

# 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	Waterside Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	40% (77/194)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Moakes Headteacher
Pupil premium lead	Mark Ward DHT
Governor / Trustee lead	Katie Shimman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,864
Recovery premium funding allocation this academic year	£ 8,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,243
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 122,787

# Part A: Pupil premium strategy plan

## Statement of intent

At Waterside Primary School we have high expectations and ambition for all our children. We believe that no child should be left behind or be disadvantaged by their postcode.

Our approach to spending our pupil premium funding also recognizes that we have many children who may not be currently on our PP eligible list, but whom we know are extremely vulnerable for other reasons other than finance. Our approach will include supporting these pupils too.

We are determined that our children are given every chance to realise their full potential through ensuring that they leave us being able to confidently communicate and articulate their thinking, read and understand a variety of texts and be creative thinkers and problem solvers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Notably, communication, vocabulary and reading across the school as we know that these skills are vital to future success in life. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Our children work best with adults who know them well, and our plans for recovery hold this in mind.

Through a Knowledge rich curriculum, quality first teaching, targeted interventions and a focus on equality of opportunity we are working on eliminating barriers to learning, opportunity and progress.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils in KS1 and Reception suggest underdeveloped oral language skills and vocabulary gaps among many pupils and that there are low levels of communication, language and literacy on entry to school.

	Assessment and observations within KS2 indicate underdeveloped oral language skills and vocabulary gaps among many pupils. In general these are more prevalent among our disadvantaged pupils
2	Lack of access to additional learning opportunities and support.
3	Ongoing impact if Covid19 - Observations of pupils across both key stages has seen a lack of resilience in learning, this was compounded by the recent lock downs and disruption to learning. An increased number of pupils are being referred to CAMHS and are needing to access higher level emotional support from our ELSA and family support worker.
4	Observations and discussions with pupils highlight a lack of wider opportunities outside the school classroom (The Cultural Capital). This lack of opportunity to a wide range of life experiences can potentially affect their wider understanding of the world they live in and their aspirations.

## 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
<b>Early years speech acquisition and development of wider vocabulary</b>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Opportunities for children to close gaps in learning in KS1</b>	Assessments across KS1 will show a year on year increase in the number of children a) making progress and b) achieving age related expectations in reading, writing and maths
<b>Opportunities for children to achieve at greater depth by the end of KS2</b>	Assessments at KS2 will show a year on year increase of more vulnerable children achieving greater depth in all three areas at the end of KS2
<b>Developing a growth mindset, resilience, self confidence and aspirations for future learning.</b>	Sustained improvement towards attitudes to learning including: <ul style="list-style-type: none"> <li>increased confidence in answering questions</li> <li>improved attitudes toward questioning and exploratory learning</li> </ul>
<b>Lack of opportunities and experiences outside of the classroom.</b>	Children will have a varied programme of intentional, out of the classroom activities they are not prevented from accessing due to cost. This will impact positively on their work – we will be able to see improved vocabulary, better links in learning, and increased working memory

## 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

Budgeted cost: £43,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress.	1 2 3
High Quality teaching and focused interventions for all children in reading, writing and maths	EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic	3 2
Introduction of metacognition and self-regulated learning through Pirate story	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 2 3
High quality CPD and in-school support.	Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes.	1 2 3 4

### Targeted academic support

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition support for targeted pupils.	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils' specific needs.	1 2 3 4

Develop Language, oracy and communication skills	<p>EEF- On average oral language approaches have high impact on pupil outcomes of 6 months' additional progress.</p> <p>EEF- The average impact of reading comprehension strategies is an additional 6 month's progress over the course of a year.</p>	<p>1 2 3 4</p>
--	--	----------------------------

## Wider strategies

Budgeted cost: £ 42,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop life experiences within all children through trips, visitors and Forest School	<p>Forest School is shown to have gains in the following:</p> <ul style="list-style-type: none"> <li>Confidence</li> <li>Social skills</li> <li>Language and Communication</li> <li>Motivation and concentration</li> <li>Self-esteem</li> <li>Physical skills</li> <li>Knowledge and understanding</li> <li>Behaviour</li> </ul> <p>(Maynard, 2003; Murray and O'Brien, 2005; O'Brien and Murray, 2007; Davis et al. 2006)</p>	<p>1 2 3 4</p>
Equality of opportunity for all children built in to the school curriculum and wider opportunities.	<p>TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p> <p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p>	<p>4</p>
Contingency fund to support families who are disadvantaged.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3</p>

**Total budgeted cost: £113,245**

## 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

Areas achieved:

- Good staff training in phonics for all teachers and all LSAs.
- Speech and Language support introduced.
- LSAs used effectively on interventions across the school
- Use of White Rose resources, especially during Lockdowns, has enabled good quality remote maths provision and has continued with fluency and challenge of the maths curriculum. LSAs have used these resources particularly well in years where the gap in attainment is wide.
- It has been recognised that because of the 'positive and collegiate approach' taken by leaders, 'staff support the drive for improvement'. Teachers value continuing professional development opportunities and this is having a positive impact on their teaching and pupils' learning.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.
- Staff understand end of year expectations and are demonstrating through planning and assessment that they have high aspirations and expectations for pupil progress and attainment.
- Staff are aware of the different groups within their cohort and rigorously track and monitor their progress. Pupil Premium Plans and Individual Learning Plans have been developed in order that impact can be more easily measured.
- Teachers are rigorous in their assessments and that they are accountable for pupils' progress. Professional dialogue around assessment data has been a focus and as a result teachers have a good understanding of where support and intervention should be targeted, thus impacting on pupil progress.
- Pupils at Waterside are generally confident and self-assured. Most take pride in their work and they are proud of their school. They have good attitudes towards all aspects of their learning and these positive attitudes have a good impact on the progress they make.
- Teachers focus on establishing relationships built on mutual respect and thus there are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Attendance is good.
- Pupils are listened to and feel safe. Staff are trained to identify a pupil who may be at risk of neglect, abuse, or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan

## Reading

Year group		Number of Results	Meeting/exc ARE		Greater Depth	
			Number	%	Number	%
<b>2</b>	PP	8	3	37%	2	25%
	Non PP	14	10	71%	6	43%
<b>6</b>	PP	10	7	70%	1	10%
	Non PP	15	11	73%	4	27%

## Writing

Year group		Number of Results	Meeting/exc ARE		Greater Depth	
			Number	%	Number	%
<b>2</b>	PP	8	3	37%	0	0%
	Non PP	14	10	71%	1	7%
<b>6</b>	PP	10	4	40%	0	0%
	Non PP	15	10	66%	1	7%

## Maths

Year group		Number of Results	Meeting/exc ARE		Greater Depth	
			Number	%	Number	%
<b>2</b>	PP	8	4	50%	1	12%
	Non PP	14	10	71%	5	36%
<b>6</b>	PP	10	8	80%	1	10%
	Non PP	15	10	67%	3	20%

## Combined

Year group		Number of Results	Meeting/exc ARE		Greater Depth	
			Number	%	Number	%
<b>2</b>	PP	8	3	37%	0	0%
	Non PP	14	9	64%	0	0%
<b>6</b>	PP	10	4	40%	0	0%
	Non PP	15	7	47%	1	7%

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
Rising Stars Assessment Spring & Summer	Rising Stars
Bug Club	Rising Stars
LBQ	LBQ

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further Information (optional)

### Our Vision

**At Waterside teaching and learning go hand in hand and therefore developing our pupils as great learners goes hand in hand with developing our staff.**

**Our vision is that we will grow learners who:**

- Value learning
- Ask questions and feel safe enough to challenge others about their views
- Have opinions and the vocabulary to explain them to others
- Believe that what they do matters
- Can talk about what they are learning and why they are learning it
- Know that there is a world of opportunities beyond Hythe, as well as appreciating the diversity of the area within which they live
- Feel safe to try new things and to make mistakes
- Can form positive relationships with others
- Are proud of their school and community

**This will be facilitated by a staff who:**

- Believe they can make a difference to children's lives
- Are positive role models and who themselves are committed to lifelong learning
- Have consistently high expectations of all children regardless of their background or starting points

- Believe that Waterside children can achieve outcomes in line with others nationally
- Have an in depth knowledge of their children, their strengths and the barriers to learning that may hold them back
- Have the professional knowledge to support children to overcome their barriers and meet their full potential, regardless of background or starting points. Where this knowledge has gaps, there is a commitment to research and seeking support from others
- Can form positive relationships with others
- Are proud of their school and community

**For children and staff to flourish, leadership needs to ensure:**

- Everything is built on positive relationships
- School is a safe and supportive environment for all
- Everyone is clear of what is expected of them and how they contribute
- Achievements are recognised and celebrated
- Feedback is regular and informative
- Effective support or intervention is identified and directed when requested or required