

Waterside Primary School

Pupil Premium Strategy Statement 2017-18



1. Summary information						
School	Waterside Primary School					
Academic Year	2017-18	Total PP budget	£130,680	Total PP Spend	£153,430	+£22,750
Total number of pupils	363	Number of pupils eligible for PP	99	This is a decline from 2016-17 of 3.4%		
Date of most recent PP Review	January 2016	Date for next internal review of this strategy	April 2018			

2. Attainment 2016-17 (Based on current years 1,2,3,4, 5 and 6)			
Waterside figures for pupils eligible for PP		National figures for pupils not eligible for PP	
% achieving expectations in reading, writing and maths	80%	% achieving expectations in reading, writing and maths	60%
% making expected progress in reading	97.1%	% achieving expectations in reading	53%
% making expected progress in writing	93.3%	% achieving expectations in writing	63%
% making expected progress in maths	98.2%	% achieving expectations in maths	57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills. E.g. innovation and resilience / grit.
D.	Gaps in prior learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Consistent attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve to above national.	Disadvantaged pupils' attendance (currently 95.1%) to better attendance % for national non-disadvantaged (96.6%).
B.	Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.	Parents to be more actively involved in the learning process and raise progress of pupils in a target year beyond that of their peers.
C.	Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.	Formative assessment will show gaps being addressed. Pupils will make (<i>or exceed</i>) expected progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve (<i>or exceed</i>) expected levels in reading and writing and make (<i>or exceed</i>) expected progress.
E.	Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations.	Pupils to have a broader experience with extended school opportunities linked to personal aspirations.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure

Academic year	2017-18
----------------------	----------------

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?
For Y5 PP children to settle into the school quickly and effectively and to make appropriate progress.	Teacher to pupil ratio to be increased at transition year (year 5).	Smaller class sizes mean disadvantaged pupils can access more of teachers' time.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Termly
For PP pupils in Years 4-6 to make expected (or to make exceeded) progress.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	Smaller class sizes mean disadvantaged pupils can access more of teachers' time. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Half-Termly

Total budgeted cost					£79,322
----------------------------	--	--	--	--	----------------

ii. Targeted support					
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?
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Daily breakfast club	To ensure all pupils have a good breakfast, extra reading/maths games and acclimatisation to start the day. Breakfast clubs also improve	Attendance will be monitored.	Headteacher	Termly
	Learning Mentor – School counselling and Nurture.	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services offering counselling services	Family Support Worker will report on her actions each week.	Family Support Worker	Weekly
For identified gaps in learning to be addresses.	Varied interventions (<i>according to need</i>) to be provided before (<i>and sometimes during</i>) school.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress will be checked half-termly.	Year Group Leaders	Half-Termly
For selected pupils to be supported in accessing learning.	1:1 TA support for PP pupils who require it – daily interventions	Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.	Progress of pupils will be checked half-termly.	Headteacher	Half-Termly
For all PP pupils to have daily reading to ensure no gap exists at Key Stage 1	Daily reading 10 minutes per day to close the gap on peers.	Research has shown through better reading an additional reading development of +4 months in a 12 month period.	Progress of pupils will be checked half-termly.	Headteacher	Half-Termly
For PP attendance to be above National average	Attendance action plan to close the gap	Attendance impacts on attainment. PP with high attendance make accelerated progress over low attendance	100% Attendance prizes Weekly monitoring of PP pupils	Attendance Leader	Termly
Total budgeted cost					£68,924
iii. Enrichment and experiences					
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?
For pupils to access a range of social / cultural /sporting experiences, visits and activities.	Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have path ways.	Pupils benefit from working with others and being introduced to a variety of experiences	Attendance figures of pupils.	Extended Services Leader	Termly

	Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc with contributions of 50% paid for pupil premium	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Deputy Head Teacher	Yearly
Total budgeted cost					£5,184

6. Review of expenditure: Academic Year 2016-17 and Impact

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP pupils to make (or exceed) nationally expectations for progress and attainment.	Additional teaching intervention to close the gaps for intervention.	As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant.	This approach was successful and this approach will be modified and used in future.	£49,076

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP pupils to make (or exceed) nationally expectations for progress and attainment.	Additional HLTA support for targeted 1:1 teaching. Full time EAL assistances, 2 Reading assistants.	As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant.	This approach was successful and this approach will be modified and used in future.	£29,994

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
To improve pastoral provision.	To employ a learning mentor To fund a breakfast club	Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i> .	Pastoral support will be extended.	£21,792
To improve attendance	To employ an attendance leader (12.5 hours per week)	Pastorally, pupils and families were supported which enabled pupils to be <i>'active attenders'</i>	Pastoral support will be extended.	£10,792
To improve parental engagement	To adapt parent consultation to 40 minute mentoring session termly	Pastorally, pupils and families were supported which enabled pupils to be <i>'active learners with parents in partnerships'</i>	Pastoral support will be extended.	£7,605
To ensure disadvantaged pupils access enrichment experiences.	To subsidise school trips. 100% costs covered	Pupils benefitted from these experiences that they may not have experienced otherwise.	Opportunities to access enrichment experiences will be extended as this has had a marked impact in the writing content and connections children are making to understanding of vocabulary.	£22,556

				£141850
--	--	--	--	----------------

1. Additional detail

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. In 2015-2016 this enabled us to split classes from two to three for boosters. We could also have 2 small Y6 classes of 12 and 18 pupils. We have put in a vast number of extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in all year groups and targeted groups in the afternoons. We have employed experts who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.