

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	470
Proportion (%) of pupil premium eligible pupils	122/470= 26%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Louise Willis
Pupil premium lead	Naomi Rathbone, AHT
Governor / Trustee lead	Sarah Watson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,039.34
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>	£16,095
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£183,134.34

# Part A: Pupil premium strategy plan

## Statement of intent

At Waterside Primary School staff and governance recognise that every child has their own individual academic and emotional needs and are valued, respected and entitled to develop their full potential. It is our intention that all pupils, irrespective of their background or the challenges they face, make good and better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We always consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- . ensure disadvantaged pupils are challenged in the work that they're set
- . act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## 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 indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. 26% are currently not on track for ARE in Reading, 46% are currently not on track for writing and 31% are not on track for maths.</p>
4	<p>Our 2022-2023 attendance data indicates that attendance among disadvantaged pupils has been broadly in line with non-disadvantaged pupils.</p> <p>However, 36% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	21% PP pupils are SEND and have significant barriers to learning. 52% are currently not on track for reading, 82% for writing and 70% for maths.
6	Our observation is that the vast majority of disadvantaged pupils come with limited cultural capital which limits their baseline language and experience.

## 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
Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Children are able to close the gap on attainment making accelerated progress in writing	KS2 writing outcomes in 2024/25 show that more than 77% of disadvantaged pupils met the expected standard.
Attendance figures for the school, for all pupils, remain above national averages. There are no gaps between groups of pupils and those in receipt of the grant attend school as regularly as their peers.	Sustained high attendance from 2024/25 demonstrated by the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Increase opportunities to get to the expected standard through 1:1 and small group tutoring	Close the attainment gap for pupils with PP and SEND so that reading and writing attainment respectively reaches 72%, 64%,
Children have access to all the resources that they need to support their learning. Life experiences are given in school to support their enrichment opportunities	Disadvantaged pupils have access to enrichment opportunities. Targeted disadvantaged pupils attend before and after school offer as well as planned curriculum experiences

## 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: £ 11,345

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole school PDMs, Bespoke phase group support	Adaptive Learning (ECF)	122
Collaborative learning approaches – working in groups, ensuring that everyone participates	Collaborative Learning Approaches (EEF Toolkit)	122
Communication and Language approaches	EEF	122
Live marking and feedback at the point of learning (AFL)	Teachers feedback to improve pupils learning (EEF Toolkit)	122
Promotion of metacognitive strategies	Metacognition and self-regulation (EEF)	122
Teaching Assistant development	Teaching Assistant Interventions & Making best use of teaching assistants (EEF Toolkit)	122
Management time for school SENDco	High quality leadership (EEF A school's guide to implementation)	22

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

Budgeted cost: £ 146,116.56

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted group interventions	EEF – targeted focussed support in smaller groups EEF guide to Pupil Premium – tiered approach	50
SEL interventions	EEF- Social and Emotional learning	30
Web-based programs to be used in school and home - Purple Mash	Whole school strategy	122

- Spelling Shed - Letter join -TT Rockstars -SATs Companion		
The use of digital technology for targeted academic support	EEF using digital technology to improve learning	50

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

Budgeted cost: £25,672.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of family support programme	Social and Emotional Learning and Behaviour Interventions (EEF Toolkit). Part funding towards Child Protection and Welfare Officer role, targeting PP attendance.	28
Development of parental engagement	EEF-parental engagement Providing training in mental health strategies. Adult numeracy and literacy support	122
Cultural capital experiences promoted with the curriculum	EEF – Arts participation	122
Extra-curricular opportunities after school	EEF- extending school time	122
Development of a citizenship program	Social and Emotional learning (EEF Toolkit)	122
Subsidised trips, visits and out and about weeks	Outdoor adventure learning (EEF Toolkits)	122
Subsidise/supply uniforms	EEF Toolkit	53
Development of outdoor learning opportunities	When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Ofsted 2008	60
Theatre groups booked to perform and deliver workshops in school	EEF – Arts participation	122
Training and dissemination time for Mental Health Champion		27

Total budgeted cost: £183,134.34

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Primary Sector



#### Key Performance Data - Headlines

#### End of Year Outcomes 2022-2023

(unvalidated)

#### Name of School: Waterside Primary School

EYFS	All	PP	NON PP
Baseline	24/60 = 40%	2/13 = 15.4%	22/47 = 47%
% GLD	28/60 = 46.7%	4/13 = 30.7%	24/47 = 51%
Communication	48/60 = 80%	9/13 = 69%	39/47 = 83%
Literacy	32/60 = 53.3%	4/13 = 30.7%	28/47 = 60%
Maths	34/60 = 56.7%	4/13 = 30.7%	30/47 = 64%

Y1 Phonics Pass	All	PP	NON PP
	53/60 = 88.3%	11/14 = 78.6%	42/46 = 91%

KS1 (Y2) reported outcomes	ALL	PP	NON PP
	ARE	ARE	ARE
Reading	41/60 = 68.3%	11/18 = 61.1%	30/42 = 71 %
Writing	36/60 = 60%	6/18 = 33.3%	30/42 = 71 %
Maths	41/60 = 68.3%	11/18 = 61.1%	30/42 = 71%
RWM combined	36/60 = 60%	6/18 = 33.3%	30/42 = 71%
Y2 Phonics Retake	9/14 = 64%	2/3 = 66.6%	7/11 = 64 %

KS2	ALL	PP	NON PP
	ARE	ARE	ARE
Y6 Reading	37/60 = 61.7%	13/20 = 65%	24/40 = 60 %
Y6 Writing	38/60 = 63.3%	11/20 = 55%	27/40 = 67.5%
Y6 Maths	44/60 = 73.3%	17/20 = 85%	27/40 = 67.5%
Y6 RWM combined	31/60 = 51.7%	9/20 = 45%	22/40 = 55%
Y6 GPS	47/60 = 78.3%	16/20 = 80%	31/40 = 77.5 %
Y6 Science	45/60 = 75%	16/20 = 80%	29/40 = 72.5 %

Y4 Multiplication Check	All	PP	NON PP
20+ (80% pass) (x/y=z%)	36/60 = 60%	8/17 = 47%	28/43 = 65%
25/25 (100%)	15/60 = 25%	5/17 = 29.4%	10/43 = 23%



**PP Reading, Writing, Maths School Data**

% of PP on track for ARE in Reading	
2020-2021	57%
2021-2022	74%

% of PP on track for ARE in Writing	
2020-2021	47%
2021-2022	54%

% of PP on track for ARE in Maths	
2021-2022	69%

**TARGET to achieve outcomes: Reading 80% Writing: 77% Maths 80%**

**PP/SEND Reading, Writing, Maths School Data**

% of PP/SEND on track for ARE in Reading	
2020-2021	44%
2021-2022	48%

% of PP/SEND on track for ARE in Writing	
2020-2021	20%
2021-2022	20%

% of PP/SEND on track for ARE in Maths	
2021-2022	30%

**TARGET to achieve outcomes: Reading 72% Writing 64% Maths 72%**

**PP/ Non-PP Attendance Data****% average attendance**

Waterside Pupil Premium: 92.3%

Waterside Non-Pupil Premium: 94.2%

**% persistently absent**

2020-2021 42%

2021-2022 36%

**Enrichment participation Data****% PP attending extra-curricular activities**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
35%	63%	78%	64%	35%	63%