

# 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	371 incl. nursery 341 excl. nursery
Proportion (%) of pupil premium eligible pupils	33.72% excl. nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	TCT Board
Pupil premium lead	Sally Newman
Chair of Governance	Katie Turner

## 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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£150.375</b>

# 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 \(educationendowmentfoundation.org.uk\)](https://www.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><b>Language Acquisition and Oracy</b></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><b>Reading: Phonics – Fluency and Later Reading – Inference</b></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><b>Writing Attainment</b></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><b>Basic Mathematical Fluency</b></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><b>Low Ambition, Wellbeing and Familial Engagement</b></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
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	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. Tracking will be noted using Provision Mapper.
<b>Improved reading attainment in Disadvantaged Pupils.</b>	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.
<b>Improved writing attainment in Disadvantaged Pupils.</b>	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.
<b>Improved Maths Fluency Skills in Disadvantaged Pupils.</b>	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.
<b>To achieve and sustain improved attendance of Disadvantaged Pupils, familial engagement and ensure equity of provision for ALL children.</b>	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, enjoyment and impacts on the academic achievement of pupils. This will be triangulated against Pupil Voice and in records of learning.

## 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
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.	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 <a href="https://www.educationendowmentfoundation.org.uk/nuffield-early-language-intervention-trial">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a> + 4 Month progress <a href="https://www.speechandlanguage.info/impact-of-our-slcns-support-packages">Impact of our SLCN support packages (speechandlanguage.info)</a>	1,2 & 3
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)	EEF research led supported article of findings: <a href="https://www.educationendowmentfoundation.org.uk/blog/assess-adjust-adapt-what-does-adaptive-teaching">EEF Blog: Assess, adjust, adapt – what does adaptive teaching...   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.sec-ed.co.uk/adaptive-teaching-explained-what-why-and-how/">Adaptive teaching explained: What, why and how? (sec-ed.co.uk)</a> <a href="https://www.sciencedirect.com/science/article/pii/S1876381718300000">Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect</a> <a href="https://www.sciencedirect.com/science/article/pii/S1876381718300000">Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education - ScienceDirect</a>	1, 2, 3 & 4
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.	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: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 & 4
Develop the use of assessment diagnostic tools relating to Reading and Mathematics – enabling targeted provision support to be allocated through the	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: <a href="https://www.educationendowmentfoundation.org.uk/assessment-diagnostic-tools">Education Endowment Foundation   EEF</a>	2 & 4

use of digital platforms e.g. Accelerated Reader, Star Maths, Nessie Programs, MyMaths.	Accelerated reader Evidence: <a href="https://educationendowmentfoundation.org.uk">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a> +5 months progress for FSM/PP children	
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.	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: <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics</a>	<b>2&amp;3</b>
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.	Modelled and supported reading has the highest impact on attainment. Reciprocal Reading Programme <a href="https://educationendowmentfoundation.org.uk">Reciprocal Reading   EEF (educationendowmentfoundation.org.uk)</a> + 2 Months	
Develop use of 'Stimulus Teaching' – where experiences are tailored to mitigate deficits in cultural capital and increase engagement e.g. <ul style="list-style-type: none"> <li>• Virtual Reality Programme.</li> <li>• Develop the 'Complementary Curriculum' focussing on life skills to broaden disciplines/ skills that facilitate success and prepare children for their future.</li> </ul>	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): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	<b>3 &amp; 5</b>
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.	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. <a href="https://educationendowmentfoundation.org.uk">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="https://provisionmap.co.uk">Product review by Michael Surr Education Development Officer Nasen (provisionmap.co.uk)</a>	<b>1,2,3,4 &amp; 5</b>



Supported through the ongoing subscription of 'Provision Mapper'		
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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
Ongoing allocation of digital platforms to support 'Learning Coach' led intervention sessions in addition to Home Learning. (this includes supporting technology provision).	All programmes selected to support the progress of children have been researched and must include a strong evidence base. Examples below: Nessy <a href="#">Research Evidence - Nessy - British English</a> Maths Seeds & Reading Eggs <a href="#">mathseeds-white-paper.pdf</a> <a href="#">rex-comp-srb-2014.pdf (readingeggspress.co.uk)</a>	2,3 & 4
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	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  Mathematical reasoning and Literacy morphemes (spelling and phonics focus) <a href="#">Improving Numeracy and Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> + 3 Months progress  Response to Intervention – A tiered Approach <a href="#">Response to Intervention   EEF (educationendowmentfoundation.org.uk)</a> + 3 Months  <a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a>	2,3 & 4

<p>Targeted Additional Teacher/Learning Coach led small group Pastoral/ Wellbeing Intervention/ Precision Teaching Groups through experienced school based teachers e.g.</p> <p>Additional Playground Games/Sports Provision</p> <p>SENDCo – Pastoral Nurture Drop Off</p> <p>Key Stage One – Friendship Tea Party (Teacher Led)</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><a href="#">One to one tuition   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>Response to Intervention – A tiered Approach</p> <p><a href="#">Response to Intervention   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p>+ 3 Months</p>	<p><b>1 &amp; 5</b></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>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.</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><a href="#">EPI-Annual-Report-2018-Lit-review.pdf (basw.co.uk)</a></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. <a href="https://natlib.govt.nz">https://natlib.govt.nz</a></p> <p>Sir Kevan Collins <a href="#">Tackling disadvantage in the early years (parliament.uk)</a></p>	<p><b>1,2,3,4 &amp; 5</b></p>
<p>Further enhancement to The NEST (Nurture Extended Specialist Teaching) space</p>	<p>Students are not ready to learn unless their basic physical and emotional needs are met.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Maslow's Hierarchy of Needs</a></p> <p><a href="http://www.thrivingfutures.co.uk">http://www.thrivingfutures.co.uk</a> Dr Pooky Knightsmith</p>	<p><b>5</b></p>
<p>The Upper School Den (as a base for Play Therapy and</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 out-sourcing of additional services).</p>	<p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Maslow's Hierarchy of Needs</a></p> <p><a href="http://www.thrivingfutures.co.uk">http://www.thrivingfutures.co.uk</a> Dr Pooky Knightsmith</p> <p><a href="#">EEF SEND Evidence Review.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></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><a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">BaSiS-StudyResearchBriefingFinal.pdf (nuffield-foundation.org)</a></p> <p><a href="#">Incredible benefits of sharing a hobby with your child - World leading higher education information and services</a></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><a href="#">EPI-Annual-Report-2018-Lit-review.pdf (basw.co.uk)</a></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 &amp; J Goodall 2009</p>	<p>5</p>

	<i>Ideas for working with hard to reach families.</i> By P Knightsmith 2021	
Financial supplement to school offer to ensure equity of provision i.e. School Trips School Experiences School Clubs	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	<b>3 &amp; 5</b>
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	Evidence has long suggested that developing children's life skills and knowledge of future pathways boosts ambition, engagement and ultimately attainment. <a href="#">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">Careers education   EEF (educationendowmentfoundation.org.uk)</a>	<b>3,4 &amp; 5</b>

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.**

The overall impact of strategies implemented in Year 2 of the strategy continues to have a positive impact on the progress and attainment of disadvantaged pupils. The school has seen good levels of attainment and progress in vulnerable pupils, however, in line with the national picture, there is still a marginal gap between Pupil Premium pupils and their non-Pupil Premium peers.

A focused approach to embedding Quality First Teaching and Adaptive Teaching training meant that all teachers have a purposeful toolkit to support pupils, and address misconceptions in the moment. This valuable work will continue into Year 3 of the strategy. Developing the use of precision teaching with targeted pupils and refined use of the national tutoring programme has made a difference with a greater number of pupils making expected progress.

End of KS2 results were above national in all areas and the gap between disadvantaged pupils and their non disadvantaged peers is lower than the national gap. The end of KS2 results showed successes across all subjects: Reading: 77% (national 73%) Writing 82% (national 73%) Maths 79% (national 73%) combined RWM 67% (national 59%). Within this, 41% of pupils were eligible for pupil premium funding. This figure is higher than the national figure of 30%. Of these disadvantaged pupils, achievement was as follows: Reading 75%, Writing 81%, Maths 69% and Combined 56%. Compared to the 44% of disadvantaged pupils who achieved the combined RWM nationally, we can see that this strategy is proving impactful.

Year 2 of the strategy had a sharp focus on early reading as Waterfield rightly recognises that this makes a difference to the attainment and progress of disadvantaged pupils as they move up the school and acts as a catalyst to their access to the wider curriculum. As such, the Year One Phonics Screening Check was well above national standards. Quick, focused reading interventions and embedding the '*keep up, not catch up*' approach meant that all disadvantaged pupils in Year 1 passed the Phonics Screening Check. The focused work on developing and implementing Reading Fluency work will continue to build on this positive picture of reading. Teachers have successfully engaged parents in reading through using 'Reading Records.' These successes in reading are indicative of well structured and focused approach to the reading curriculum.

Pupils' attainment in writing dipped nationally after the pandemic however due to a rigorous approach to whole school writing, writing outcomes are above national at both key stages and the gap between disadvantaged pupils and their peers are minimal.

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 and their individual successes. As a result, Waterfield has been asked to support other schools within The Collegiate Trust (TCT).

Strategies to support the wider well-being of pupils are proving impactful. For example, with the focused help of EWO attendance of disadvantaged pupils has improved and the introduction of the two week half term will support this moving forward. Learning packs and home learning resources help families to have the resources that they need to support pupils at home and strengthen the home school partnership.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

#### **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 will be 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.
- The NELI programme will be rolled out across EYFS to include nursery.
- Language Link assessments will be utilised more effectively to provide targeted teaching and learning opportunities across KS1.
- The profile of eligibility for pupil premium support will be raised with new reception families to counteract historical misunderstandings between 'Universal Free School Meals' and 'Free School Meals' attached to Pupil Premium Funding and to encourage all those who are eligible to apply.
- The assessment calendar will be refined and rolled out, 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.

## 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