

Pupil premium strategy statement

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	Watlington C P School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Claire Chapman Headteacher
Pupil premium lead	Samina Asif, Assistant Headteacher
Governor / Trustee lead	Kate Samouelle, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,691
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,089
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	£39,830

Part A: Pupil premium strategy plan

Statement of intent

At Watlington School the school's vision is that all children will be confident, resilient, independent lifelong learners, developing into global citizens with aspirations. To be able to do so all children should be able to access the curriculum.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil Premium will be spent to develop the following:

1. Targeted support in reading, writing and maths so that Year 6 Pupil Premium children make expected standard at the end of KS2
2. Use the school-led tutoring to provide targeted support to the PP children across all year groups
3. Engagement and nurturing PP children, so that their fears and barriers to learning are reduced to enable them to access the curriculum and make sufficient progress. (Support via the school's well-being coach)
4. Upskilling staff through CPD ensuring consistency in the teaching of reading and maths across all the year groups.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	<p>End of academic year July 2021 and baseline assessments September 2021 indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last year, 80% of our disadvantaged pupils arrived below age-related expectations compared to 50% of other pupils. This gap remains steady to the end of KS2. 33% of the disadvantaged children achieved across all the subjects compared to 43% of other pupils.</p>
4	<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 between 2020/2021 to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. This has resulted in a growing amount of maths anxiety in several of our disadvantaged students.</p>
5	<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 bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased in the year 2021/22. 12 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs. 38 pupils (23 of whom are disadvantaged) received small group interventions from the school-led tutoring.</p>
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 28% lower compared to our school aver-

	<p>age of 93%.</p> <p>17% pupils are persistently absent across the school. 44% of those pupils with 'persistent absence' are disadvantaged compared to 56% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
Improved oral language skills and vocabulary among all pupils in particular the disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in reading and writing.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/22 show that 66% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021/22 show that 66% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • Informal conversations with parents and pupils, through the school council and the observations made by the mental health coach • Children more confident to report bullying as they are confident that it is dealt with in a timely fashion appropriately as per behaviour policy • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils and parents
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance in 2021/22 continues to be a struggle:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: **£14,830**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Test all students using the NFER standardised tests other than in Years 2 and 6 where old SATs papers will be used.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum encouraging talk for writing principles. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Skills builder activities to be used across all classes.	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 Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics SL, RM to action this.	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. The school has bought into the Twinkl Phonics programme and relevant resources: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our lead Maths mastery teacher works as part of her	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (pub-	3

role in Cambridge Maths Hub (including Teaching for Mastery training).	teaching.service.gov.uk The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported through PSHE lessons and 1:1 intervention/support by RY.</p> <p>Wellbeing and skills builder assemblies to be held each week. Linus to build focus on supporting vulnerable families and the children in each class.</p>	<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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (school-led tutoring, one-to-one support structured interventions)

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the listening and speaking skills for disadvantaged pupils who have relatively low spoken language skills using the skills builder.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the trained Teaching Assistants who are confident at working in	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

their key stage phase.		
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. The pupils who receive tutoring will be mostly disadvantaged, including those who are high attainers.	<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 same day pre/post teaching during school time:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups of 3 or 4 pupils after school:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£12, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Enhanced attendance monitoring by the HT and improve communication with the parents. Report attendance on newsletters and award a class trophy with coloured ribbons.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Breakfast club	His aims to provide support the disadvantaged pupils in improving their attendance and mental wellbeing.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £39,830

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- using pupil voice gathered from across the school for the strategies of Mastery in maths as well as the teaching of SPaG (to be conducted by the mastery lead CJ).
- developing emotional coaching skills among all teachers and teaching assistants.
- offering a wide range of high-quality extracurricular activities and trips to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. All pupils will be supported to participate by subsidising trip with the help of the funds raised by the PTA.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use

it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.