

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Watermill School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was first published	Summer 2022
Date on which this review was made	Autumn 2023
Date of next review	Autumn 2024
Statement authorised by	J May
Pupil premium lead	E Robertson
Governor / Trustee lead	N Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153 440
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	£153 440

Part A: Pupil premium strategy plan

Statement of intent

At Watermill School our school ethos “We like to teach the way you like to learn” underpins everything that we do. We believe that meeting the individual needs of each pupil ensures for the highest standard of personal achievement for all, regardless of their background. We strive to ensure that all of our pupils are happy at school and are supported to grow and develop educationally, socially, physically and emotionally. We aim to prepare our pupils for the wider world, giving them the building blocks to set them on the right track for a successful life when they have left us at Watermill School.

At the centre of our approach is high-quality teaching that focusses on the needs of the pupils that attend our school. We know that children learn through their total experience and as such the consistent, structured approach that underpins teaching and learning and our curriculum, alongside our carefully designed learning environment, supports everyone at Watermill to be successful at school. We are flexible in our approaches to teaching and personalise the curriculum through regular assessment and reflection on practice which is supported by a strong menu of professional development for staff.

The Pupil Premium’s central aim is to improve outcomes for socio-economically disadvantaged pupils. We recognise that disadvantage goes beyond the Pupil Premium label and that the challenges that our vulnerable pupils face are varied and complex. Therefore, our approach is responsive to the individual needs of our pupils and not made using assumptions about the impact of disadvantage. We utilise current research and supporting evidence, including that from The Education Endowment Fund, to develop our approach within this strategy.

Challenges

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

Challenge number	Detail of challenge
1	All our pupils at Watermill have a recognised need for Cognition and Learning, but there are many other aspects that make barriers to educational achievement for our pupils. Many of these barriers relate to a specific Special Educational Need, physical barriers, communication and interaction difficulties, social and emotional health, sensory and processing skills. This wide range of SEND needs in school means that there the wide range of strategies and resources used need to be employed and well-managed.
2	Our assessments and observations show that often pupils’ resilience and response to taking on new challenges is often low on entry to Watermill.

3	Many of our pupils have additional challenges relating to communication.
4	We recognise there has been an increase in pupils with Sensory Processing Difficulties within our school. This means there is a need for more sensory programmes to be implemented in classrooms to support pupils' engagement in the school day.

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
Disadvantaged pupils will have equal or greater progress levels than non-disadvantaged pupils in all core subject areas.	Termly data analysis will show all disadvantaged pupils making, or exceeding, expected progress.
Disadvantaged pupils will have equal or greater progress levels than non-disadvantaged pupils in all curriculum areas.	Termly data analysis will show all disadvantaged pupils making, or exceeding, expected progress. There will be an increase in participation of disadvantaged pupils in wider school activities such as clubs, D of E and School Council.
Pupils with SEMH needs will have skills in self-regulation which leads them being able to fully engage in the learning opportunities on offer in school. Individual barriers to learning are identified and care plans are developed and support is put in to place.	Analysis of behaviour data shows greater time in class and on task for identified pupils. Staff voice shows a confidence in knowledge and skills to support these pupils. Pupil voice shows pupils have an understanding of strategies and support available and the impact that this has for them. Parent voice shows a confidence in working in partnership with school.
KS4 pupils access a broad range of qualifications relevant to their needs.	Pupils gain relevant qualifications.
Pupils are ready to move on to other settings at the end of their Watermill journey.	Pupils' resilience at transition points is deemed as good. They achieve goals set out in their EHCP relating to preparation for adulthood and pupils are confident to move to their next setting. Zero NEET figures.

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: £22 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Life Guard Qualification £1000	EEF found that 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	2,3
High quality training and CPD for all staff at Watermill School Broad range of support staff CPD Ongoing CPD delivered by teachers who are experts in their field, deliver training and provide practical support Professional development opportunities for staff to further develop their skills £10 000	Th EEF state that evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. This is particularly true for socio-economically disadvantaged pupils. EEF Guide to the Pupil Premium: https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 EEF Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Key Strings Music Company £500	EEF evidence shows that Arts participation has benefits to more positive attitudes to learning and increased well-being alongside around +3moths progress in academic progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4

Sensory Room Equipment £6000	As a school we have seen an increase in the number of children with sensory needs and therefore an increase in children accessing Sensory Alert Programs. This supports children in accessing learning as well as increased wellbeing. https://www.alertprogram.com/	1,2,4
Library and Phonics resources and world book day activity £5000	Research shows that 'Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making'. DfE Reading Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf Book Trust Reading for Pleasure https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf	1,2,3,4

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

Budgeted cost: £ 113 440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recognised interventions. Details on request. No Cost	Wide range of interventions to address all needs at some level. Lodge Records and Intervention Logs.	1,2,3,4,
Support Staff employed to target	1:1 tuition: EEF +6 months (in primary schools)	1,2,3,4,

specific 1:1 sessions in Reading, Writing, Maths, S&L. £22 440	Low attaining pupils gain the most from 1:1 tuition, particularly where this is through regular short sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#:~:text=What%20is%20it%3F-,One%20to%20one%20tuition%20involves%20a%20teacher%2C%20teaching%20assistant%20or,a%20replacement%20for%20other%20lessons.	
Introduce “The Lodge” Support Staff and Equipment £16 000	EEF Improving Social and Emotional Learning in Primary Schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1697451963 Targeted support +6 months Universal approaches +3 months	1,2,3,
Class JM New Nurture Class £75 000	EEF Improving Social and Emotional Learning in Primary Schools: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1697451963 Targeted support +6 months Universal approaches +3 months	1,2

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £17 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recognised Wave 3 short term interventions . Range of intervention details on request.	Pupils have targeted interventions using recognised methods.	1,2,3,4

Additional Family Worker £17 500	Research shows that Parental Engagement is a key factor in support children in improving school attendance, engagement in school learning and with wider activities. EEF Parental Engagement Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Lunch Time Clubs Programme No Cost	EEF Children's University Project 2+ months The Social Mobility Commission report An Unequal Playing Field investigated the availability and impact of extra-curricular clubs in schools. It found that ultimately our report shows that a young person may miss out on some of the most valuable experiences in life –a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers –simply because of their social background and where they grew up. It is time to level the playing field.	1,2,3

Total budgeted cost: £ 153 440

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 2022 to 2023 academic year.

Internal data in Summer 2023 showed all pupils made progress in English and maths. Staff are more aware of Stretch and Challenge and this is evident in lessons and books.
Disadvantaged pupils in Maths now make the same progress as non-disadvantaged pupils.

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
Rapid Reading/Phonics	Rapid reading

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
NA	