



Pupil premium strategy statement

This statement details **Watling Park School's use of the Pupil Premium Grant (PPG)** funding (and **Recovery Premium Grant** for the 2021 to 2022 academic year) 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 the Pupil Premium Grant (PPG)** had within our school.

School overview

Detail	
School name	Watling Park School (a Free School linked to Bellevue Place Education Trust)
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	176 (48%)
Academic year/years that our current Pupil Premium Strategy Plan covers	September 2021 – July 2024
Date this statement was published	22 nd September 2021
Date on which it will be reviewed	January 2022, June 2022
Statement authorised by	
Pupil Premium lead	Ms Georgina Harcourt-Brown
LAB member / Trustee lead	Ms Sharma Ruddock

Funding overview

Detail	Amount
Pupil Premium Grant funding allocation this academic year	£186,955 (funding for 139 pupils)
Recovery Premium funding allocation this academic year	£21,895 (funding for 151 pupils)
Pupil Premium Grant funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£208,850

Part A: Pupil Premium Strategy plan

Statement of intent

Our aim is for our disadvantaged pupils to make better than expected progress and achieve at least in line with all pupils nationally.

Our Pupil Premium Plan identifies pupils who have fallen behind or are at risk of falling behind and uses a combination of quality first teaching whole class strategies, structured targeted interventions, small group and 1:1 tuition alongside a key focus on improving attendance for identified pupils to ensure they receive the support they need to make rapid progress.

Our key principles are

- Quality first teaching is the most effective way of ensuring the needs of all pupils are met effectively;
- Disadvantage does not only affect lower attaining children – every child deserves to reach their full potential;
- Targeted support will also support other pupils;
- Supporting pupils with emotional, social and behavioural needs will enable them to access learning more effectively.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance, lateness and mobility
2	Lower than expected communication/language/literacy and mathematical development and vocabulary on entry to school

3	High number of EAL families and children
4	Lack of opportunity to a wide range of life experiences

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
Communication Language and Literacy skills by end of Reception are improved for PPG pupils. Subject specific vocabulary use, wider experiences and understanding is improved, especially relating to reading and maths.	15% increase in Communication Language and Literacy at end of Reception. 13% increase in PPG pupils reaching expected levels in reading and maths at end of Reception. PPG pupils' phonics, reading and maths progress is at least in line with national and other groups.
Progress of all PPG pupils is accelerated and the difference between this group and all pupils is diminished.	Progress of PPG pupils is at least 4% better than for all pupils in every year group in reading, writing and maths by end of year.
PPG pupils achieve in line with national average for this group.	PPG pupils achievement at end of KS1 and KS2 is in line with national PPG achievement.
Improved attendance and punctuality rates of disadvantaged pupils.	Attendance and punctuality for PPG pupils in at least in line with national PPG attendance and punctuality rates.

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: £104,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture linked to project focused on developing boys writing and vocabulary – The Amazing Project, Language Enrichment Programme, Talk Boost	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress Past involvement in project and impact	2 3 4
Catch up interventions and teaching for all identified children in reading, writing and maths	EEF/NFER- research shows there is a large attainment gap for disadvantaged pupils, which appears to have extended due to the pandemic/remote learning provision	2 3 4
High quality CPD and support offered in school, across the Trust and via Barnet – Coaching, RRR project, identified action areas to address needs	Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on.	2 3 4
Further development of Thinking Schools and Thinking Matters project to improve meta-cognition and self-regulated learning at all ages but with a particular focus on upper KS2	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	2 3 4

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

Budgeted cost: £78,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NTP partners focusing on Yrs 4 & 5 initially, moving to Yrs 2 & 6 in reading, writing and maths	EEF/NFER- research shows there is a large attainment gap for disadvantaged pupils, which appears to have extended due to the pandemic/remote learning provision	1 3
Small group tuition and before school / group support for targeted pupils.	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils specific needs.	1 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer and DHT Inclusion to monitor disadvantaged attendance and intervene where necessary	EEF/NFER- research shows there is a large attainment gap for disadvantaged pupils, which appears to have extended due to the pandemic/remote learning provision	1 3 4
Contribute to uniform, cost of trips, residential trips and events for disadvantaged pupils where necessary	EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.	1 4
Play therapist and private speech and language therapist to support identified pupils	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1
Nurture group/time for identified pupils to support with SEMH		2 3
Supporting parents and carers to engage effectively with school and their children's learning	EEF- Effective parental engagement can lead to learning gains of 3+ months over the course of a year.	1 3 4

Curriculum, focus weeks and wider opportunities demonstrate equality of opportunity for all children and include a key focus on the cultural capital	<p>TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p> <p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
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Total budgeted cost: £208,850 PPG and Recovery Premium funding + £31,800 from school's budget

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

PUPIL PREMIUM SPEND IMPACT STATEMENT 2020-2021

Date	£ per pupil	Number of eligible pupils	£ Total
2020 – 2021	£1,320	103	£135,960

Main barriers to educational achievement for pupils identified as Pupil Premium children

For some pupils, barriers include SEND and EAL related challenges or, in some cases, both SEND and EAL.

As a growing school, families need support to understand the educational benefits there are in being identified as a child in receipt of pupil premium and the educational progress that can be made through this plan.

Specific subject areas have been identified as a challenge, with a Reading being an early barrier for many pupils.

Some children arrive ill-prepared for the day and have a lack of exposure to enrichment activities in their home life.

Some children benefit from teaching in smaller groups as large groups do not always enable a focus on specific needs

Specific needs include, for example, social and language skills which may be a disadvantage and may impede confidence in learning

Proposed Strategies for overcoming the barriers to progress are:

Some support for families with uniform and clothing requirements

Providing financial support for extra-curricular provision and enrichment opportunities

Providing focused intervention groups, including 1:1 tuition opportunities for specific children, identified through pupil progress meetings, to make rapid progress in all core subject areas

Access to text through a rich range of reading materials, specific to pupil premium children's needs.

Measuring Impact and Renewal

The impact of this pupil premium plan will be evaluated in July 2021, with the areas of significant progress being clearly shown in the 'actual impact' column below for each area. This plan will be reviewed following this evaluation, which will feed into the Pupil Premium Plan for the 2021/22 academic year.

Initiative	Allocation	Summary of intervention	Proposed Impact	Actual Impact
Allocation of designated time from non-class based senior leader (Inclusion Leader) to train support staff in reading, writing and maths support to rapidly identify and address needs of PPG children.	Part of salaries and training time for Support staff = £24 000	High-impact support, led and managed by Deputy of Inclusion with impact measured every half-term to ensure accelerated progress for target PPG children.	Increased self-esteem with supported access the curriculum. Outcomes for PPGG children will be high and gaps will close.	All staff received training on Precision Teaching to help support the learning of key skills in reading, writing and maths. Staff were also provided with Emotion Coaching and Autism training. Reading: 164 PPG children out of 258 PPG children reached ARE or above (64%) Writing: 144 out of 258 PPG children reached ARE or above (56%) Maths: 160 children out of 258 PPGG children reached ARE or above (62%)
Allocation of time for deputy of Inclusion and other leaders to support, deliver and manage interventions and provide in-house, bespoke and external training to ensure high impact.	Part of salaries and training time for Support staff = £53 000	To develop, design, assign and monitor interventions. To train/provide effective training for support staff to ensure high impact when teaching intervention groups.	Accelerated progress of PPGG children. Outcomes for PPGG children will be high and gaps will close. Core skills will be embedded due to well-planned, time-limited interventions.	Staff received training (see above)
Allocation of time for Deputies/phase leaders to target PPG children not on track and not making good progress through Pupil Progress meetings, team meetings, team teaching and observations with targeted feedback.	Part of salaries and training time for staff = £17 000	To use NFER assessments as a baseline to target and plan interventions (after COVID return). To track and target both attainment and progress of PPGG children. To liaise	Monitoring and target setting will be regular and accurate. Outcomes for PPGG children will be high. Children will make expected progress or better.	Pupil progress meetings took place. Class teachers used data to plan targeted interventions on their provision maps. Interventions led by teachers and TAs were used to accelerate the progress of individuals. The data was also used to plan for one to one tuition. After returning from Covid we had a two week in depth assessment process.

		with deputy of Inclusion on quality of interventions.		Phase and curriculum leads scrutinized data across year groups and phases to close any gaps.
Staff CPD (see above including access for staff to training and development through BPSI, Arbor training, SaLT training)	£4 500 (BPSI) £900 (Arbor) £1000 (Maths) £4 400	Specialist staff training from external sources and from Barnet LA to ensure QFT and to support effective teaching, assessment and understanding of children with high needs. Maths is an expected area of weakness after COVID.	Staff at all levels will be confident in planning and delivering QFT to all children, particularly PPGG children. Teaching and learning will have greater impact and will be fully inclusive, ensuring the best possible progress and outcomes for PPGG children. Data will show that PPGG children are making good or better progress and gaps are closing.	Support staff had access to SaLT. Teachers had Arbor training and middle leaders accessed training through the trust.
Speech and Language Therapy provision for identified children	£8,570	To tackle specific issues that are leading to underperformance; to build self-esteem and confidence in order to aid learning and progress; to provide small group intervention that focuses on specific and identified need that is a barrier to learning.	Children will make good progress and impact of S&L needs on learning will be minimised.	Our SEND children made good progress. The effective delivery of S&L supported the impact of this.
Inclusion Advisory Team to work in partnership with school to support PPG children identified by Inclusion Leader	£1,610 (part cost of buy-in to BPSI services)	To raise attainment and ensure progress for identified children who have barriers to learning due to social and emotional needs.	Contribution from team to individual plan for specific children will ensure that they make good progress and can where possible, reach age related expectation.	The Autism advisory team supported staff to plan effectively to meet the needs of PPG children with Autism.



Support with uniform	£2,507	WPS will pay £23 of the cost of a full set of school uniform.	All pupils feel part of the school community. Pupils are happy, confident and have high levels of self- esteem. All pupils will consistently wear the correct school uniform.	Some families did use the additional funding to support their uniform purchases.
Educational Visits	£2,507	Pupils will receive subsidised educational visits (WPS will pay £23 of total cost)	All pupils will be able to attend school visits. Pupils will have a deeper knowledge and understanding of the curriculum. Learning is enhanced and links are made with real life experiences	This year, due to Covid we had no educational visits but did undertake some in-school event to support learning and the educational experiences such as the Christmas Pantomime, focus weeks, etc. The £23 subsidy was put towards these costs.
Play Therapy from Raphael House	£10,545	To support identified children who have barriers to learning due to emotional needs. To enable progress for these children by removing these barriers and allow better access to the curriculum	Target children make good progress and, where possible and appropriate, they achieve in line with age related expectations.	Play therapy had a huge impact in supporting children with high emotional needs through Covid and adapting to change. Feedback from children included that they felt supported and more confident to express their concerns and worries and ways to find solutions/help.
Part subsidised Before/After school activities and clubs and some trips and visits	£4,000	To ensure all children have a wide range of activities through extended schools opportunities – 1 free clubs is available each week for each PPG child To enable all children to access a wide range of opportunities, WPS will pay £23 of total cost or 1 after	Learning clubs support children's learning and progress before and after school. Children are able to access a wide range of different activities to enhance in-class learning and to help them to make links and have new experiences and opportunities. A range of opportunities is provided for children to broaden	This year we had reduced provision due to Covid. Many PPG families used their allocated funding to support their payments of clubs and wrap around care so their children could access it. .

		school club / breakfast club can be provided free.	their skills and experiences of life, culture and religion.	
Learning resources	£2, 500	Purchase of additional resources e.g. books, ICT, assessments, sensory/speech & language, play therapy toys based on diagnosis of pupil need. Maths intervention programmes,	Pupil's access personalised learning opportunities through targeted use of resources and therapy room Pupils listening, attention, managing feelings, and behaviour are improved compared to their starting points. Pupil progress and attainment will be in line with, or quickly improving compared to that of their peers.	Some sensory resources were purchased to support children's ability to focus in class. We also purchased additional ear phones and device cases/chargers to support remote learning for PPG children – this budget was considerably overspent and subsidised by the school. Progress for PPG children was at least in line with other groups and in some year groups, exceeded.
Reading books to improve home - school reading and provide wider range of reading materials and resources within school	£2, 000	To ensure that there is a variety of texts and resources to enhance learning for children in need of additional support in order to reach ARE (Age expectations) challenge and those working at a higher ability	To improve outcomes for all children in terms of reading To ensure there is a wide range of reading materials that every child can enjoy and access at home, even if they have to read alone.	Reading outcomes for PPG pupils were at least in line with other groups with at least good or above progress. Children talked about the range of books available, particularly for boys as well as the interesting new non-fiction books.
Total Expenditure	£139,039 (the school will subsidise the remaining plus any additional costs incurred)			