

# 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	Watford Field School Infant and Nursery
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	B. Martino
Pupil premium lead	B. Martino
Governor / Trustee lead	Karen West

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,170

# Part A: Pupil premium strategy plan

## Statement of intent

### **Demographics and Context**

Watford is a community schools in Central Watford. Watford has a population of 90,301 people. It is situated in Hertfordshire but in the edge of greater London. It has motorway and train links to London. Although sometimes classed as London, Watford residents do not share the same benefits of living in London, like free transport for under 16.

Our school consists of approx. 220 children ranging from age 3-7. We are a 2 form entry school with approximately 60 children in each year group. We non selective and inclusive school. We have children with all ranges of abilities, languages, beliefs and backgrounds.

### **Our Policy for Pupil Premium Funding:**

- Quality first teaching is our top priority to ensure that all learners needs are met and that they receive a high standard education
- High standards of provision is planned and delivered for children who belong to vulnerable and disadvantage groups
- Not all children who are socially disadvantage are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individual required support
- The school will follow the Education Endowment Foundation model of a tiered approach to spending the funding
- The tiered approach aligns with the DfE strategy template, so our school can be confident that the school's approach to improvements meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document

### **1. High quality teaching**

We will ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

## **2. Targeted academic support**

Teachers and teaching assistants will provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. This is an essential ingredient of an effective pupil premium strategy.

## **3. Wider strategies**

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

### **Disadvantage Children and Barriers to Learning**

Children that attend our school, whom are from disadvantage backgrounds, may face complex family situations which puts extra pressures on their home life and them as learners. Barriers to their learning could encompass stresses and worries of no stability of funds to pay for bills or food, which in turns create social pressures. These impact on the family's self-esteems, self-worth, confidence and mental health and wellbeing. With these added stresses in the family home, this might lead to less support for the child at home, less communication, less drive or ambition and less perseverance when things become challenging. As a school we are committed to supporting children from vulnerable or disadvantage background holistically to ensure that they are feeling safe and secure in order to learn.

We believe that children's wellbeing is pinnacle to their learning. Our school analyses each individual child and take, not only an academic approach, but holistic one too in order to break down barriers so that good progress is made and attainment is raised in their learning. This may include funding a club outside of school, funding the Happy Human Project to support them to regulate their emotions or funding a family support worker in order to help families with extra pressures at home.

Through regular formative assessment and termly summative assessment it is evident that Communication and Language, Literacy and Maths are the areas in which there are significant gaps and that the gap has not narrowed between disadvantage and non-disadvantage learners. The gap is larger at greater depth. The school has a long term plan to ensure these gaps are addressed through high quality first teaching.

## **Ultimate Objectives**

To narrow the gaps between disadvantage and non-disadvantaged learners compared to national and internal data

Experiences for children and for them to be equipped with strong foundations to take their learning further, to have lifelong ambition, good vocabulary an understanding, social support

To ensure their learning is not at a disadvantage because of their family's economic circumstances.

To not feel any difference or disadvantaged due to circumstances beyond their control.

High quality planned teaching to ensure all children have experiences to enhance their learning.

## **Achieving these objectives**

Our approach will be responsive to challenges and individual needs, through formative and diagnostic assessments, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are supported and challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's' outcomes and raise expectations of what they can achieve

Through completing a holistic pupil profile in order to identify the needs of the learner, all staff will respond to the individual needs through assessment for learning. Staff will not makes assumptions on children's experiences, knowledge and understanding. All staff will take the responsibility for all disadvantage children's outcomes.

Our strategy takes a holistic approach to the learners. Well-being is a key priority in order to break down barriers. Through our support with the Happy Human Project, the drama therapist and the family support worker, children know that they feel safe and cared for. This will put their minds in a better place to learn. Also, through investing in Quality First Teaching, we are ensuring that all children receive a high quality of education.

From knowing our children we will continually review and enhance our curriculum to ensure all children have experiences to draw upon for their learning. By ensuring that planned experiences are embedded into the curriculum we feel that this will impact on the children's communication and language skills. This will help raise attainment in their comprehension and writing skills. Training for Talk for Writing and colour

semantics will be attended by all staff which will also ensure consistent understanding and teaching of using oracy and repetitiveness to impact on writing. .

All staff will understand the purpose, importance and strategies for interventions and to act early to intervene to ensure there is progress being made.

## Challenges

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

Challenge number	Detail of challenge
1	Low baseline in communication and language when children start in Reception. Through observations, end of year data from reception and baselines it is evident there are gaps in communication and language and this is more prevalent in disadvantage children - Baseline DATA
2	Segmenting and blending in phonics - Discussions with the early years team suggests that children struggle to identify the sounds when segmenting and blending words and this is more prevalent with disadvantage children. This delays children from reading graphemes and reading books. This gap does narrow but not significantly enough by the end of KS1.
3	Maths strategies and language - Maths results as a trend tend to show that disadvantage children attaining greater depth is significantly lower than non-disadvantage. Understanding of mathematical language is a key indicator for this discrepancy.
4	Regulation and self-esteem. Through ongoing observations and discussions with staff, children struggle to self-affirm, recognise their skills and achievements. Children find it challenging to identify their feelings and how to act upon which in turn can impact on their learning.
5	Families experiencing bereavement and loss of jobs – change of circumstances at home which have impacted on support and attendance for their child. Staff discussions about their class and their needs have increased.
6	Lack of opportunities and simple experiences. Observations from staff revealed that children had little life experiences and lacked understanding when discussing stories or discussing wider curriculum topics.

## 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
Improve communication and language and vocabulary development	Children will develop and use language in order to explain their needs, reason their thoughts and share their knowledge. Children will have more confidence to speak coherently to adults and their peers.
Improve phonics and reading	Children will be confident in their phonics and be able to apply them in order to improve their reading.
Improve the language of maths	All year groups to use the Essential Maths Teaching sequence to ensure consistency of mathematical language is taught and developed.
Improve the attainment of maths	To ensure the correct sequence of learning is taught in the correct order to build upon prior knowledge and skills. Pedagogy will be enhance to ensure all learners are engaged and are fluent in mathematical language and strategies.
Support families in their circumstance to improve support and attendance	Teachers and teaching assistance to complete the Pupil Premium Profile to look at the child holistically to see is support can be put in place Family support worker to assist the families to help them support their children's development, well-being and learning Attendance will improve and parents are supported in understanding the importance of attending daily
To improve in identifying and implementing strategies to address issues and improving well- being for children to give a positive impact on learning and attainment	To continue with children accessing the intervention programmes in developing strategies to help support their well-being and how to overcome challenges
Improve children's knowledge of the world through participation in different experiences to increase understanding and language.	Increased opportunities within all areas of the curriculum to ensure all children start their learning equally and can draw upon their knowledge

## 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: £20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra Qualified teacher to teacher English and Maths in smaller groups Extra teacher was employed to reduce the class sizes for the year 2 class 2020/2021.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> Use high quality targeted support to help all children learn mathematics High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff.</p>	<p>1, 2 and 3</p>
<p>With the support from Herts For Learning Maths TLA we will ensure that within maths, curriculum pedagogy.</p>	<p>Evidence shows that learners will progress when practitioners' understand how children learn mathematics Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">.https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>1 and 3</p>
<p>Curriculum Experiences enhancing the curriculum</p>	<p><a href="https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf">https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf</a> Marc Rowland's research on the importance of knowing the barriers to learning and ensuring when children step into the classroom ready for learning all children start equally and are not at a</p>	<p>1, 4 and 6</p>

	disadvantage due to their family's economic disposition.	
Phonics Training for all staff to ensure consistency of high quality  Purchase of the RWI online Hub with resources and up-to-date training clips	Ensuring that all staff receive up-to-date training and ongoing support for the RWI manager and Phonics Portal so that there is consistent high quality teaching of phonics.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 and 2
Develop childrens' speaking and listening skills and wider understanding of language	There is evidence to suggests that developing children's speaking and listening and oracy skills will impact on their Literact skills. It will develop their comprehension which in turn will impact their structures for writing.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1, 2 and 6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,233

Activity	Evidence that supports this approach	Challenge number (s) addressed
TLA Maths - support Teachers and Teaching assistants in planning	Evidence shows that subject knowledge for teaching staff is key to ensure high quality first teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1,2,3 and 4

for effective intervention for disadvantaged children	Marc Rowland - Addressing the Educational Disadvantage in Schools and Colleges - The Essex Way	
Phonics Training for Phonics Tuition intervention to support children in progressing in their learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Teaching assistance will receive ongoing training and support in phonic tuition which is an intervention programme linked to the RWI phonics programme	1 and 2
TA – smaller more targeted phonics/math groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Teaching assistance will receive ongoing training and support in phonic tuition which is an intervention programme linked to the RWI phonics programme. Smaller groups will help those children who come against a barrier.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3 and 4
TA interventions NELI programme Welcomm programme	Children will be assessed and identified with language gaps. Children will receive scripted individual and small-group language teaching sessions delivered by teaching assistants, or early years educators, to children identified as being in need of targeted language support.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Neli">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Neli</a>	1,2,3 and 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	<p>Evidence shows from previous cases that with intervention and support for the family it helps the parents deal with their own issues which in turn allows them to be in a better place to focus on and support their child.</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&amp;page=1&amp;resultsPerPage=10&amp;view=list">https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&amp;page=1&amp;resultsPerPage=10&amp;view=list</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p> <p><a href="https://www.zonesofregulation.com/learn-more-about-the-zones.html">https://www.zonesofregulation.com/learn-more-about-the-zones.html</a></p>	5
<p>To fund intervention therapies to support children in developing and using strategies to help regulate their emotions</p> <p>Drama Therapist Protective behaviours Happy Human Project STEP training for behaviour</p>	<p>There is very strong evidence that when children feel in a secure and safe place in their well-being they are ready to learn. We can aid children the tools to know what it is like to feel safe and not feel safe and what to do about it. We can give strategies to children to know what to do if something is bothering them creating a barrier to their learning. Although not every problem can be solved it is important the children know and understand that we recognise and value their barriers and help children overcome or address them to ensure their learning is not impacted on.</p> <p>There is also strong evidence that if teacher's knowledge, understanding and attitudes of barriers such as ACEs and attachment disorders, that they are able to ensure their teaching and pedagogy is adapted to meet these learner's needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=self%20regu">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=self%20regu</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p> <p><a href="https://www.zonesofregulation.com/learn-more-about-the-zones.html">https://www.zonesofregulation.com/learn-more-about-the-zones.html</a></p> <p><a href="https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&amp;page=1&amp;resultsPerPage=10&amp;view=list">https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&amp;page=1&amp;resultsPerPage=10&amp;view=list</a></p>	4 and 5
Breakfast club/ after schools	<p>There is strong evidence to suggest if children attend breakfast club, and have had a good nutritional breakfast with a range of activities to be involved with this will impact on their learning.</p>	5

clubs milk uniform	Marc Rowland – An undated Practical guide to The Pupil Premium	
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**Total budgeted cost: £ 49,170**

## 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 2020 to 2021 academic year.

**Ensure all members of staff (including NQTS and TAs) have received up-to-date training in order to deliver high quality phonics sessions and that the scheme is delivered consistently** - All staff received training for RWI in January 2021. In September 2021 all new members of staff received up to date training. The RWI manager is released once a week in order to monitor and support staff with high quality teaching. The RWI manager also delivers 'light-bite' training for teaching assistants.

#### **KS1 Year 1**

##### **Cohort – 58 children 13 Disadvantage children.**

1 child will not be counted as they exempt from the phonic programme due to language and communication delay – EHCP

Attainment:

September 2020 baseline			May 2021 Assessment		
Below	Age	Above	Below	Age	Above
11	1	0	5	5	2

Progress since September:

100% of the children all made progress and 58.3% made accelerated progress.

##### **Year 2 This Cohort at the end of Reception was 52% GLD**

##### **Cohort – 58 children 16 Disadvantage children.**

September 2020 baseline			May 2021 Assessment		
Below	Age	Above	Below	Age	Above
12	4	0	10	6	0

Progress since September in RWI reading stages:

100% of all the disadvantage children have made expected progress and (12/16) 75% made accelerated progress in the phonics programme however only 37.5% reached age related expectation by the end of Year 2.

This will continue into 2021 and 2022 academic year to ensure further progress and higher attainment is achieved. TAs will receive the Fast Track Tuition training in September 2021 to support children who are not attaining.

**To use assessment for learning to identify the lost learning to impact on concise planned catch up programme.**

Staff attended training on assessment for learning. They used strategies from the training in order to address gaps in the children’s learning after the first lockdown and closure of schools. The staff liaised with each other to discuss the ‘lost learning’ – what was not taught due to closures and what was ‘forgotten’. A blended approach was taken to the curriculum identifying the keys skills that needed to be taught to help the children get back on track. Unfortunately the second lockdown in 2021 set this back as teachers had to carefully select parts of the curriculum which could be taught effectively from a distanced online approach. When the children returned in the summer the staff used formative assessment and diagnostic assessments to identify further gaps. For one particular year group, which were a low attaining cohort with high number of disadvantage and vulnerable children, an extra teacher was employed and the class was split in half to ensure targeted teaching. It was to ensure some of the gaps were addressed in well-being, phonics and maths. There were issues with behaviour which significantly improved with the extra teacher and the class sizes made smaller. We can see this the with the attainment of the phonics screening test – in Autumn 2020 the results were:

**Phonics Screening check –**

The children did not take their phonics screening check in the summer of 2020 due to schools being closed. The children took the check at the beginning of autumn term so that it could inform the teachers of lost learning.

September 2020 baseline (16 children)		June 2021 Assessment (16 children)	
Below	Passed (32)	Below	Passed (32)
10	6	3	13

Of the 3 that didn't pass in June are SEND and 1 child is going through a parental bereavement - they are 4 words off the pass mark.

**To ensure there is a holistic approach to identifying the gaps in the children's learning and addressing the emotional impact of the COVID lockdown has had on the well-being of the children.**

The pupil premium profiles were implemented. This is a whole team approach on looking at the child holistically as to what their barriers to learning are and what the teacher can put in place in order to address them. It was a challenge to do this last year when the second lock down was put in place as new barriers arose. Engagement with online learning became the biggest challenge and so staff had to complete and engagement and well-being tracker weekly to ensure they knew what their children were accessing and if parents needed support in helping their child. If a child was not engaging with the work that was set, the class teacher called the parent to offer any support or if they wanted their child return to school. The pupil premium lead offered out school places to all disadvantage families but the majority of them did not take up the place but engaged with online learning. Most disadvantage families joined the online contact sessions and engaged with the guided reading sessions that the TAs delivered. The parents requested the school to print out the work weekly as they had no access to printers or the impact of cost of the printing was too much for them, which the school did.

When the children returned before Easter the focus was on well-being. The Happy Human project was re-introduced to support children in coming back into school, addressing their fears and separation anxieties. This was successful as the children enjoyed these sessions and it put them at ease. Extra sports interventions were put in place to get the children physically active again as the school are aware that some of the children live in homes with no access to gardens.

Conversations and feedback from parents were positive agreeing we had taken the right approach in welcoming the children back to school

The school invested into Herts For learning Diagnostic tool in addressing the gaps in maths and partaking the in the Summer Project in planning out the summer term to address the keys skills that needed to be taught. This was successful and will be continued into the next academic year.

These objective will need to continue and will be incorporated into the new targets next academic year to ensure maximum improvements in narrowing the gap between disadvantage and non-disadvantage children.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Phonics	Ruth Miskin - RWI
EYFS Language development	Wellcom
EYFS Language Development	NELi
PE development	GetSet4PE
Mindfulness and self-regulation	Happy Human Project
PSHE	Jigsaw
Music	Sing Up
Maths	Herts For Learning - Essential Maths
Reading	Oxford Reading
Online learning to support other lessons – home learning	Purple Mash