



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 (Sept 2021), 384 (July 2022)
Proportion (%) of pupil premium eligible pupils	176 (48%) (Sept 2021), 192 (50%) (July 2022)
Academic year/years that our current Pupil Premium Strategy Plan covers	September 2021 – July 2024 Year 1 – 2021-2022 Year 2 – 2022-2023 Year 3 – 2023-2024
Date this statement was published	Year 1 - 22 nd September 2021; Year 2 – 20 th July 2022
Date on which it will be reviewed	Year 1 - January 2022, July 2022; Year 2 – January 2023, July 2023
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	Year 1 - £186,955 (139 pupils); Year 2 - £232,685 (174 pupils)
Recovery Premium funding allocation this academic year	Year 1 - £21,895 (funding for 151 pupils); Year 2 - £26,245 (funding for 181 pupils)
Pupil Premium Grant funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£258,930

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 and impact of this on attainment and progress
2	Lower than expected communication/language/literacy and mathematical development and vocabulary on entry to school

3	High number of EAL families and children with high in-year enrolment which affects progress and attainment
4	Lack of opportunity to a wide range of life experiences
5	High socio-economic deprivation – outside of pupil premium

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 (July 2024) when compared to the outcomes in July 2021. 13% increase in PPG pupils reaching expected levels in reading and maths at end of Reception (July 2024) when compared to the outcomes in July 2021. PPG pupils' phonics, reading and maths progress is at least in line with national and other groups annually throughout the period of this plan.
Progress of all pupils with particular focus on 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 the plan (July 2024). At least 10% increase in pupils achieving ARE across the school.
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 annually throughout the period of this plan.
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 by the end of the plan (July 2024).

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: £112,900

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 – continuing to embed The Amazing Project, Language Enrichment Programme, Talk Boost/other interventions as required	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 5
ReadWriteInc. is effectively implemented to teach early phonics and reading throughout EYFS and KS1 with pupils from KS2 accessing it as required. All relevant staff are trained and resources are purchased to enable this	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Phonics Toolkit Strand Education Endowment Foundation EEF)	2 3 5
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 5
High quality CPD and support offered in school, across the Trust and via Barnet specifically focusing on a coaching model supported by the use of Swivl	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 5
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 5

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

Budgeted cost: £91,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP partners focusing on Yrs 5 & 6 disadvantaged pupils for first half of year, moving to Yrs 3 & 4 in second half of year focusing on writing and maths – pairs or groups of 3 dependent on needs	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/boosters before and after 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 5
All KS1/EYFS staff teaching phonics and early reading 5 x weekly including MFL teacher (4 x week)	Phonics approaches have a strong evidence base that indicates a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective 1.5 when delivered as a regular session over a period of up to 12 weeks. Phonics Toolkit Strand Education Endowment Foundation EEF	2 3 5
2 x HLTAs employed focusing on small group targeted support/intervention in Yrs 5 & 6 daily for half a day	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 5

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

Budgeted cost: £64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer and DHT Inclusion to monitor disadvantaged attendance and intervene where necessary following principles of good practice as set out in the DfE's Improving School Attendance advice	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
Providing range of extra curricular clubs, visits and visitors for disadvantaged pupils (including reduction in cost of school journey for disadvantaged Yr 6 pupils)	EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	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 5
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 5
Curriculum, focus weeks and wider opportunities demonstrate equality of opportunity for all children and include a key focus on the cultural capital	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.	1 2 3 4

	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.	5
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Total budgeted cost: £258,930 PPG and Recovery Premium funding + £9,870 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 2021 to 2022 academic year.

Our internal data during 2021/22 shows that the progress of disadvantaged pupils was not in line with non-disadvantaged pupils in some year groups. The implementation of training and development for staff in coaching and Swivl as tools to develop quality first teaching was interrupted due to Covid-19 absence and other absence affecting both pupils and staff. Whilst the success criteria was not fully met in most year groups for some subjects, coaching and other formative assessment focus areas will be used as tools for school improvement in 2022/23.

The targeted support for children who were falling behind in phases of phonics also had an impact with new staff requiring training which was also affected by staff absence. The impact is not as significant as it was in the Autumn term 2021 as seen in the % increase of children who are now on track from their baseline. Our assessment of the reasons for these outcomes point also to the impact of Covid 19 on our youngest cohorts and their baselines showing a significant drop in language acquisition as well as the impact of in-year admissions, many of whom come from abroad, with little or no English or prior schooling. The impact was mitigated somewhat by maintaining a high-quality, creative and focused curriculum and maintaining high quality teaching and learning provision throughout the year. Reviewing of the use of Power Maths books in Reception and Yr 1 due to the significant gaps in knowledge and skills allowed staff to urgently identify and address gaps so children made good or better progress as demonstrated in both these year groups.

Overall attendance in 2021/22 was lower when compared to the last full year of attendance (2018/19 at 95.9% for all pupils). The persistent absenteeism of PP continues to be a focus area in 2022-23; particularly in ensuring children return to school in Autumn 2022 and refrain from leaving early for holidays prior to the school closing.

Further information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, this will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate
- Utilising the DfE training option grant to train a senior mental health lead. The training we have selected provides an in-depth whole school approach to mental health

- Utilising the DfE NPQ funding grant to train a teacher in the NPQ Leading Teacher Development and another teacher in the NPQ Leading Behaviour and Culture through Best Practice Network.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated the impact of activity undertaken in the previous year. We used the EEF's guidance to help us develop our strategy. We have a robust evaluation process in place for the duration of our approach and will adjust plans over time as necessary to secure the best outcomes for our pupils.