



# Waterside Primary School pupil premium strategy statement

1. Summary information					
School	Waterside Primary School				
Academic Year	2017/18	Total PP budget	96,820	Date of most recent PP Review	Oct 2017
Total number of pupils	200	Number of pupils eligible for PP	93	Date for next internal review of this strategy	Jan 2018

2. Current attainment 2016/2017	
Key Stage 2	<i>Pupils eligible for PP FSM (your school)</i>
17 % achieving in reading, writing and maths combined	10%
37% making progress in reading	40%
50% making progress in writing	40%
25% making progress in maths	20%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	% Waterside pupils meeting ARE is lower than National and Hampshire Average in reading in KS1 and KS2 highlighting a need for greater focus on reading.
B.	Some PP have low prior attainment gaps in maths
C.	Low attainment in Reading has impact on vocabulary knowledge, spelling and grammar
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor home learning environments, low attendance (93.4% for PP children in 2016/17 compared to 95.9% non PP) lack of first hand experiences (including being read to in infancy/early years) and family/child mental health/social and emotional issues have a negative effect on learning and self esteem

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress in Reading in KS2 and KS1 PP children to make the same (or more) progress from baseline assessments as all other pupils in all year groups	Increase in the frequency and accuracy of reading throughout the year by the lower attaining pupil premium children Measured through reading diary and reading book scrutiny and pupil monitoring QFT in reading shows an greater mastery of English reading skills by pupils being achieved Reading Diaries show range of book types and increase in amount of



		pupil reading. Reading Monitoring Forms show increase in reading habits and attitude
<b>B.</b>	Higher rates of progress in Maths across the school for PP children.	Books show an increase in fluency around number, reasoning and problem solving
<b>C.</b>	PP Children are making ARE in GPS. Higher rates of progress in Writing in KS2 In years 3,4,5 milestones show progress in writing	Regular spelling tests shows progress and high focus on spelling., Book scrutiny shows pupils are using their grammar and word knowledge effectively within their writing
<b>D.</b>	PP children attendance improves and is not greater than non PP children	Improved progress in all areas due to greater attendance in school.

## 5. Planned expenditure

**Academic year**

**2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Quality First Teaching</b> to narrow gap in attainment between PP children and others and to raise outcomes for all	CPD on improved feedback, AFL and focused Learning Intentions, modelling and task design.	CPD sessions have been based on evidence within school and recommendations from: <ul style="list-style-type: none"> <li>- EEF toolkit</li> <li>- disadvantaged pupils (DfE,2015);</li> <li>- Social Mobility &amp; Child Poverty Commission 2016</li> </ul>	Improved data tracking of PP children. Individual Pupil RAPs. Additional support for teachers where applicable based on book scrutiny's and lesson observations by SLT. Regular Pupil Progress Meetings	Head Deputy Head Maths/ English Leaders	Termly review  July 2018
Higher rates of progress in Reading in KS2 and KS1 PP children to make the same (or more) progress from baseline assessments as all other pupils in all year groups	Staff training on reading comprehension strategies and high quality top down whole class reading sessions	We want to invest some of the PP in addressing progress in reading which is a whole school area for development and will benefit all pupils. The EEF toolkit states that on average reading comprehension approaches improve learning by an additional 5 months progress over a school year furthermore, these approaches are particularly effective for junior age children.	Use staff meeting and INSET to deliver training Whole school planning and approach to reading. Continued monitoring. Purchase new reading books, quality texts being used to promote deeper learning. English Leader attending reading training Support from HIAS	English Leader	April 2018
Higher rates of progress in Maths across the school for PP children. Books show an increase in fluency around number, reasoning and problem solving	Mastery learning approach implemented across the school Staff training on the Mastery approach in every area of Maths	The EEF toolkit suggests that Mastery approaches to learning are effective leading to an additional 5 months progress over the year. It is particularly effective when children work in groups and take responsibility for their own and others progress.	Use staff meeting and INSET to deliver training on Mastery in Maths Training for LSAs on Mastery in Maths Maths Leader on CPD Maths Leader involved in local Maths Hub Support from HIAS	Maths Leader	April 2018



<p>PP Children are making ARE in GPS. Higher rates of progress in Writing in KS2 In years 3,4,5 milestones show greater progress in writing</p>	<p>No set groupings for writing – flexible approach ensuring challenge for all  Clear modelling of writing Simplified writing tasks to allow greater focus on improved writing</p>	<p>Our approach to the teaching of writing ensures that there are no fixed groupings as the EEF toolkits states that setting of groups in stone provides -1 months progress. Teachers use quality AFL to ensure flexible groupings and challenge available for all.</p>	<p>English Leader attending core Provision  English Leader attending moderation  Cross school moderation  Year 6 exemplification training</p>		
<b>Total budgeted cost</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children to make <b>progress from baseline assessments</b> in reading, writing and mathematics	Teaching Assistants to provide classroom support, small group learning and targeted interventions for any children falling behind their peers in Reading, Writing and Maths. Teachers to have clear and personalised Individual Raising Attainment Plans for PP children	Education Endowment Foundation (EEF) toolkit places strong emphasis on personalised feedback to children and developing metacognitive skills (ie "learning how to learn"). Releasing class teachers to meet individually with their own pupils allows conversations to set targets, review strengths and weaknesses. All interventions we use have been selected on basis of research evidence.	Pupil Progress meetings  Monitoring by SENCO and SLT		Termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality support for families and children by expert pastoral care worker.(Home Link Worker) PP children showing confidence and resilience as learners	Provision of staff to provide ELSA and PHIEPs interventions	EEF foundation evidence on building social and emotional resilience	Monitoring and clear programming	DH SENCO	Termly
Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)	Lunchtime club/breakfast club, extra curricular activities funded to encourage uptake by PP children Home Link Worker to work with parents to ensure attendance of pupils	Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular	Attendance of PP regularly monitored. Monitoring of club uptake by PP children	HT	Termly
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.            Our full strategy document can be found online at: <a href="http://www.aschool.sch.uk">www.aschool.sch.uk</a></p>