

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	231
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£45,705.00 £2736 - EYPP
Recovery premium funding allocation this academic year	£3915.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£52,356.00

Part A: Pupil premium strategy plan

Statement of intent

Demographics and Context

Watford Field School Infant and Nursery is a community school in central Watford. Watford has a population of approximately 96, 800 people. It is situated in Hertfordshire but on 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 approximately 233 children ranging from age 3-7. We are a 2 form entry school with approximately 60 children in each year group. We are non-selective and an 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 to vulnerable and disadvantage children
- 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 identifying priorities and 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 our children and fulfils the expectations of the Pupil Premium strategy document

1. High quality teaching

We will ensure that an effective qualified 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 turn creates 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 Relax Kids 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 and understanding and 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 make 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 Relax Kids the drama therapist and the family support worker, children know that they feel safe and cared for. As part of our Behaviour Policy, Zones of Regulation are taught throughout the school. This support their understanding about their minds and that the best learning mind is being calm and relaxed, not assuming all children know how that feels. 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 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	Due to the cost of living crisis, 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	<p>Children will develop and use language in order to explain their needs, reason their thoughts and share their knowledge.</p> <p>Children will have more confidence to speak coherently to adults and their peers.</p>
Improve phonics and reading	<p>Children will be confident in their phonics and be able to apply them in order to improve their reading.</p>
Improve the language of maths	<p>All year groups to use the Essential Maths Teaching sequence to ensure consistency of mathematical language is taught and developed.</p>
Improve the attainment of maths	<p>To ensure the correct sequence of learning is taught in the correct order to build upon prior knowledge and skills.</p> <p>Pedagogy will be enhance to ensure all learners are engaged and are fluent in mathematical language and strategies.</p>
Support families in their circumstance to improve support and attendance	<p>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</p> <p>Family support worker to assist the families to help them support their children's development, well-being and learning</p> <p>Attendance will improve and parents are supported in understanding the importance of attending daily</p>
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	<p>Teachers to be trained in Trauma and Attachment to understand the purpose of Zones of Regulation and making reasonable adjustments for children who find regulating their emotions challenging.</p> <p>To continue with children accessing the intervention programmes in developing strategies to help support their well-being and how to overcome challenges</p>

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
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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: £24,100

Activity	Evidence that supports this approach	Challenge number(s)
Teaching and Learning CPD project - staff working together to develop pedagogy and theory of learning and teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Rosenshine’s Principles in Action by Tom Sherrington will be used to support teachers in developing their pedagogy. This will help teachers to be more reflective in their practice to ensure their lessons are learning led not activity led.	1, 2 and 3
With the support from Herts For Learning Maths TLA we will ensure that within maths, curriculum pedagogy is planned well Continues until April 2023.	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 .https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 and 3
Curriculum Experiences enhancing the curriculum	https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf 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	1, 4 and 6

	equally and are not at a 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Develop children's speaking and listening skills and wider understanding of language	Evidence suggest that developing children's speaking and listening and oracy skills will impact on their Literacy skills. Talking through 'written language' will support children's understanding of writing structures – sentences to sequencing stories. All staff will receive training from Talk for Writing and reflect on the pedagogy and theories to learning. Talk for Writing training and development days July 2022 – February 2024 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Training in Vocabulary teaching in Autumn 2022 from Speech and Language therapists - Word Aware 1 - Teaching Vocabulary Across the Day, Across the Curriculum By Stephen Parsons & Anna Branagan	1, 2 and 6

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

Budgeted cost: £13, 233

Activity	Evidence that supports this approach	Challenge number (s) addressed
TLA Maths - support Teachers and Teaching assistants in planning for effective intervention for disadvantaged children	<p>Evidence shows that subject knowledge for teaching staff is key to ensure high quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Marc Rowland - Addressing the Educational Disadvantage in Schools and Colleges - The Essex Way</p>	1,2,3 and 4
Phonics Training for Phonics Tuition intervention to support children in progressing in their learning.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching assistance will receive ongoing training and support in phonic tuition which is an intervention programme linked to the RWI phonics programme</p>	1 and 2
TA – smaller more targeted phonics/maths group groups	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3 and 4

<p>TA interventions NELI programme Welcomm programme</p>	<p>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.</p> <p>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&utm_medium=search&utm_campaign=site_search&search_term=Neli</p>	<p>1,2,3 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker</p>	<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>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p>	<p>5</p>
<p>To fund intervention therapies to support children in developing and using strategies to help regulate their emotions</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</p>	<p>4 and 5</p>

<p>Drama Therapist Protective behaviours Relax Kids STEP training for behaviour Therapy dog</p>	<p>they are able to ensure their teaching and pedagogy is adapted to meet these learner's needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=self%20regu</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p>	
<p>Breakfast club/ after schools clubs milk uniform</p>	<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> <p>Marc Rowland – An undated Practical guide to The Pupil Premium</p>	<p>5</p>

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.

2021- 2022 Review

Review of training and CPD

During the Autumn Term 2021 all staff received in house training focusing on pedagogy. Over the course of 4 weeks, staff collaborated ideas on how to improve on their pedagogy in the classroom. The staff would try out different strategies and then would feedback to the team. This improved how teachers approached their planning and the activities they set for the children. This impacted directly to all children but particularly those who are at a disadvantage. We will continue to revisit this to ensure we sustain good practice.

The Maths TLA from Herts for Learning was budgeted to support the teachers CPD for 4 days over the financial year. The TLA delivered whole staff training on Fluency sessions which are separate sessions from the maths sessions in order to embed strategies and concepts. The maths TLA also supported teachers in their planning and modelled lessons. This will continue for next academic year (2022 – 2023)

The staff focussed on developing children's language and vocabulary. As a starting point for all subject leaders, teachers were introduced to the research of Alex Bedford – The Pupil Book study. This is a strategy used to monitor what children have learnt and retained from the teaching. From this monitoring the subject leaders were able to ask the children what they remembered learning and what certain subject specific vocabulary meant. From this the subjects leaders concluded that more work needed to be done on securing new language within the each subject. All subjects leaders felt that there should be a format in the children's books which lays out all the vocab that will be taught in that year group. This strategy will continue into the next academic year (2022 -2023).

New staff have been given RWI training to ensure consistent high quality teaching. The RWI manager has had development training from RWI and this has support in the high quality teaching across the school. The RWI manager has continued with weekly 'light-bite' training and has continued to be released from class weekly to monitor progress of children across the school. Phonics and reading achievement has increased. This strategy will continue into the next academic year (2022 – 2023).

Impact of training

Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021. In 2021-2022 there is published data but results will not be used to hold schools to account.

As a school we would expect to see an increase in our achievements with the training that has been put in place. However, end of Key Stage 1 results are lower compared to 2019 due to the impact of COVID.

KS1 Year 1 Phonic Screening 2021-2022 DATA

Over all pass percentage for the phonics screening in June 2022 was 82.5%.

Children who are eligible to receive funding for Pupil Premium funding achieved the expected standard of phonics 62.5% this is an increase from 2021 by 12.5%

Year 2 End of Key Stage Data 2022

Cohort – 51 children in the year 14 disadvantage children.

Reading

Over all the percentage of children who achieved the expected standard of reading was 78.4%.

Children who are eligible to receive funding for Pupil Premium funding achieved the expected standard in reading was 57.1%.

Writing

Over all the percentage of children who achieved the expected standard of writing was 78.4%.

Children who are eligible to receive funding for Pupil Premium funding achieved the expected standard in writing was 42.9%

Mathematics

Over all the percentage of children who achieved the expected standard of maths was 66.7%%.

Children who are eligible to receive funding for Pupil Premium funding achieved the expected standard in writing was 50%

Next steps

Attainment is low and although this is impact from the effects of school closures, we are determined to ensure that attainment in achieving the expected standard in reading, writing and maths is increased.

The school are committed to supporting teachers with up to date training and cognitive science to ensure all children receive a high quality education.

As it was identified earlier on in the year that achievement would be lower in 2022, SLT took immediate action to ensure teachers CPD was of high quality to impact learning in the classroom.

All staff received Talk For Writing in June 2022 – this will be embedded next academic year. The training was carefully planned in order to support teachers in the understanding of the principles of modelling, rehearsing, practicing and retrieval. Talk for writing encourages teachers to use language rich texts and plan structured lessons in order to support children in telling stories using clear and descriptive language. The children rehearse their sentences of story first before they write it. The impact of this training will reflect more in Autumn 2022 DATA.

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

Programme	Provider
Phonics	Ruth Miskin - RWI
EYFS Language development	Wellcom
EYFS Language Development	NELi
PE development	GetSet4PE
Mindful ness and self-regulation	Relax Kids
PSHE	Jigsaw
Music	Charanga
Maths	Herts For Learning - Essential Maths
Writing	Talk for Writing