



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

Pupil Premium is a government-funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year on year

This statement outlines how we intend to use our Pupil Premium Funding to help improve the outcomes of our disadvantaged pupils for the academic year 2023/24.

School Overview	
Number of pupils on roll	188
Percentage of pupils eligible for Pupil Premium	46%
Time scale for current Pupil Premium Strategy Plan	2023/24 to 2024/25
Date of Publication of Statement	December 2023
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	46%
Allocation of Pupil Premium Finding 2022/2023	£88,460

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, particularly a cohort of children who have not received specialist education from Reception, require high level targeted support strategies to support learning, increase engagement and receive a smooth transition from other settings.
2	Our assessments and discussions with families have shown that their children have less access to activities to support their health and wellbeing in the wider community. As a result, this may have a negative impact on the mental and physical wellbeing. 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, observations and discussions with families show that some pupils, including some disadvantaged pupils may, show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
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 families show that some they face challenges in supporting the physical and emotional well-being of their child(ren), 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.

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 2023/24 and 2024/25. This will result in increased numbers of pupils making better than expected progress across the curriculum.
2	Enhanced equipment to support pupils physical and emotional wellbeing 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	Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through progress, assessment findings in Evidence for Learning, termly outcomes from IEP targets and EHC Annual Reviews.
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 cost of living crisis 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 to enhance cultural capital opportunities.	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 help to provide them with the essential knowledge that children need to prepare them for their future

Targeted Support Teaching (for example, CPD, recruitment and retention)

Budget Cost: £28,460

Activity	Evidence that supports this approach	Challenge numbers addressed
Specialist positive behaviour support training and awareness for all staff in Watergate's Behaviour principles of a non-restraint approach.	<p>The government paper on reducing the need for restraint and restrictive interventions outlines the right for every child and young person to be treated with respect and dignity. All children and young people deserve to have their needs recognised and be given the right support.</p> <p>It outlines the positive impact of whole school approaches in Special schools and the impact on the lives of the young people in those schools.</p> <p>Teaching Assistant Interventions EEF</p> <p>Investing in professional development for teaching assistants to delivery structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1,2
Specialist support and training from Therapists, ASD Lead to staff and	<p>Self-regulation EEF</p> <p>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-</p>	1,2,3,7

<p>families in communication and interaction.</p> <p>Workshops for families in positive behaviour support to assist pupils with self-regulation, self-awareness and well-being.</p>	<p>regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
<p>Targeted training to staff and families from the school's curriculum leads.</p>	<p>Parental Engagement EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Teaching Assistant Interventions EEF</p> <p>Investing in professional development for teaching assistants to delivery structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>1,4,5,7</p>

<p>Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budget Cost: £35,000</p>		
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge numbers addressed</p>
<p>Music Therapist to provide individualised targeted therapeutic support to improve well-being and behaviour</p>	<p>Self-regulation EEF</p> <p>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.</p> <p>Social and Emotional Learning EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1,2,3,7</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).	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	1,2,3,4,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budget Cost: £25,000		
Activity	Evidence that supports this approach	Challenge numbers addressed
Workshops and coffee mornings led by the Family Support Worker, to engage parents and build community support.	Parental engagement EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	4,5,6
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 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. Social and Emotional Learning EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2,3,4,8
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 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	4,5,6

Improved outdoor learning resources to encourage physical activity, engagement and social interaction	<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> <p>Collaborative Learning Approaches EEF</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p>	3,4,8
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Review of outcomes 2022/2023

Pupil Premium Strategy Outcomes

Below is a review of Watergate's pupil premium activities and the impact this had on pupils in the 2022/23 academic year.

	Outcome	Outcome Review
1	Improved attainment for disadvantaged pupils starting Watergate in Reception and new starters in other year groups.	Speech and Language and Occupational Therapists have successfully worked across both sites to improve the attainment of disadvantaged and new pupils ensuring that they met their IEP targets. Ongoing training for all staff in supporting communication, self-regulation, emotional regulation and autism strategies have aided the smooth transition for new and existing pupils
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.	A review of the outdoor physical equipment took place. New equipment was installed at Bellingham, including a basket swing, hammock swings, spinners and activities boards. Trim trail equipment was purchased for the new classes at Watergate Ladywell A new soft play area was designed for Watergate Ladywell, which has enhanced the pupils physical and emotional wellbeing
3	Children will be well regulated and ready to learn, resulting in improved engagement in lessons, impacting on outcomes over time.	Whole school training sessions on positive behaviour support and Relational Support Plans to support self-regulation and wellbeing took place across the year. This has upskilled teaching staff's understanding of establishing safe and secure relationships to support pupils who face challenge and have experienced trauma. Resulting in improved wellbeing for PP children and across the school

4	<p>Improved physical outcomes for pupils at Watergate enabling them greater access to the whole of Watergate's Curriculum and access to community facilities.</p>	<p>Weekly access to bespoke physical activities has enabled greater access to the curriculum and community facilities, including:</p> <ul style="list-style-type: none"> Rock climbing Circus skills Paddle boarding Sensory football Wheelchair accessible sports Lunch time swim clubs <p>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. Watergate continue to work closely with Access Sports and Dynamic coaching to develop a number of bespoke physical programmes</p>
5	<p>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.</p>	<p>Ongoing 'coffee mornings' and events throughout the year have increased the number of families attending school. Spanish and Tamil speaking coffee mornings established, plan to increase these to include other language within the school Friendships and networks have resulted from these meetings Focused sessions from professional has increased families understanding and access to other support services</p>
6	<p>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.</p>	<p>Watergate's family support worker and senior leaders continue to work closely with a number of parents/carers to support them in a variety of different areas including access to Early Help, short break services, passenger services, social care support and housing. This work has proved invaluable in the current economic climate and has improved the wellbeing and relationships between school and families resulting in higher engagement and attendance</p>
7	<p>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.</p>	<p>Reports from the music therapist on therapy sessions demonstrated how individual children's learning and wellbeing had a very positive impact enabling access to learning and assist with their understanding the world around them. All classes received training in support children who have experienced trauma provided staff with a greater insight to support children and improve their mental wellbeing</p>

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	Links with the local community, networking with other schools has increased throughout the year. However, there have been a number of barriers to this, mostly as a result of the pandemic, schools and community services have been affected financially and have been busy trying to rebuild. This will be a key focus for 2023-24
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