



## Pupil Premium Strategy Statement 2023 - 24

This statement details Watling Park School's use of the Pupil Premium Grant (PPG) 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 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	408 pupils
Proportion (%) of pupil premium eligible pupils	214 (54%) (July 2023), 192 (50%) (July 2022) 176 (48%) (Sept 2021)
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 <sup>nd</sup> September 2021; Year 2 – 20 <sup>th</sup> July 2022 Year 3 – 15 <sup>th</sup> October 23
Date on which it will be reviewed	Year 1 - January 2022, July 2022; Year 2 – January 2023, July 2023 Year 3 July 2024
Statement authorised by	Liz Haynes
Pupil Premium lead	Ms Georgina Harcourt-Brown
LAB member / Trustee lead	Mr Ian Phillips



## Funding overview

Detail	Amount
Pupil Premium Grant funding allocation this academic year	Year 1 - £186,955 (139 pupils); Year 2 - £232,685 (174 pupils) Year 3 - £277,905
Recovery Premium funding allocation this academic year	Year 1 - £21,895 (funding for 151 pupils); Year 2 - £26,245 (funding for 181 pupils) Year 3 - £27,550 ( funding for 190 pupils)
Pupil Premium Grant funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	£305,455

## 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 social, emotional and mental well being 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
<p>Communication Language and Literacy skills by end of Reception are improved for PPG pupils.</p> <p>Subject specific vocabulary use, wider experiences and understanding is improved, especially relating to reading and maths.</p>	<p>15% increase in Communication Language and Literacy at end of Reception (July 2024) when compared to the outcomes in July 2021.</p> <p>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.</p> <p>PPG pupils' phonics, reading and maths progress is at least in line with national and other groups annually throughout the period of this plan.</p>
<p>Progress of all pupils with particular focus on PPG pupils is accelerated and the difference between this group and all pupils is diminished.</p>	<p>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).</p> <p>At least 10% increase in pupils achieving ARE across the school.</p>
<p>PPG pupils achieve in line with national average for this group.</p>	<p>PPG pupils achievement at end of KS1 and KS2 is in line with national PPG achievement annually throughout the period of this plan.</p>
<p>Improved attendance and punctuality rates of disadvantaged pupils.</p>	<p>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).</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: £94,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Talk For Writing Approach across the school enabling a greater proportion of PPG children to achieve age related expectations. Purchase of Bespoke INSET for all staff, consultancy support and materials/ resources to support delivery.	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress	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 new staff are trained and current staff upskilled by daily coaching 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 360	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
Introduction and training for all staff on the White Rose Maths Scheme enabling a greater proportion of PPG children to achieve age related expectations.	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: £111,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 affective 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: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Family Support Worker 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, peripatetic music sessions, 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 <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a>	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 2
Social and emotional support/Intervention time for identified pupils to support with SEMH needs		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. 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 2 3 4 5

**Total budgeted cost: £305,455 PPG and Recovery Premium funding + £12,805 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 2022 to 2023 academic year.

Our internal data during 2022/23 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 leadership to develop quality first teaching was interrupted due to a change in priorities due to new leadership team, turnover of staff and absence affecting both pupils and staff.

The targeted support for children who were falling behind in phases of phonics had some noticeable impact as all staff received the full RWI training in September 2022 and the use of the Reading lead coaching model saw provision improve. There is still a significant gap in language acquisition and cultural capital displayed between advantaged and disadvantaged pupils 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 particularly but across the school due to the significant gaps in knowledge has led us to use a new maths scheme and develop the language acquisition and story language for writing through the implementation of a Talk For Writing approach.

Overall attendance in 2022/23 was in line with National data but significantly below pre-pandemic levels. Persistent Absenteeism continues to be an area of focus. An action plan was created and implemented using guidance from Working Together to Improve Attendance, which will continue into 23/24. Policies and procedures were refined, including ensuring all parents are informed of their legal duties to have the children in school. There is robust monitoring of attendance, and systems to work with families and the EWO to address poor attendance. The strategic employment of a Family Support Worker will provide further support within the Inclusion team to work alongside families at the school that are a cause for concern.

### 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 Lead Learner of English 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.