

Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	361
Proportion (%) of pupil premium eligible pupils	33.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2023
Date on which it will be reviewed	<i>July 2024</i>
Statement authorised by	TCT Board
Pupil premium lead	Sally Newman
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 through 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).

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.*
- Beginning to reduce the impact of the COVID-19 Pandemic on PP children and their families.*
- 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, previous Pupil Premium Strategy Plans have consistently worked to support outcomes similar to those above. 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. (Please see the review of the 2020-21 Pupil Premium Strategy Document – available on our [Website](#)).

Both the Pupil Premium Funding allocation and Recovery Premium will be used in conjunction with the 'School Based Tutoring' allocation to provide activities/resources (please note resources include staffing and training) that are designed to address immediate 'Catch Up' and support the long-term implementation of strategies and improvements that are designed to deliver sustained improvement/support in the above areas.

The key principles when allocating resources have been reviewed using 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 \(educationendowmentfoundation.org.uk\)](#)).

The Pupil Premium Strategy (and in turn the 'Recovery' funding) and foci that have arisen due to COVID-19 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.</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>
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, dearth 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 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 COVID-19 Pandemic), and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Pupil voice has indicated a lack of ambition in children and whilst ALL children have commented they were pleased when school 're-opened', attendance has been an issue for key families/individuals.</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Particular improvement will be 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 will be 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.</p> <p>Tracking will be noted using Provision Mapper.</p>
<p>Improved reading attainment in Disadvantaged Pupils.</p>	<p>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.</p> <p>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.</p>
<p>Improved writing attainment in Disadvantaged Pupils.</p>	<p>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.</p> <p>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.</p>
<p>Improved Maths Fluency Skills in Disadvantaged Pupils.</p>	<p>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.</p> <p>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.</p>
<p>To achieve and sustain improved attendance of Disadvantaged Pupils, familial engagement and ensure equity of provision for ALL children.</p>	<p>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.</p> <p>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, enjoyment and impacts on the academic achievement of pupils. This will be triangulated against Pupil Voice and in records of learning.</p>

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
<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>	Strong evidence indicates the importance of 'Early Language Acquisition' – impacting on learning outcomes. Programmes have been selected based on valid outcome-based research. Nuffield Early Language Intervention Trial Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) + 4 Month progress Impact of our SLCN support packages (speechandlanguage.info)	1,2 & 3
<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>	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) Effective differentiation Practices:A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect Effective differentiation Practices:A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect	1, 2, 3 & 4
<i>Staff CPD focus on developing a 'Language of Learning' and Vocabulary rich Learning Environment through resources and training purchased through Focus Education, Chris Quigley and Subject specific development.</i>	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)	1, 3 & 4
<i>Develop the use of assessment diagnostic tools relating to Reading and Mathematics – enabling targeted provision support to be allocated through the</i>	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: Education Endowment Foundation EEF	2 & 4

<p><i>use of digital platforms e.g. Accelerated Reader, Star Maths, Nessie Programs, MyMaths.</i></p>	<p>Accelerated reader Evidence: Accelerated Reader EEF (educationendowmentfoundation.org.uk) +5 months progress for FSM/PP children</p>	
<p>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.</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/evidencesummaries/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.</i></p> <ul style="list-style-type: none"> • <i>Virtual Reality Programme.</i> • <i>Develop the ‘Complementary Curriculum’ focussing on life skills to broaden disciplines/ skills that facilitate success and prepare children for their future.</i> 	<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>Expansion of Inclusion Department to include SLT member: SEN Teaching and Learning Lead – who will focus on Disadvantaged Pupils – 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>1,2,3,4 & 5</p>

<i>Supported through the ongoing subscription of 'Provision Mapper'</i>		
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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
<i>Targeted Additional Teacher Led small group Academic Intervention/Precision Teaching Groups through experienced school-based teachers e.g. Maths After School Club with maths lead from CH and a team of Y11 students. Advanced Skill Precision Teacher: Literacy Focus SLT Teaching Group Allocations</i>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) Mathematical reasoning and Literacy morphemes (spelling and phonics focus) Improving Numeracy and Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) + 3 Months progress Response to Intervention – A tiered Approach Response to Intervention EEF (educationendowmentfoundation.org.uk) + 3 Months Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)	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. Additional Playground Games/Sports Provision 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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Response to Intervention – A tiered Approach Response to Intervention EEF (educationendowmentfoundation.org.uk) + 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. EPI-Annual-Report-2018-Lit-review.pdf (basw.co.uk) <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 Sir Kevan Collins Tackling disadvantage in the early years (parliament.uk)</p>	<p>1,2,3,4 & 5</p>
<p><i>Further enhancement to The NEST (Nurture Extended Specialist Teaching) space</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) Maslow's Hierarchy of Needs</p> <p>http://www.thrivingfutures.co.uk Dr Pooky Knightsmith</p>	<p>5</p>
<p><i>The Upper School Den (as a base for Play Therapy and</i></p>	<p>Students are not ready to learn unless their basic physical and emotional needs are met.</p>	

<p>Counselling). The above will include space development and resourcing. Additional Staffing allocation and training (as well as reviewing the outsourcing of additional services).</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 Dr Pooky Knightsmith</p> <p>EEF SEND Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i> <i>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>	<p>5</p>
<p>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).</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 (nuffield-foundation.org)</p> <p>Incredible benefits of sharing a hobby with your child - World leading higher education information and services</p>	<p>5</p>
<p>Family Engagement Strategies: Open Coffee Mornings Parental Workshops Parental Learning Support Outreach Development of curriculum to include Citizenship and linking to local developments i.e Supporting the Local residential homes, Play Area Inspire Castle Group and other locality opportunities. Development of 'Friends of Waterfield' support group'. – to engage our local parents/carers in School life as supporters as Co-Educators.</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><i>Do Parents know they matter? Raising achievement through parental engagement.</i> By A Harris, K Andrew Power & J Goodall 2009</p>	<p>5</p>

	<i>Ideas for working with hard to reach families. By P Knightsmith 2021</i>	
<i>Financial supplement to school offer to ensure equity of provision i.e. School Trips School Experiences School Clubs</i>	<u>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</u>	3 & 5
<i>Development of 'Ambition' through the curriculum: Career Linking & University Excursion for Year 6 as part of the merging Primary 7 Curriculum (Starting Summer 21) Charity Engagement Life Skills Clubs/integration</i>	Evidence has long suggested that developing children's life skills and knowledge of future pathways boosts ambition, engagement and ultimately attainment. <u>Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</u> <u>Careers education EEF (educationendowmentfoundation.org.uk)</u>	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 2022 to 2023 academic year.

Overall Impact Statement

The overall impact of strategies implemented continues to be positive on disadvantaged pupils. The school has seen good levels of attainment and progress in vulnerable pupils, however, there is still disparity between Pupil Premium pupils and their non-Pupil Premium peers, in line with the national picture. The school has significant numbers of 'vulnerable pupils' who do not quite meet the Pupil Premium eligibility criteria but are still supported by the funding. In addition, the impact of International Arrivals has been to stretch these finite resources, especially as International Arrivals often do not meet Pupil Premium eligibility criteria until they have been at the school for some time. The school is rightly proud of how well these children are integrated into the school's daily life. As a result, Waterfield has been asked to support other schools within The Collegiate Trust (TCT).

Teaching:

2023 results have been positive:

70% of children achieved GLD in EYFS (above National 67%). Within this, 26% of the cohort were eligible for pupil premium funding. Of these pupils, 75% achieved GLD.

Y1 phonics screening outcomes were 93.38% - the highest in TCT. Within this, 31% of the cohort were eligible for pupil premium funding. Of these pupils, 100% passed the Y1 phonics screening.

End of KS1 results: Reading: 73% Writing: 71% Maths: 78% GPS: 76% Within this, 22% of the cohort were eligible for pupil premium funding. Of these pupils, 66% achieved at least expected attainment across all areas.

2022/23 national data for Year 1 Phonics Screening and end of year KS1 Results are not available for comparison until published by the DfE in October 2023. However, Year 1 Phonics Screening and KS1 Results at Waterfield School are favourable in all areas compared to 2021/22 national data.

2022/23 KS2 national data is already published. In all areas Waterfield School results equalled or exceeded national averages:

End of KS2 results: Reading: 77% (national 73%) Writing 82% (national 73%) Maths 79% (national 73%) Combined 67% (national 59%). Within this, 41% of pupils were eligible for pupil premium funding. Of these pupils, achievement was as follows: Reading 75%, Writing 81%, Maths 69% and Combined 56%.

Staff now have a shared understanding of what 'Quality First Teaching' (including 'adaptive teaching', the development of a 'language of learning' and a vocabulary rich learning environment) looks like and there is greater consistency in its application.

The school continues to strengthen formative assessment processes in all subjects using diagnostic tools:

- The White Rose diagnostic in maths has been used to inform planning ensuring an appropriate level of challenge.
- Accelerated Reader assessment is consistently used for half termly assessments, and with new starters, to identify 'critical readers' for targeted input.
- Following the successful pandemic use of MyMaths, this is now routinely used for enrichment and/or catch up.
- TT Rockstars and Purple Mash support the Times Table check in Y4 by allowing children to self-assess and see their progress. 58% of Y4 achieved full marks in the Y4 tables check and 74.58% achieved a 'Pass' (20+), the highest outcomes in TCT.

Waterfield has continued to develop and refine how assessment information is used to inform day-to-day planning and effective transition to the next year.

The Speech Link Programme used last year was used primarily as an initial speech and language diagnostic tool for year 1 pupils. It provided recommendations then passed to class teachers to support individual pupil need within whole class and group teaching and planning. Staffing limitations meant the previous Assistant Principal in charge of pupil premium was not able to roll this out further.

We have decided to renew the school's language link subscription and for this to be used to assess and provide interventions for pupils across KS1.

In addition to school base line assessments and government baseline assessments conducted in reception, reception teachers and learning coaches will be providing language interventions through the NELI programme guided by the current Assistant Principal in charge of pupil premium. The Early Years Phase Lead will be responsible for implementation and delivery and will follow a series of 10 week programmes throughout the school year, beginning after week 3 of the autumn term. Further funding to deliver this programme has been promised by the NELI team via email in July to the Assistant Principal 'We will be in touch in September with key information about this funding and what this means for your school.'

This academic year we shall also be introducing the NELI programme to pupils in nursery for the first time. UK wide studies of the NELI program have shown a language attainment improvement of up to 5 months within 6 months of using the programme. Given that many of the children now entering our nursery were so-called 'lockdown babies' it is imperative we provide a rich language learning environment and suitable interventions to support those at a disadvantage.

Teachers have prioritised using reading records to engage with parents this year and most have responded well. Big Cat books have been bought as phonic readers to support 'Song of Sounds' and enable children to read independently at home. Where Virtual Reality (VR) headsets are being used well e.g. Y2, they have had significant impact on writing. Catch up funding has been allocated to Jigsaw (a PSHE online planning tool which will also support delivery of RSHE). Teaching about online safety runs alongside this.

Next Steps:

- Reading record practice in Reception will be aligned with the rest of the school next year and teachers will prioritise 1:1 reading time with Reception children, especially with those who are vulnerable.
- Parents will be invited into school to see how to support early reading being modelled well.
- Virtual Reality resources are being aligned with the Waterfield 'Vehicles for Learning' and training will be provided so that their use can become more consistent across all year groups.
- Online safety will continue to be prioritised; this is particularly important for children whose families may not fully understand the dangers children are exposed to online, many of which are entitled to Pupil Premium.
- Following senior staff changes, a restructure of SLT is underway. The Principal will be DSL from September in order to release the SENDCO to support pupils' learning more.
- From 2024-25, CPOMS will replace 'Safeguard My School' which will also affect 'Provision Mapper'. Provision Mapper needs to be used more effectively.
- Roll out of NELI programme across EYFS to include nursery.
- Language Link assessments to be utilised more effectively to provide targeted teaching and learning opportunities across KS1.
- Raise profile of eligibility to pupil premium support with new reception families to counteract historical misunderstandings between 'Universal Free School Meals' and 'Free School Meals' attached to Pupil Premium Funding.
- Refine and roll out assessment calendar to help teachers across all key stages to identify and support all pupils, including disadvantaged groups, to access teaching opportunities that challenge, accelerate learning and close gaps in attainment.
- Strengthening of SLT will allow for more effective monitoring of interventions and gap analysis.

Targeted Academic Support

Precision teaching with targeted children has had significant impact on closing the attainment gap – more pupils have reached EOYE than expected. These groupings are regularly reviewed and changed. Upper school advanced skill precision teaching of Mathematics also had significant impact. In addition, a previous Assistant Principal led early morning groups.

The allocation of digital platforms to support 'Learning Coaches' to give children meaningful 1:1 support without interruption has been hugely successful with pupils becoming more independent. The platforms are good motivators for learning; children are very keen to share their successes on these platforms.

A maths after school club led by Christ's Hospital (CH) school staff and Y11 pupils has been very successful and has led to ongoing links with CH.

Support has been expanded to support International Arrivals; following input from a West Sussex EAL course, the Learning Mentor delivered a very successful support programme with significant impact. At the end of the input, children were able to access the curriculum for their chronological year group.

Wider Strategies

Home Learning resources in the form of book packs have been offered and delivered to vulnerable children as have technical items where appropriate. All new reception starters were given a Reception learning pack. Nurture support has been extended to pre-school pupils. Nurture lunches support the development of mealtime etiquette and manners and pastoral lunchtime support is also available to all pupils who request it.

The 'Upper School Den' plan has been replaced by the new Sensory Support Room which will be accessible to all pupils. In addition, a play therapist will be employed for targeted children. With the help of the EWO, attendance has improved. Parents are now requesting more authorisation for absence for holidays and the two-week Autumn half term has supported families with cost of living (and reduced the impact of increased holiday prices during traditional school holidays).

A wider variety of playtime experiences have been provided under the leadership of the School Sports Leader. Ambition for older pupils has been enhanced through links with Christ's Hospital.

Next steps:

- Signpost families to the local toy library.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Overall Impact Statement

The overall impact of strategies implemented have been positive on disadvantaged pupils. The school has seen good levels of attainment and progress in disadvantaged pupils, however due to the high levels of mobility, increasing identification of pupils (due to shifting familial circumstances that reflect the current economic climate) there is still disparity between those achieving age related expectations and those who are not, which reflects the national picture.

Pupils who fall under the disadvantaged category through the economic criteria only have significantly benefited from the successful implementation of the strategy. Pupils with more complex barriers to learning e.g., those who may also come under SEND or EAL (English as an Additional Language) have lower overall attainment. Whilst all children have made progress and teachers have reported positively in the end of year school reports with regards to: attitudes towards learning, core skills obtained and attendance, the academic benchmarks set in each year group still indicate a significant 'gap' for pupils with a complexity of needs.

A large focus of multiple strands of the strategy hoped to improve reading outcomes for children. This incorporated phonetic knowledge, speaking and listening and developing reading fluency – all of which have impacted positively on the reading outcomes for disadvantaged children. There have been marked improvements in the language and communication skills of all pupils. Children achieved highly by the end of EYFS which supports their access to the next steps in their education. Overall literacy levels for disadvantaged children exceeded those for the overall cohort. In Reading, all pupils, without a significant barrier to learning achieved age-related expectations in the phonics screening test and the Reading Year 6 SAT. However, the outcomes in writing are lower than expected and, in particular, attainment levels in Year 3 and 4 will be a key focus when carrying this strategy plan forward.

Mathematic outcomes have improved, with 'fluency' based skills stronger than those of deeper reasoning and problem- solving. Year 4 mathematic multiplication test outcomes are similar to those of the rest of the cohort; however, the overall attainment of disadvantaged children is lower (when analysing Pupil Premium within the cohort). This therefore supports the conclusion

that the children have been 'catching up' foundation/fluency skills and should now be ready to develop more advanced problem solving as the next stage of the strategy plan is put forward.

The school has noted no significant difference in attendance between economically disadvantaged children and their peers – although analysis has been affected by the addition of a significant number of disadvantaged pupils under asylum/refugee status. Significant improvement in attendance has occurred for high level absence families through the support of the Inclusion Team - in particular, with utilisation of the development of the 'Nest' and Learning Mentor.

Staffing levels (impacted significantly due to COVID and long-term sickness) affected the successful development and implementation of specific key outcomes particularly those planned under 'Wider Strategies' and the direction of 'Advanced Skills Teachers' in the delivery of Precision Teaching groups/implementation of Language Link.

Pastorally, impacts have been positive, with pupil voice indicating positive attitudes towards school and self-achievement. Parental voice was also strongly positive in the recent OFSTED parent survey – indicating the school strongly supports individual families' needs through a wide range of activities.

The Pupil Premium Strategy, as stated in this plan, has benefitted a large number of children. The inclusive ambitions set by the strategies chosen support the school's ethos of equity in providing 'Exceptional Education for ALL' children. Many aspects of the 2021-22 Strategy plan will be continued into 2022-23 in order to secure and deepen the implementation and further improve the effectiveness of delivery.

Further consideration when formulating the 2022-23 plan will be made in light of the 'Cost of Living Crisis' and current economic climate to ensure that we continue to offer a broad, balanced and exciting School Offer for ALL children.

Areas to consider developing in next Pupil Premium Strategy Plan:

Language Acquisition and Oracy –

- Implement the Infant and Junior Language Link assessments ensuring staff allocation is made to run intervention and precision groups.

Improved reading attainment –

- Continue prioritisation of Pupil Premium Reading with an adult to maintain fluency.
- Review books and materials available to children – involve children with choice of school resourcing.
- Implement GDS reading groups across cohorts for disadvantaged pupils.

Improved writing attainment –

- Develop use of targets for pupils.
- Ensure that children are writing on a daily basis both in English and across the curriculum to allow plenty of opportunity for teachers to role-model expectations, correct grammar and writing skills.
- Implement GDS writing groups across cohorts for disadvantaged pupils.

Improved maths attainment –

- Ensure that disadvantaged pupils have regular opportunities to practise their times tables using TTRS if they are not able to do this at home – Additional Tech Hub Club.
- Raise the profile of reasoning and problem solving, focusing on the language used – teachers to ensure that disadvantaged pupils understand the vocabulary.
- Implement GDS maths groups across cohorts for disadvantaged pupils.

To achieve and sustain improved attendance of Disadvantaged Pupils, familial engagement and ensure equity of provision for ALL children

- Continue Nurture supporting its flexibility to accommodate situations that arise in our children's lives.
- Develop additional clubs withing school time and outside of the school day to broaden the School Offer.
- Continue to develop 'Ambition' through the curriculum Offer and School Culture.
- Support the above academic targets with methods of family support to grow the role of Co-Educator for our families, particularly families with complex home needs or those who can be classified as disadvantaged.

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