



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	22.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Miss Elizabeth McKay
Pupil premium lead	Mrs. Jennifer Edington
Governor / Trustee lead	Mrs. Lindsay Bevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,610
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,940



Part A: Pupil premium strategy plan

Statement of intent

At Water Primary School our intention is that all children are provided with the means to make good or better progress across all areas of the curriculum, regardless of their background or any challenges they may face. All children will reach their full potential, as they feel valued and empowered, as resilient learners who have a deep understanding of the world around them. Water Primary School pupils are diverse and are from a range of differing social and economic backgrounds; many have different starting points in life and varied barriers which can affect their learning and progress. At Water Primary, we aim to provide support, with high quality teaching at the heart of our approach, so that barriers are fully identified to ensure all pupils can reach their full potential and are able to engage fully in all parts of school life.

This is achieved through a process of the 5-step cyclical model from the Education Endowment Foundation (EEF):

1. Diagnose our pupils' challenges and needs.
2. Use strong evidence to support our strategy.
3. Develop our strategy.
4. Implement our strategy.
5. Monitor and evaluate our strategy.

Pupil Premium funding will be allocated following a robust and rigorous 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.

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 that the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP children below Non-PP children evident in school tracking, across Reading, Writing (including Phonics) and Maths.



2	We have identified an increase of pupils who are disadvantaged and have specific SEND needs, demonstrating regular dysregulation.
3	We have identified an increase in pupils who require support in the area Social, Emotional and Mental Health. We have observed a decrease in wellbeing and school readiness.
4	Pupils in receipt of Pupil Premium, and often identified as SEND, and their families are requiring further pastoral support.
5	Attendance (2022-2023 academic year) for PP children was 94.1% compared with Non-PP children at 96.3%. In some cases, these children have persistent absences.

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
To narrow the gap between attainment outcomes in Reading, Writing (including Phonics) and Maths between PP children and Non-PP children.	Phonics, KS1, KS2 data and internal tracking shows improved outcomes for PP children. Where children do not achieve GLD (EYFS) or age-related expectations, due to SEND, they make strong progress from their starting points, evidenced through PIVATS tracking.
To reduce incidents of dysregulation for our pupils who are disadvantaged and have SEND. To ensure staff are equipped with the skills and knowledge to support our pupil's experiencing dysregulation.	Graduated Response – Individual Education Plan/Personalised Provision Plan (as appropriate) EHCP Pathway Reduction in behaviour incidents (ABCs/CPOMs logs). Children displaying more self-regulation. Further training in behaviour management for the whole staff team including supporting children with SEND.
To improve wellbeing for our pupils in receipt of Pupil Premium and ensure they are ready to learn. To ensure staff are equipped with the skills and knowledge to support pupils requiring emotional support.	Increased wellbeing for pupils/children happier in school, evidenced through Moodtracker data, PP wellbeing surveys, Pupil Voice etc. Reduction in behaviour incidents (ABCs/CPOMs logs). Mental Health Champion and pupil ambassadors. Increased participation in the wider curriculum clubs. Further training in behaviour management for the whole staff team including supporting children with their SEMH needs.



<p>To ensure the quality of support and provision for disadvantaged pupils' wellbeing and mental health impacts positively on pupil outcomes.</p>	<p>Pupils and families in need of early help are effectively identified and signposted to the appropriate provision and/or agencies as required. This impacts positively on prospects and outcomes for individual pupils. Complex family situations do not prevent children from flourishing.</p>
<p>To ensure the attendance of pupils in receipt of Pupil Premium is in line with their Non-PP peers.</p>	<p>Reduced number of absences. Overall attendance for all pupils to be 96% or higher and reduced gap between PP children and Non-PP children – no more than 1% (currently 2.2%).</p> <p>Close tracking and monitoring of attendance, in particular Persistent Absentees.</p> <p>School response and procedures followed, in accordance with School Attendance Policy, for attendance concerns, meeting the threshold. Use of CPOMs to record actions taken.</p>

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: £ 1,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Support Training for staff Specialist Support from Acorn Psychology as part of whole staff Behaviour Training</p>	<p>Behaviour Policy – reviewed regularly Graduated Behaviour Response In-house Behaviour CPD Class Teams coaching/reflection</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 2, 3, 4, 5</p>



Phonics training for whole staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast-Track Phonics/ Bounce Back Phonics Intervention Programmes	Phonics approaches and targeted intervention programmes have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Evergreen Nurture Provision	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Forest School Nurture Group for identified children with SEMH needs	Used a part of a combination of whole class Social and Emotional learning and targeted support for pupils with particular social and emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3
Extra Teaching Assistant in Evergreen Class for further support for children with identified SEMH needs	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where Teaching Assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of Teaching Assistants in everyday classroom environments has not been shown to have as positive an impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3



BFC intervention sessions	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3
Nessy intervention to boost reading and spelling outcomes	<p>https://educationendowmentfoundation.org.uk/news/supporting-children-to-decode</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1
WellComm assessments carried out by SENCo	<p>Communication and language approaches are a crucial part of provision in the early years. It is imperative to identify whether a child is struggling with vocabulary or social communication and carefully match approaches with the needs of the children.</p>	1, 2
WellComm targeted interventions delivered by TA	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	

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

Budgeted cost: £ 25,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/Family Support Worker	<p>Family Support Worker to work with families through targeted approaches and as the lead professional to include all agencies required. FSW to consider the specific needs the families of our pupils and offer sustained and/or intensive support where needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Targeted parental engagement interventions are responsive in nature and include approaches that involve staff having discussions with parents to gain information about the reasons for low attendance and collaboratively planning support students and their families need to overcome attendance barriers.</p>	2, 3, 4, 5



	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	
Moodtracker interactive software – early intervention resource for managing children’s emotions enabling school to closely monitor the moods of children so that we can be proactive in managing the mental health of our children Emotional check-ins	Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy, as well as strategies that relate to non-academic factors including attendance, behaviour and social and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Breakfast Club and After School Club Provision	Meal provision interventions aim to improve pupils’ experience of school, and subsequently assist good attendance. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1, 2, 3, 4, 5
School uniform, PE kits, trips	Improving children’s engagement within the curriculum for learning experiences such as trips.	3, 4
Additional learning materials to support any gaps in pupil learning	SATs GCP Books for Year 6 pupils	1

Total budgeted cost: £50,940



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 Evaluation

Attendance for children with PP has increased. It was 93.6% at the end of the academic year 2021-2022, and it was 94.1% for the 2022-2023 academic year. There is still a gap between children with PP and Non-PP children and this must decrease in the upcoming academic year.

A heavy emphasis has been placed on providing the children with a range of enrichment activities and learning experiences. These are now embedded within our curriculum offer and the provision we provide through SMSC.

Referrals to Speech and Language Therapy Service are made promptly following the WellComm assessment at the end of the Autumn Term, in which all Reception children are screened. Following this, children who have been identified as having speech difficulties receive tailored intervention in school.

CPD opportunities such as Maths Hub, Walk Thrus Coaching, have upskilled the whole staff team to support the continue High Quality Teaching across the school, positively impacting our children identified as disadvantaged.

Our priorities in this Pupil Premium Strategy include some areas which continue to require further improvements to outcomes for children in receipt of PP, as outlined in the *Challenges* section.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Fast-Track Phonics Bounce Back Phonics	Lancashire Literacy
Nuffield Early Language Intervention	NELI
Tagtiv8 – active approaches to teaching Maths and English	Tagtiv8