

**Context**

At Watergate School we have the very highest aspirations and expectations for **all** our pupils and recognise that they deserve very best provision. Our Governing Board share our belief that every pupil should have equal opportunities to achieve the best possible life chances, and where no child gets left behind.

At Watergate we make every effort to ensure that disadvantaged pupils receive the outstanding support they deserve and that they make outstanding progress as a result of outstanding teaching and provision.

The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of pupils eligible for Free School Meals (FSM) and the number of children who are looked-after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged pupils.

At Watergate we acknowledge that it is not the Pupil Premium funding itself that will improve achievement and attainment, but how it is used to support our most disadvantaged pupils. We achieve this through robust and effective planning, assessment and management; governors ensure the efficient management of PPF and this leads to the effective deployment of staff and resources to the benefit of all individuals and groups of pupils.

**Pupil Premium Strategy Statement**

Research has found that disadvantaged pupils have been worst affected by the impact of the Covid-19 pandemic. It is therefore more important than ever that Watergate School’s strategies focus on support for disadvantaged pupils.

This statement outlines how we intend to use of Pupil Premium Funding to help improve the outcomes of our disadvantaged pupils for the academic year 2021/22.

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| **School Overview** | |
| Number of pupils on roll | 141 |
| Percentage of pupils eligible for Pupil Premium | 38% |
| Time scale for current Pupil Premium Strategy Plan | 2021/22 to 2023/24 |
| Date of Publication of Statement | November 2021 |
| Pupil Premium Lead | Linda Matthews |
| Pupil Premium Governor | Jacqui Paschoud |
| Chair of Governors | Sarah Hamilton |

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| **Funding Overview** | |
| Percentage of pupils receiving Pupil Premium 2021/2022 | 38% |
| Allocation of Pupil Premium Finding 2021/2022 | £58,835 |

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| **Statement of Intent**  **Challenges** | |
| At Watergate we recognise that socio-economic disadvantage is not always the primary challenge that our pupils face. Our most disadvantaged pupils may have complex learning and physical needs along with significant communication, social interaction and sensory needs, which also have a major impact | |
| **Number** | **Detail of Challenge** |
| 1 | Our assessments have shown that the disadvantaged pupils starting Watergate require high level targeted support strategies to support learning and increase engagement. |
| 2 | Our assessments and discussions with families have shown that as a result of lockdown children were less able to engage with high quality activities and access resources to meet their physical needs and maintain healthy lifestyles. A number of pupils have physical disabilities which affect their ability to effectively and independently access learning. These barriers have been exacerbated by Covid-19 and the lack of access to essential services to support physical disabilities and needs. |
| 3 | Our assessments have shown that many children have difficulties with readiness to learn because of sensory processing difficulties, including social communication and regulation difficulties. This limits their capacity to focus in lessons and these barriers have been exacerbated by the Covid-19 lockdown and significant time off school for some. |
| 4 | A small group of pupils have highly complex needs which affect their ability to develop the early physical skills. This fundamentally impacts on their ability to interact effectively with the world around them. |
| 5 | Observations and discussions with parents show that some pupils come from families who need support to feel confident and able to meet their children’s complex needs. Family circumstances can impact on attendance and well-being. These barriers have been exacerbated by Covid-19 and the continuing pandemic. |
| 6 | Many children face health vulnerabilities which impact on school attendance, well-being and safety. This has a negative impact on families. These barriers have been exacerbated by the Covid-19 lockdown and the continuing pandemic. |
| 7 | Our assessment show that a number of pupils require a therapeutic approach to support them to actively engage in learning and understand the world around them, due to a number of factors, including poor interaction and initiation skills, physical disabilities which limit independent movement, experienced trauma - all of which were exacerbated by the disruptions of the pandemic. |
| 8 | Many children have limited access to their local community due to health and/or behavioural needs. This means that they lack opportunities to explore their environment and engage in wider cultural capital. |

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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** |
| 1 | Improved attainment for disadvantaged pupils starting Watergate in Reception and new starters in other year groups. | Through achievement of improved performance, as demonstrated by our end of year assessments on EfL strategy in 2022/23. This will result in increased numbers of pupils making better than expected progress across the curriculum. |
| 2 | Enhanced physical equipment and extra-curricular activities will be delivered by specialists throughout the year focused on building upon resilience and determination, independence, confidence, teamwork and creativity. | Pupils will have increase self-awareness, build communication skills, independence and fitness, outside of the classroom. |
| 3 | Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time. | Through regular access to sensory processing interventions and input, children’s readiness to learn, focus and maintain attention will develop and increase. Teaching staff will support, under the guidance of the Lead specialist, pupils to enable them to learn and implement strategies to self-regulate and attend to their sensory processing needs. This will have a positive impact on their behaviour and access to learning. |
| 4 | Improved physical outcomes for pupils at Watergate enabling them greater access to the whole of Watergate’s Curriculum. | Children who are working at levels of physical development will have personalised programmes covered by the Move programme, which will include targeted interventions and specialised assessments in order that they are able to develop these early physical skills in the most effective way. |
| 5 | All families feel supported and able to meet their children’s complex needs. Families are engaged with the school, participate in workshops to gain greater knowledge and understanding of their children’s needs. | Targeted support for families enables them to cope with restrictions and changes as a result of Covid-19 circumstances and to continue to meet the needs of their children. This in turn impacts positively on families and children’s wellbeing and attendance. |
| 6 | All families feel supported, enabling them to access the relevant services and agencies in the local community to minimise the risk of health vulnerabilities which impact on school attendance, well-being and safety. | Support from Watergate’s family support worker will enhance and empower the lives of families, giving them greater access to support services to improve physical and mental wellbeing for children and families. |
| 7 | Children who require a therapeutic approach to support their learning and well-being, will be able to actively engage in learning and begin to understand the world around them. | Targeted therapeutic interventions will enable children access to learning and understand the world around them. Staff will be skilled in supporting children who have experienced trauma and use strategies to support their mental well-being. |
| 8 | Children will have access to a range ofcultural activities related to the community and external visitors to school that enrich their learning | Children experience a range of high-quality experiences and events related to the curriculum areas, both from the local community and from professionals in the specialist disciplines. This will provide opportunities for pupils to generalise understanding and develop practical skills. |

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| **Targeted Support Teaching (for example, CPD, recruitment and retention)** **Budget Cost: £28,600** | | |
| **Activity** | **Evidence that supports this approach** | **Challenge numbers addressed** |
| Specialist ASD Lead to provide training for staff / families in positive behaviour support to assist pupils with self-regulation, self-awareness and well-being. | [Self-regulation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  The potential impact of self-regulation approaches is high (+7 months’ additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. | 1, 3, 5 |
| Specialist training to support children who have experienced trauma. | [Self-regulation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  The potential impact of self-regulation approaches is high (+7 months’ additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  [Play Based Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning)  Play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. On average, studies of play suggest that play-based learning approaches improve learning outcomes by approximately 5 additional months. | 7 |

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| **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**  **Budget Cost: £10,800** | | |
| **Activity** | **Evidence that supports this approach** | **Challenge numbers addressed** |
| Specialist ASD Lead to train staff to deliver structured interventions to support communication and interaction, transition to assist pupils with self-regulation, self-awareness and well-being. | [Self-regulation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  The potential impact of self-regulation approaches is high (+7 months’ additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  Social and Emotional Learning I EEF  The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The focus of using music as a way to address the physical, cognitive, emotional, and social needs of a child.  Sutton Education Trust links poor access to cultural capital to disadvantaged pupils. | 1, 3, 5 |
| Specialist support children to develop ‘next step’ physical skills under the direction of the school’s MOVE programme, delivered by the Lead for MOVE and Physical Disabilities (Centre of Excellence). | MOVE  Children who are at stages of physical development before or after those covered the Move Programme benefit from a targeted and structured approach to aid the development of physical skills including head control and independent mobility when walking | 4 |

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| **Wider strategies (for example, related to attendance, behaviour, wellbeing)**  **Budget Cost: £19,500** | | |
| **Activity** | **Evidence that supports this approach** | **Challenge numbers addressed** |
| Music Therapist to provide individualised targeted therapeutic support to improve well-being and behaviour | Social and Emotional Learning I EEF  The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The focus of using music as a way to address the physical, cognitive, emotional, and social needs of a child.  Sutton Education Trust links poor access to cultural capital to disadvantaged pupils. | 7 |
| Access for identified pupils to participate in external specialist activities outside of the classroom. These activities will increase self-awareness, build communication skills, develop an understanding for identified children who are, or are at risk of losing their skills of independence and those that benefit from additional access to physical exercise. | [Physical activity | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. | 2, 8 |
| Develop systems, collaborative working and training opportunities for parents so that engagement increases, and to support and safeguard the well-being children and their families at Watergate. | [Parental engagement | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  Parental engagement has a positive impact on average of 4 months’ additional progress. Parents’ aspirations appear to be important for pupil outcomes. | 5, 6 |

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| **Review of outcomes 2020/2021**  **Pupil Premium Strategy Outcomes** |
| This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year. |
| In the autumn term of 2020, teachers baselined pupils and reviewed their progress with their class teaching teams, to identify which pupils have not met their IEP targets from their Education and Health Care Plans due to Covid-19.  A recovery curriculum was put in place, the main identified focus of this was to support the well-being, the main areas were:   1. Identified pupils able to achieve a successful transition to the next key stage 2. Implementation of outdoor and sensory equipment to support communication and interaction and wellbeing 3. Targeted academic support through 1:1 TA for interventions as required 4. Introduction of group sessions to support teamwork, problem solving, outside ‘adventure’ and fun! 5. Family Support Worker engaged with parents to provide tailored support to enhance family’s well-being   Outcomes from these strategies:   1. Teaching teams supported children starting in Reception, moving from KS1 to KS2 and KS2 to KS3 with bespoke transition programmes that included pupils, families, staff and multi-disciplinary teams to ensure smooth successful transitions. 2. Activities were planned to support all pupils well-being and gain the required skills to become successful social citizens. Pupils had access to enhanced provision to ensure that they were able to access and progress in the learning of social and emotional, and positive mental health. The outcome has been that 100% of identified pupils to be able to make expected progress in areas of communication and interaction, cognition and learning, social and emotional and physical and sensory learning. 3. Additional staff members focused on accelerating the learning of identified pupils and addressed the key gaps with targeted interventions. 4. Pupils were given the opportunity to rebuild and further develop their wellbeing, Social, Emotional and Physical development through teambuilding activities both in school and out in the wider community. 5. Watergate employed a Family Support Worker, who supported disadvantaged pupils and families affected by Covid-19. |