning.
- STEP & STEAM did not occur due to School Closure.

| iii. Other Approaches (£7,000) | |
|---|--|
| <ul style="list-style-type: none"> • Prioritisation of DP pupils for financial support for educational visits and enrichment activities • Additional resourcing to support DP children and families when accessing the curriculum across the school i.e. Oxford Reading Buddy, Year 6 Coaching Classes (additional expert teacher employed to co-teach, purchase of CGP resources and support materials to further support end of KS assessment points and to ready the children for next stage of learning), Reading Eggspress Subscription, targeted use of support resources Clicker 7/Nessy and higher quality equipment including focus work stations, child specific electronic devices, development of the Rainbow/LM Resources in addition to prioritisation of vocabulary boosting resourcing and further high quality texts. • CPD training and resource investment into 'Parent Gym' – with a view to support DP parenting through a focussed 6 Week programme of support. Parent Gym to become embedded into school culture and offer. • Promotion of DP identification and take up across the school – DP drive, promotion to boost overall numbers and provide families with support when starting school. <p>Nurture/Creative/STEAM/Outdoor Learning offer within curriculum time increased for DP pupils – targeted groups accessing alternative provision e.g. Forest School Group, Arts Therapy (inc music & drama) and lunchtime technology clubs.</p> | <ul style="list-style-type: none"> • Supplementation of Educational Visits and 'Experiences' e.g. Crawley Museum Visit, Outdoor Project Explorer Day, Orchestra to School, visit to the Observatory, Theatre Trip to see 'Zog' (Years 2&3) were all enabled through DP funded places, resulting in curriculum launches being engaging, adding awe and wonder for all. Also resulted in reduction of wealth exclusivity for additional cultural experiences, raising cultural capital and allowing equality in curriculum access for all. Please note activities ceased due to School Closure. • Software licences allocated successfully – resulted in positive progress for ALL children accessing learning platforms. Access also enabled continuation of learning during School Closure. • Parent Gym – carried over to 2020/21 • DP drive at school increased identification of children eligible for Pupil Premium, October 2019 to October 2020. • Forest School Nurture Group – comprised of 50% DP children – resulting in increased engagement with curriculum, positive behaviour impacts and increased cultural capital. Pupil Voice during Governor Monitoring highlighted 'learning in new ways' and 'enjoying school more' as key strengths. • Art Therapy – Arts ambassadors – 8 children – 50% DP – Increased engagement with arts skills curriculum, children identifying art as a strength, broadening cultural capital. • Song Leaders/Choir – DP positions offered first – 40-50% take up. Children's confidence and feeling of self-worth increasing, mitigating lack of cultural exposure to the Arts often attributed to familial wealth, increased sense of success and achievement. • Tech Club – Allowed access for DP children to have a secure space at break/lunchtime. Access to learning platforms provided – particular focus on Time Table Rockstars for Year 4 and above. Good engagement (although numbers not monitored – due to optional nature). |
| £96,183 | |

4. Summary

The allocation of funding was apportioned correctly, mitigating lack of access to provision that develops cultural capital and developing a 'love of learning'. Teaching and Learning allocation has allowed the rightful identification and prioritisation of DP children, enabling the difference in attainment (where it was apparent) to begin to be closed. Whilst Waterfield's provision was reduced from March 2020 due to the COVID-19, learning during lockdown continued through the ongoing prioritisation, support and allocation of resources to the DP children and their families.

ii. Action Plan 2020/21

| | | | | | |
|-----------------------------------|----------------|--|------------|---|-----------|
| Total DPG allocation | £104910 | All on roll at October 2020 census | 367 | DPs on roll at October 2020 census | 87 |
| Allocated to: | Amount: | Actions: | | Expected Impact: | |
| Attendance and Punctuality | 4,800 | <ul style="list-style-type: none"> • Work of EWO to continue – monitoring and actioning attendance. EWO forming part of school support network to engage with harder to reach families. • Learning Mentor and Inclusion Team – Nurture Drop Off Group in The Nest • Inclusion Manager – ‘Removing Barriers’ project. | | <ul style="list-style-type: none"> • To see maintained/increased attendance in DP pupils. • High engagement with families – offering a support service to assist in maintaining good attendance and punctuality. • ‘Hard to reach’ families have action plans formulated through ‘Removing Barriers’ – resulting in increased attendance through an adaptive and responsive approach. | |
| Teaching and Learning | 56,000 | <ul style="list-style-type: none"> • APs to be responsible for leadership of DP/act as DP Champions . • APs holding their teams to account for DP progress in appraisal meetings. • 1:1 conferencing (APs and DP pupils). • DP children highlighted on Provision Mapper, discussed at Progress Meetings and named on planning. • ‘Explored Learning’ for DP children – in which barriers identified and solution focus drawn up by staff. • All teaching staff to prioritise DP pupils for DP funded curriculum interventions. • Target setting through Performance Management to be ambitious for ALL pupils. • DP children provided with ‘Access to Technologies’ – including hardware, digital platforms and support in Home/Blended Learning. • Booster Precision Teaching Groups – Year 6 Breakfast Club (AP Led). • Phonic Interventions/Early reading Booster Groups – Apple & Pears Phonics, Streamed Phonics Groups in Lower School. • Focus of Recovery Curriculum – Additional Cohort Review Meetings relating to ‘Re-Opening Survey’. • Music Drive – Allowing Access for DP children to small group music instrument lessons. • Life Skills Curriculum developed with small trial group. | | <ul style="list-style-type: none"> • Staff taking high accountability for DP pupils, resulting in personalisation of learning experiences and increasing progress and attainment. • Pupil Premium Children being noted on Provision Mapper with interventions tracked so efficiency and impact of precision teaching can be measured accurately. • Increased engagement with DP children, resulting in children’s ‘love of learning’ and sense of belonging in school increasing – ultimately resulting in better wellbeing and impacting on academic and social achievements. The impact of this aspect of funding surrounding prioritisation is an important aspect of our ‘Recovery Curriculum’ upon re-opening after ‘Lockdown’. • End point targets used to ensure DP children do not fall behind – ‘Catch Up and Keep Up’. • 1:1 hardware access available in class allocated where appropriate, removing barriers to learning that lack of equipment outside of school can cause. • Home access to digital platforms – allowing for blended learning, delivering better attainment and progress. • Boost in early language and reading skills for DP children – diminishing the difference in attainment in Key Stage One and preparing the children with basic literacy skills ready for Upper Key Stage Two. • Higher engagement with the Arts – boosting children’s ambition, cultural awareness, awareness/value of self and enjoyment. • Mitigation of lack of experiences, resulting in children being taught important skills with regard to healthy eating, self-care and engaging with a ‘safe’ male adult to form a positive male role model in school. | |

| | | | |
|-----------------------------|---------|---|--|
| Ready to Learn | 8,700 | <ul style="list-style-type: none"> Supplemented Breakfast Club Provision. Provision of CGP books for Year 6, EYFS & Year One – supporting Home Learning and providing the children with both pre-learning and consolidation of learning. Supplementation of School Excursion funding. Forest School Provision – Afternoon Sessions. | <ul style="list-style-type: none"> Improvement to attendance. Mitigation of children not having breakfast/calm mornings to be 'ready' for the day ahead. Access equality for ALL children – thus allowing all children the same/similar educational experiences to draw upon, engage in pre/post learning and increase engagement in school. Hard to reach children offered Forest/Outdoor learning opportunities, focussing on pastoral skills, teamwork and collaboration, improving in class learning behaviours and boosting cultural capital through experiences, thus enabling these children to become leaders of learning/experts in alternate provision fields. |
| Learning environment | 13,500 | <ul style="list-style-type: none"> Structural work completed on The NEST – Learning environment for Learning mentor and host area for Nurture Drop Off. Computer bank boost – Providing access for children to desktops & Laptops in and around the class environments. Structural improvements to KS1 to allow access to outdoor nurture learning for DP pupils. | <ul style="list-style-type: none"> A dedicated 'SAFE' space for inclusion and access to precision teaching groups, nurture and Learning Mentor focus work. Precision teaching groups – increased impact on attainment and progress. Children's emotional wellbeing supported – resulting in increased engagement, feeling of security within school and being 'ready to learn'. Equal access opportunities to technology – with DP children given priority during the school day to access technology to support learning. A 'SAFE' outdoor contained space for KS1 in which to support the 'missed' Early Years Curriculum that may result in developmental delay in children as they progress into Year One. A 'SAFE' outdoor space in which precision teaching groups, physical activities and other precision/intervention can occur for the KS1. Particular improvements will be noted in overall behaviour, motor skill development and children's experiential knowledge of the curriculum drivers. |
| Other | 21,910 | <ul style="list-style-type: none"> Accelerated Reader Programme – Implementation of including financing of programme and AP focus time to manage implementation and measure Impact (including early morning Quiz access group with HLTA/Level 2 Learning Coach). Mini-Bus supplementation (in addition to SSG) to support transportation of children to curricular and extra-curricular events. Including Staff CPD – Achieving qualifications to drive and deliver these opportunities Parent Gym Initiative & Inclusion Coffee Afternoons Learning Mentor targeted individual and group support role. Cultural Capital Book Boost for Years R-6 Supplemented community celebration events to allow access for all: EYFS Craft Events, Easter Egg Hunt and ticketed performances | <ul style="list-style-type: none"> Focus on reading access and exposure to high quality texts allowing children to achieve higher reading attainment than in previous years. The higher attainment will lead to a diminishing difference in chronological age and 'reading age'. Correlation will be achieved between the attainment and progress in reading with writing. Book Boost will allow all children access to texts to support foundation knowledge to support learning in the Vehicles for Learning, resulting in higher engagement and attainment in core and foundation subjects. Higher proportion of DP children achieving GDS in reading. Equality in access to sporting events, cross school events and locality excursions. Creating a boost in ambition, engagement and diminishing the difference in 'weekend cultural capital'. Increased engagement with parents to help support pastorally and develop their own parenting and literacy/numeracy support skills for their children. |
| Total | 104,910 | | |