



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 2022/23.

School Overview	
Number of pupils on roll	159
Percentage of pupils eligible for Pupil Premium	35%
Time scale for current Pupil Premium Strategy Plan	2022/23 to 2024/25
Date of Publication of Statement	December 2022
Pupil Premium Lead	Linda Matthews
Pupil Premium Governor	Jacqui Paschoud
Chair of Governors	Sarah Hamilton

Funding Overview	
Percentage of pupils receiving Pupil Premium 2022/2023	35%
Allocation of Pupil Premium Finding 2022/2023	£77,560

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 the children are 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 and a number of pupils have sensory processing and self-regulation difficulties, resulting in them not being able to access community facilities. These barriers have been exacerbated by the lack of access to essential services and the cost of living crisis.
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 take part in social and physical activities.
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 face challenges in supporting the physical and emotional well-being of their child, this has an impact on their ability to feel confident and able to meet their children's complex needs and have difficulty in accessing the support and guidance that may be available. Family circumstances can impact on pupil attendance, readiness to learn and well-being.
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 decline of support organisations.
7	Our assessment show that a number of pupils require a varied 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 current economic climate.

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, community facilities 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 and 2023/24. This will result in increased numbers of pupils making better than expected progress across the curriculum.
2	Enhanced physical playground 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 increased self-awareness, build communication skills, independence and fitness, outside of the classroom. Pupils will have enhanced interaction skills from the opportunity to explore equipment within school and community facilities with their peers and form positive relationships.
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 and access to community facilities.	Children who have limited 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 the current economic 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 their children and families.
7	Children who require a varied and 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 and bespoke learning opportunities 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 of community facilities, cultural 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: £24,000		
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 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 in Forest Schools to support children's learning outside of the classroom, self-confidence, well-being and belonging	Self-regulation EEF 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 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

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budget Cost: £16,000		
Activity	Evidence that supports this approach	Challenge numbers addressed
Specialist ASD HLTA to work with class teams to deliver and implement structured interventions to support communication	Self-regulation EEF 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-	1, 3, 5

and interaction, transition to assist pupils with self-regulation, self-awareness and well-being.	<p>regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Social and Emotional Learning EEF</p> <p>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.</p> <p>Sutton Education Trust links poor access to cultural capital to disadvantaged pupils.</p>	
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).	<p>MOVE</p> <p>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</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Budget Cost: £37,560		
Activity	Evidence that supports this approach	Challenge numbers addressed
Music Therapist to provide individualised targeted therapeutic support to improve well-being and behaviour	<p>Social and Emotional Learning EEF</p> <p>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.</p> <p>Sutton Education Trust links poor access to cultural capital to disadvantaged pupils.</p>	2, 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.	<p>Physical activity EEF</p> <p>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.</p>	2, 8
Develop systems, collaborative working and training opportunities for parents so that engagement increases, and to support and	<p>Parental engagement EEF</p>	5, 6

safeguard the well-being children and their families at Watergate.	Parental engagement has a positive impact on average of 4 months' additional progress. Parents' aspirations appear to be important for pupil outcomes.	
Re-design of the outside learning spaces to enhance outdoor learning opportunities.	Positive interactions will be observed whilst learning outside of the classroom and during unstructured times. Improved self-regulation and interactions. Improved core muscles to improve balance, stability and posture.	

Review of outcomes 2021/2022

Pupil Premium Strategy Outcomes

	Outcome	Outcome Review
1	Improved attainment for disadvantaged pupils starting Watergate in Reception and new starters in other year groups.	The ASD Lead worked successful with speech and language and Occupational Therapists to ensure that all new pupils across both sites to improve the provision and met their IEP targets. Staff across both sites received training in supporting communication, self-regulation, emotional regulation and autism strategies, which aided a smooth transition for new and existing pupils.
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.	Equipment was purchased to facilitate 'Watergate Whizzers' wheelchair sports activities, specialist trikes and specialist input was received from Access Sports, Dynamic Coaching. Two PP children attended a five day school journey to Woodlarks, which was subsidised by the school.
3	Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time.	The ASD Lead worked with classes to develop Relational Support Plans to support self-regulation and wellbeing. This has increased the wellbeing
4	Improved physical outcomes for pupils at Watergate enabling them greater access to the whole of Watergate's Curriculum.	The Physical Development/MOVE Lead facilitated a number of bespoke programme for individuals to improve their physical outcomes. Children starting Watergate in Reception with physical needs received high quality interventions from the PD/MOVE Lead and class staff to enable them to develop their early physical skills. PD/MOVE Lead provided training to class staff to implement PD programmes for individuals throughout the school. Access Sports and Dynamic coaching (external organisations) worked closely with the PD/MOVE to develop a number of bespoke physical programmes 'Watergate Whizzers' lunch club was established and provided opportunities for pupil's in wheelchairs to experience wheelchair rugby, wheelchair basketball and wheelchair baseball.

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.	The family support worker undertook a number of parent/carer workshops to engage families with school, these included coffee mornings, a jewellery making course and supporting the ASD Lead in ASD support sessions for parents/carers.
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.	Watergate's family support worker and senior leaders worked with a number of parents/carers to support them in a variety of different areas including access early help, short break services, passenger services, social care support and housing. This resulted in the successful impact of families receiving support and children who were moved out of borough receiving the right support to enable no break in education.
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.	<p>Reports from the music therapist on therapy sessions have demonstrated how individual children's learning and wellbeing have had a very positive impact and this has enabled them to access learning and understand the world around them more.</p> <p>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.</p>
8	Children will have access to a range of cultural activities related to the community and external visitors to school that enrich their learning	Increased engagement was observed from a number of children who took part and engaged in cultural activities such as 'Lewisham Borough of Culture Events', 'Liberty Festival', 'Bamboozal', 'Give a Song', 'English National Opera', 'I am Festival', 'Irie Dance' and 'Deptford X'. These activities had a positive impact on a large number of pupils across the school, who would not necessarily have the opportunity to take part/observe.