

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	472
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Willis
Pupil premium lead	Naomi Rathbone, SAHT
Governor / Trustee lead	Sarah Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,425
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>	£0
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>	£176,425

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 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.</p>
4	<p>Our 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	26% PP pupils are SEND and have significant barriers to learning. 4% of those SEND pupils have EHCPs.
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: £10,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school PDMs, Bespoke phase group support	Adaptive Learning (ECF) Implementation of the EEF 5 a day principle across school.	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) Red to Blue strategies	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: £143,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 - Spelling Shed - Letter join -TT Rockstars -SATs Companion -Showbie	Whole school strategy	122
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: £22,964

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		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: £176,425

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The actions and impact for attainment for 2023/24 compared to the previous year are as follows:

Outcomes for attainment

Actions: Teaching EYFS

- Development of communication and language skills through a vocabulary rich curriculum.
- Focus on the fundamental early skills in writing and maths
- Targeted group interventions
- PDMs adaptive teaching
- PDMs schematic play in EYFS

Impact:

EYFS PP attainment	2022/2023	2023/2024
GLD	30.7%	58.3%
Communication and Language	69%	78%
Literacy	30.7%	58.3%
Maths	30.7%	58.3%

Attainment of PP pupils has improved from 2022/23 to 2023/24

Actions: Teaching KS1/KS2

- Targeted group interventions
- PDMs- adaptive teaching
- PDMs- building schemas through retrieval practices
- PDMs- cognitive load
- PDMs- Assessment for learning- cold calling, no opt out, ask 5, low stake quizzes, live marking.
- (June 2024) EEF- the 5 a day principle- high quality teaching: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology.
- SENCO coaching and mentoring with staff and TSAs
- PDMs- Red to Blue

Impact:

	2022/2023	2023/2024
Phonics	78.6%	75%

- 2023/2024 there is a high level of PP and SEND pupils in this cohort
- Keep ups are in place and the gap is closing

KS1 PP attainment	2022/2023	2023/2024
Reading	61.1%	62.5%
Writing	33.3%	62.5%
Maths	61.1%	62.5%

	2022/2023	2023/2024
MTC 20+	47%	62.5%

KS2 PP attainment	2022/2023	2023/2024
Reading	65%	74.1%
Writing	55%	66.7%
Maths	85%	81.5%

TARGET 2025: R 80%, W 77%, M 80%

To help gauge the performance of our disadvantaged pupils we compared them to non-disadvantaged pupils. The data is as follows:

PP/ non-PP KS2 2023/2024

End of KS2	Non-PP	PP
Reading	75%	74.1%
Writing	75%	66.7%
Maths	81.2%	81.5%
RWM combined	59%	59%
GPS	81%	74.1%

- Work on closing the attainment gap Year on Year
- Maths- gap closed
- Reading- gap almost closed
- Writing and Grammar- the gap is closing (this will be a focus for 2024/2025)

Actions: Targeted academic support

- Targeted group morning interventions
- Implementation of digital technology- all pupils now have an ipad

Impact:

- Through lesson observations, pupil voice and book scans, data has shown that the use of digital technology has improved the 'love for learning' and pupil engagement especially in maths (TTRockstars) (See MTC data)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The actions and impact for 2023/24 are as follows:

Actions: Wider strategies

- Child protection and welfare officer- target PP attendance
- Development of outdoor learning opportunities
- Implementation of Pupil Parliament
- Implementation of the Citizenship program
- Training Red to Blue ambassadors
- Targeting Attendance- education welfare officer
- Enrichment days
- Planning trips and visits

Impact

- Through lesson observations, pupil voice and book scans, data has shown that pupils use meta-cognitive strategies linked to Red to Blue more frequently and this is impacting how they learn- building resilience and improving low level behaviour.

Based on all the information above, the performance of our disadvantaged pupils met expectations and we are at present on course to achieve the outcomes we set out to achieve by 2025/2026, as stated in the intended outcomes section above.

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year. Our next steps are as follows:

Next Steps 2024-2025:

- SEND/PP- implementing the EEF 5 a day principle across school.
- Phonics in EYFS/KS1
- Closing the writing gap at the end of KS2
- Continue to develop digital technology across the curriculum- introduce Showbie
- Continue to target attendance
- After school enrichment opportunities for PP in KS2