

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waterfield Primary School
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	32.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	<i>November 2024 Published formally December Annually</i>
Statement authorised by	TCT Board
Pupil premium lead	Harry Hope
Governor / Trustee lead	Dawn Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,730
Recovery premium funding allocation this academic year	£14,645 (provisional)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,375

Part A: Pupil premium strategy plan

Statement of intent

Waterfield works collaboratively within The Collegiate Trust to provide 'Exceptional Education for ALL Children'. The intent of the Waterfield Curriculum is designed to mitigate deficits in cultural capital, to ensure personalised learning and to be supported by our core values of 'Kindness', 'Respect' and demonstrating 'Hard Work' so that EVERYONE can 'Aim High and Achieve their Best'.

The context of the Waterfield community has evolved since the COVID-19 pandemic, increasing the total number of pupils qualifying for Pupil Premium (PP) but also increasing mobility and those who would be considered as borderline PP or with an unstable economic background (largely due to Waterfield's locality to Gatwick and reliance on tertiary industries). Waterfield has also seen a large influx of children with English as an Additional Language (EAL) – many of whom carry refugee or asylum status. These children who have joined as EAL may qualify for Pupil Premium funding when their families' domiciliary status is clarified – although there is a considerable delay in this due to our locality hosting many of these families. As such due to language acquisition, homelife and possible previous trauma Waterfield are dedicated to supporting this area of 'disadvantage' and 'additional need'.

The Waterfield Pupil Premium Strategy aims to mitigate factors that provide barriers to learning both academically and pastorally and aims to enable equity of provision/ experience to children qualifying for Pupil Premium Funding (PPF). This will result in:

- Diminishing differences in academic attainment of PP children and other children, ensuring that PP children are equipped with the knowledge, skills and understanding required for their next (and current) stage of Education.*
- Providing PP children with a rich and diverse school experience that builds self-esteem, enhances well-being and builds a foundation of cultural knowledge and joy that enables children to raise ambition (negating deficit in cultural capital).*

Whilst the factors affecting the above outcomes have been magnified by the COVID-19 Pandemic (and the resulting Economic situation regarding Inflation), previous Pupil Premium Strategy Plans have consistently raised attainment and bolstered the cultural enrichment of Waterfield Children. Focus has been placed on supporting Quality First Teaching, providing resources to support the acquisition of Language, Literacy and Numeracy Skills and supporting the School's wider offer to enable an equitable experience that is rich and inclusive for ALL.

Both the Pupil Premium Funding allocation and Recovery Premium will be used in conjunction with the 'School's Based Tutoring' allocation to provide 'Activities'/resources (please note resources include staffing and training) that are designed to address long term gaps in learning, the increased mobility in the locality and support the long-term implementation of strategies and improvements that are designed to deliver sustained improvement/support to ALL children over time.

The key principles when allocating resources have been reviewed utilising information provided by 'The Education Endowment Fund', which states choices for resources should be based on 'strong educational evidence' and balance the traditional academic focussed strategy plans with 'non-academic interventions' which benefit 'attendance', 'wellbeing' and 'safeguarding' (EEF 2021 - [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)).

The Pupil Premium Strategy (and in turn the 'Recovery' funding) and foci that have arisen due to the current economic status of Great Britain are embedded in the Waterfield Academy

Development Plan, ensuring that equity and achievement for ALL children are at the very heart of our continual cycle of impact evaluation and improvement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language Acquisition and Oracy</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is also now a key issue for our EAL children.</p>
2	<p>Reading: Phonics – Fluency and Later Reading – Inference</p> <p>Assessments and observations have indicated disadvantaged pupils have greater difficulty in retaining early phonic information due to lack of consolidation outside of school time. Analysis from data indicated as children progress through Key Stage Two, disadvantaged pupils require support on inference skills due to the depth of understanding and cultural references required to explore texts at this deeper level. Pupil Premium pupils joining school at later stages have also been found to have a lower reading age on average than peers already attending school.</p> <p>EAL children joining the school will require additional support in phonic decoding due to differences in language structure from their heritage country and or 'fluent spoken languages'.</p>
3	<p>Writing Attainment</p> <p>Skills in reading have in turn impacted writing outcomes, with Pupil Premium pupils requiring consolidation in transcription skills. In addition, composition when writing at length is impacted by a lack of cultural capital, depth of rich reading models and poor motor control.</p>
4	<p>Basic Mathematical Fluency</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by prior partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Current assessment observations by teachers indicate that lack of basic mathematical fluency in the four operations is contributing heavily to this situation.</p>
5	<p>Low Ambition, Wellbeing and Familial Engagement</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to changing dynamics in home circumstances (as a result of the global economy and situations). These challenges particularly affect disadvantaged pupils, including their attainment. Pupil voice has indicated a lack of ambition in children with feelings of low-self esteem compounded by lack</p>

	of familial engagement. Increased levels of support are being required of school in order to support the wider community due to recent economic events.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Particular improvement noted at the end of Reception – pupils communicating effectively and using language appropriately so that they are confident and ready for transition into Key Stage One. Across the school, improvements noted in written and verbal communication – particularly in ‘English’ based lessons and in the ‘Reasoning’ aspects of mathematics. Observations will be triangulated against books, data and pupil voice. Tracking will be noted using Provision Mapper and Summative Assessment Data.
Improved reading attainment in Disadvantaged Pupils.	All disadvantaged pupils who do not have a significant SEND barrier to learning will achieve age related expectations in end of Key Stage Two assessments and the phonics screening test. The number of ‘Greater Depth’ (GDS) Pupil Premium Pupils in Key Stage Two and Key Stage One (internal) assessments (as a percentage) will match the prevalence of GDS as the rest of the year group cohort.
Improved writing attainment in Disadvantaged Pupils.	All disadvantaged pupils who do not have a significant SEND barrier to learning will achieve age related expectations in end of Key Stage Two assessments. Ongoing assessment points in all year groups will see early identification of Pupil Premium barriers to learning and, through targeted intervention, triangulation of writing outcomes will show Pupil Premium pupils are ‘catching up’ with peers, diminishing the difference each year they attend Waterfield. The number of ‘Greater Depth’ (GDS) Pupil Premium Pupils in Key Stage Two and Key Stage One (internal) assessments (as a percentage) will match the prevalence of GDS as the rest of the year group cohort.
Improved Maths Fluency Skills in Disadvantaged Pupils.	All disadvantaged pupils who do not have a significant SEND barrier to learning will achieve age related expectations in end of Key Stage Two assessments and Year 4 Multiplication Test. The number of ‘Greater Depth’ (GDS) Pupil Premium Pupils in Key Stage Two and Key Stage One (internal) assessments (as a percentage) will match the prevalence of GDS as the rest of the year group cohort.
To achieve and sustain improved attendance of Disadvantaged Pupils, familial	The attendance of Disadvantaged Pupils will match the average attendance of all pupils. Caseload work for the Education Welfare Officer will see the same prevalence of PP to Non-PP families across referrals. School provision will be designed to mitigate cultural deficit and provide children with home learning tools (and familial support) to enable Pupil Premium Pupils an enhanced school offer that supports wellbeing,

<p>engagement and ensure equity of provision for ALL children – resulting in improvements in overall wellbeing, self-worth and ambition.</p>	<p>enjoyment and impacts on the academic achievement of pupils. This will be triangulated against Pupil Voice and in records of learning. A tangible School vision of ‘Community Wellbeing’ be evident with key actions listed that support both pupils and their families through the School Offer.</p>
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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: £ 86,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Expand the use of Speech Link Program as a diagnostic screening tool for ‘Speaking and Listening Skills’ – supporting cohort screening, assessment and interventions with expansion into the Junior Language Link Program.</i></p>	<p>Strong evidence indicates the importance of ‘Early Language Acquisition’ – impacting on learning outcomes. Programmes have been selected based on valid outcome-based research.</p> <p>Nuffield Early Language Intervention Trial Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) + 4 Month progress Impact of our SLCN support packages (speechandlanguage.info)</p>	<p>1,2 & 3</p>
<p><i>Staff CPD focus on developing ‘adaptive teaching’ and the vision of ‘Quality First Teaching at Waterfield’ – supported through Focus Education, Chris Quigley and Subject specific development (relating to the leadership vision at Waterfield)</i></p>	<p>EEF research led supported article of findings: EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF (educationendowmentfoundation.org.uk) Adaptive teaching explained: What, why and how? (sec-ed.co.uk) Deunk et al (2018) <i>Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education</i>. Educational Research Review 24, pp31-54. Davis et al, (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: a scoping study. London DfES.</p>	<p>1, 2, 3 & 4</p>
<p><i>Continue to embed the use of assessment diagnostic tools relating to Reading and Mathematics – enabling</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>2 & 4</p>

<p><i>targeted provision support to be allocated through the use of digital platforms e.g. Accelerated Reader, Star Maths, Nessie Programs, MyMaths. This offer is to be expanded to include work on memory processing and enhancing working memory through the Inclusion Team.</i></p>	<p>Education Endowment Foundation EEF Accelerated reader Evidence: Accelerated Reader EEF (educationendowmentfoundation.org.uk) +5 Months progress for FSM/PP children There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Expand the role of Home reading to support the Phonics programme with NEW Phonic Home Readers and resources and deliver training to staff on the Teaching of Early Reading. Ensuring all children have direct access to books that correlate to ‘sounds’ that have been taught – both in school and at home.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>2 & 3</p>
<p><i>All Teachers to implement Critical Reader lists with the expectation that all children are heard read by their teacher regularly. Training and time allocation for staff.</i></p>	<p>Modelled and supported reading has the highest impact on attainment. Reciprocal Reading Programme Reciprocal Reading EEF (educationendowmentfoundation.org.uk) + 2 Months</p>	
<p><i>Develop use of ‘Stimulus Teaching’ – where experiences are tailored to mitigate deficits in cultural capital and increase engagement e.g. Virtual Reality Programme Develop the Complimentary Curriculum focussing on XXXXXXXXXX to broaden disciplines/skills that allow for success and a diversity of skills.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3 & 5</p>
<p><i>Enhancement of Inclusion Department. Key Foci: SEN Teaching and Learning Lead – who will focus on Disadvantaged Pupils and Pupils with EAL – assessment/tracking, school offer and familial engagement strategies.</i></p>	<p>The tracking of key pupil groups and the impact of provision provided is essential in analysing the outcome and effectiveness of the strategies outlined in this document. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Product review by Michael Surr Education Development Officer Nasen (provisionmap.co.uk)</p> <p>Research indicates best practice to support EAL pupils including the engagement of their families with targeted</p>	<p>1,2,3,4 & 5</p>

Supported through the ongoing subscription of 'Provision Mapper'	and specific groups in addition to adaptations in the School Offer. Executive-Summary-FV.pdf (bell-foundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing allocation of digital platforms to support 'Learning Coach' led intervention sessions in addition to Home Learning. (this includes supporting technology provision)</i>	All programmes selected to support the progress of children have been researched and must include a strong evidence base. Examples below: Nessy Research Evidence - Nessy - British English Maths Seeds & Reading Eggs mathseeds-white-paper.pdf rex-comp-srb-2014.pdf (readingeggspress.co.uk)	2,3 & 4
<p><i>Targeted Additional Teacher Led small group Academic Intervention/Precision Teaching Groups through experienced school-based teachers e.g.</i></p> <p><i>Maths After School Club</i></p> <p><i>Targeted Literacy Precision Teacher</i></p> <p><i>SLT Led Middle School Precision Group</i></p> <p><i>Supported Upper Key Stage Two skills Group</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Mathematical reasoning and Literacy morphemes (spelling and phonics focus)</p> <p>Improving Numeracy and Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) + 3 Months progress</p> <p>Response to Intervention – A tiered Approach</p> <p>Response to Intervention EEF (educationendowmentfoundation.org.uk) + 3 Months</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	2,3 & 4

<p><i>Targeted Additional Teacher/Learning Coach led small group Pastoral/ Wellbeing Intervention/ Precision Teaching Groups through experienced school based teachers e.g.</i></p> <p><i>Additional Playground Games/Sports Provision</i></p> <p><i>SENDCo – Pastoral Nurture Drop Off</i></p> <p><i>Key Stage One – Friendship Tea Party (Teacher Led)</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Response to Intervention – A tiered Approach</p> <p>Response to Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>+ 3 Months</p>	<p>1 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Creation of 'Home Learning Resource Borrowing Library' to support families with toys, games and learning materials for use at home. Costing will include – Resourcing, staff training and time to develop.</i></p>	<p>Evidence is conclusive that the home learning environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits is crucial for the development of skills that determine school attainment.</p> <p>EPI-Annual-Report-2018-Lit-review.pdf (basw.co.uk)</p> <p><i>'The characteristics of the interventions that seem to be the ones that have the highest promise are certainly ones that promote the language and communication between parents and their children.'</i></p> <p>Lending library - Encouraging reading through generous lending policies. https://natlib.govt.nz</p> <p>Sir Kevan Collins Tackling disadvantage in the early years (parliament.uk)</p>	<p>1,2,3,4 & 5</p>
<p><i>Expand Nurture Offer outside of the NEST through expanded use of Spaces:</i></p> <p><i>EYFS NEST</i></p> <p><i>The Upper School Den (as a base for Play Therapy and Counselling)</i></p> <p><i>The above will include space development and resourcing.</i></p>	<p>Students are not ready to learn unless their basic physical and emotional needs are met.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Maslow's Hierarchy of Needs</p> <p>http://www.thrivingfutures.co.uk</p> <p>Dr Pooky Knightsmith</p>	<p>5</p>

<p><i>Additional Staffing allocation and training (as well as reviewing the out sourcing of additional services)</i></p>	<p>EEF SEND Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	5
<p><i>Expand School Experiences for Disadvantaged Pupils through the implementation of utilising a Waterfield based Minibus to enable culturally enhancing local trips, visits and engagement activities.</i></p>	<p>Numerous Research indicates the benefits to self-worth, cultural capital and inclusion through enhanced and accessible curriculum offer. Such engagement bolstered all areas of Pupil Achievement – both the academic and holistic.</p> <p>Curriculum Design Research in 'Narrowing the Gap' conducted by Lambeth:</p> <p>Text.pdf (lambeth.gov.uk)</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	1, 3 & 5
<p><i>Expand the inside School offer to offer children a wider variety of experiences in 'Playtimes' offering Crafts, Music, Culturally Rich activities to enhance engagement. This will be provided under the development of the Lunchtime and enhanced Provision within the School Day (linked to School Development Plan).</i></p>	<p>Research has supported the 'Quality' of recreational time supporting the mental health and wellbeing of children. This has resulted in children's improved behaviour. There is also evidence to support that broadening interests and exploration of hobbies increases cognitive ability (ultimately giving children a wide range of skills that can be utilised both academically and in terms of their own self-worth, attitude and ambition).</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>BaSiS-StudyResearchBriefingFinal.pdf (nuffieldfoundation.org)</p> <p>Incredible benefits of sharing a hobby with your child - World leading higher education information and services</p>	5
<p><i>Family Engagement Strategies broadened to the new vision of COMMUNITY engagement: Open Coffee Mornings Parental Workshops Development of hosting Out-Reach services Development of curriculum to include Citizenship and linking to local developments i.e</i></p>	<p>Evidence is conclusive that the home learning environment, including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits is crucial for the development of skills that determine school attainment.</p> <p>EPI-Annual-Report-2018-Lit-review.pdf (basw.co.uk)</p> <p><i>'The characteristics of the interventions that seem to be the ones that have the highest promise are</i></p>	5

<p><i>Supporting the Local residential homes, Play Area Inspire Castle Group and other locality opportunities.</i> <i>Development of 'Friends of Waterfield' support group' – to engage our local parents/carers in School life as supporters as Co-educators.</i></p>	<p><i>certainly ones that promote the language and communication between parents and their children.'</i></p> <p><i>Do Parents know they matter? Raising achievement through parental engagement.</i> By A Harris, K Andrew Power & J Goodall 2009</p> <p><i>Ideas for working with hard to reach families.</i> By P Knightsmith 2021</p>	
<p><i>Financial supplementation to school offer to ensure equity of provision i.e.</i> <i>School Trips</i> <i>School Experiences</i> <i>School Clubs</i></p>	<p><u>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</u></p>	3 & 5
<p><i>Development of 'Ambition' through the curriculum:</i> <i>Career Linking & University Excursion for Year 6 as part of the merging Primary7 Curriculum (Starting Summer 21)</i> <i>Charity Engagement (See Above)</i> <i>Life Skills Clubs/integration (See Above)</i></p>	<p>Evidence has long suggested that developing children's life skills and knowledge of future pathways boosts ambition, engagement and ultimately attainment.</p> <p><u>Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</u></p> <p><u>Careers education EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Raising ambitions for Pupil Premium children (headteacher-update.com)</u> <u>Ambition for all – our vision for a school system that works for all children Children's Commissioner for England (childrenscommissioner.gov.uk)</u></p>	3,4 & 5

Total budgeted cost: £ 86,900

£ 38,221

£ 25,254

£ TOTAL = 150,375

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Please see Full Impact Report of 21-22 Report published on Website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Provision Mapper for Schools	TES
Accelerated Reader	Renaissance
Star Reading & Star Maths	Renaissance
Nessy	Nessy Learning
My Maths	Oxford University Press
Reading Eggs, Maths Seeds	3p Learning
Speech Link	Speech Link MultiMedia Ltd
Times Table Rockstars	Circle
Purple Mash	Purple Mash
Letter Join	Letter Join
Real PE	Real PE