

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	Water Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 21
Date on which it will be reviewed	January 21
Statement authorised by	Chris Willan
Pupil premium lead	Chris Willan
Governor / Trustee lead	Tracy Cuthbertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,245
Recovery premium funding allocation this academic year	£4,430
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	£37,675

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Barriers to learning

- Welfare and social issues including parental engagement, safeguarding issues or behavioural support required
- Starting points – assessment on entry to EYFS shows many children have poorly developed communication skills, and poor personal, social and emotional development. Reading and writing on entry is substantially below development milestones for the majority of children.
- Attainment of PP Children below non PP children at KS1, In school tracking
- Limited life experiences and lack of parental aspiration and support in home learning (Lack of enrichment activities)
- Home issues including low attendance/ punctuality
- Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.
- 57% of our school population resides in Band G With a further 39% in Bands F and E

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Objectives

- KS2 – Close gap in attainment between pupil premium and non-pupil premium
- KS1 and EYFS – Attainment of disadvantaged pupils to be in line with or above national
- % of children passing phonics screening check is at least in line with national expectations and that children are in line with expected standard in reading across school
- Better support – mental health and social and emotional needs of disadvantaged children and their families.
- Increase parental engagement for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Starting points – assessment on entry to EYFS shows many children have poorly developed communication skills, and poor personal, social and emotional development. Reading and writing on entry is substantially below development milestones for the majority of children.
2	Attainment of PP Children below non PP children at KS1, In school tracking
3	Welfare and social issues including parental engagement, safeguarding issues or behavioural support required
4	Weak Language and Communication skills
5	Limited life experiences and lack of parental aspiration and support in home learning (Lack of enrichment activities)
6	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Create lifelong memories and learning experiences	All children to receive access to enrichments including beyond the classroom and school day.
Increase attendance and punctuality	Ensure attendance of disadvantaged pupils is above 95%

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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellcomm</i> £449 <i>Nuffield Early Language Intervention</i>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p>	1,2,4
<i>SENDCo Additional Support</i> (£8,320)	<p>?% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of those with additional medical and intimate care needs</p> <p>Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p>	1,2,4,6
<i>CPD</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Walk Thrus – Instructional Coaching System</p> <p>Part of the Maths Hub – Leading practitioner</p> <p>NW Maths Hub CPD for EYFS, Y1, Y2</p>	All

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast Track Phonics / Bounce back Phonics – Intervention Programme</p> <p>Extra TA to support Streamed phonics programme – This will allow the school to keep group numbers low and to teach to phase and abilities</p> <p>Extra TA in EYFS/Y1 to support learning and progress of all pupils</p>	<p>The headline attainment figure is the PSC from Nov last year. Only 50% passed the screening check in Year 2 – Raised to 80% in June</p> <p>Year 1 and EYFS tracking suggests similar achievement due to Covid, Remote learning.</p> <p>GLD low compared to previous years. Targeted support for Year 1 children and Baseline for EYFS.</p>	1,2,4
<i>Power Maths (Mastery)</i>	GLD low and in school tracking suggests low attainment in Maths compared to recent years. Power Maths scheme will enable low class sizes and teaching will be focussed within year groups for support and challenge	1,2
<i>Bug Club</i> <i>Access to more Reading resources for all pupils</i>	Remote Learning engagement and attainment measures suggests a decline in Reading achievement for children in EYFS and Year 1	1,2,4,5
<i>Nurture Group</i>	More frequent behaviour difficulties meaning PP pupils are more likely to require nurture and engagement activities which impacts on their academic progress.	3,5,6

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tagtiv8</i>	Active Learning in English Maths to support academic achievement and improve health and wellbeing of all children	3,5,6
<i>Music Curriculum Enhancements</i> <i>Saxophone Tuition</i> <i>Garage Band</i> <i>Singing lessons</i>		3,5,6
<i>Outdoor Curriculum</i> <i>Forest School for all Pupils</i> <i>Fishing</i>		3,5,6
<i>Lunchtime Support</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.