



1. Summary information						
School	Waterside Primary School					
Academic Year	2018 - 19	Total PP budget	£130,680	Total PP Spend	£143, 203	+£12 523
Total number of pupils	363	Number of pupils eligible for PP	81	2018 /19 is a decline of 5.1% from 2017 / 2018 2017/18 was a decline of 3.4% from 2016/17		
Date of most recent PP Review	January 2016	Date for next internal review of this strategy	April 2019	PP Review Booked 10/11 th September 2018 - NLE		

2. Attainment April 2017- April 2018 (Based on current years 1,2,3,4, 5 and 6)				
Waterside figures for pupils eligible for PP		2017 Data Outcomes		
			Waterside	National
% achieving expectations in reading, writing and maths	84.9%	% achieving expectations in reading, writing and maths	80	61
% making expected progress in reading	95.8%	% achieving expectations in reading	83	71
% making expected progress in writing	95.8%	% achieving expectations in writing	83	76
% making expected progress in maths	94.2%	% achieving expectations in maths	90	75

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.
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4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
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 (or exceed) 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 (or exceed) expected levels in reading and writing and make (or exceed) 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		April 2018-April 2019			
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?
To increase the percentage of PP pupils achieving higher age related expectations and to make better than expected progress.	Teacher to pupil ratio to be increased at transition year (Year 5 / Year 6). Higher focus on Potential GDS PP children (Y3 – 6)	Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching Challenge and innovation will increase pupils self -motivation to reach higher standards.	The school monitoring cycle will continuously evaluate provision.	Head teacher	Half Termly Assessment points Termly Review of impact in Head Teachers report Annual Review.
				Total budgeted cost	£42, 783.18

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	Review?
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Learning Mentor x 2 – School counselling and Nurture.	PP Vulnerable children requiring nurture are 82% PP vs 18% NPP To ensure pupils are ready to access learning. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services offering counselling services	Learning Mentors will report on their actions each week to SLT / Teachers . Progress of Vulnerable children supported by learning mentors.	Lead Learning Mentor	Weekly
For identified gaps in learning to be Addressed.	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. Offer parent / pupil interventions in key Year groups 1, 3, 5	Progress will be checked half-termly.	Phase Leaders PP Lead	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.	Head teacher	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. September 2018 – PP Minibus for PA absence / Below School – Vulnerability.	100% Attendance prizes Weekly monitoring of PP pupils	Attendance Leader Head Teacher	Termly
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. Impact	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					£10, 800
TOTAL EXPENDITURE					£143, 203

6. Review of expenditure: Academic Year 2017 – 18 and Impact

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
For Y5 PP pupils to be taught in smaller ratios to have impact on outcomes for pupils	Teacher Ratio pupil reduced. Class size 22 max. Additional Quality First Teaching	Clear outcome Improvement from 2017 to current attainment Clear improvements in progress evident for Year 5 pupils Reducing requirement of interventions to close the gap by 22% over a three term projection – See Appendix A / B	When required for vulnerability, the additional teaching capacity shows significant impact. High Impact Evident	Estimate £52,136 Actual £ 42, 923 £- 9,213
For PP pupils in Years 4-6 to make expected (or to make exceeded) progress.	Additional teaching intervention to close the gaps for intervention. Smaller Class Sizes	See above objective - See Appendix A / B As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant. Impact – Evidence – Progress and Vulnerability Current progress and Exceeding rapidly improved. See Appendix C	When required for vulnerability, the additional teaching capacity shows significant impact. High Impact Evident	Estimate £27,186 Actual £ 18, 213 £ - 8,973 Quality First Teaching

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Daily Breakfast Club Learning Mentor Nurture	Reduction in children on high needs Safeguarding Reduction is 73% Increase in low level Early Help requirement as a result of high needs decreasing . Current Early Help is a ratio of 3: 1 NPP: PP families	Increase provision in Nurture and Early Help. Medium Impact – Sutton Research Projection for 2018/19	Estimate £68,294 Actual £61, 789 £ - 6, 505 Inspire
For identified gaps in learning to be addressed,	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. Impact – Evidence – Progress and Vulnerability – See Appendix B	This approach was successful and this approach will be modified and used in future. High Impact	1 to 1 support PP (Transition)
For all PP pupils to have daily reading to ensure that no gaps exists at Key Stage 1	Daily Reading to close gap on peers and lack of home reading. Tracking of impact. Reading Assistants x 2	As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant. Impact is evident after two years 100% success. At the end of Year 1 of 2 interventions – conversion is 68% See Appendix B	This is over time High Quality training required. Medium Impact	

For PP attendance to be above National	Attendance Action Plan – SDP Attendance Lead	April 2016 – April 2017 PP Attendance was 94.1% April 2017 – April 2018 PP Attendance was 95.6% This gap has narrowed significantly but still slightly below the 96% National.	PP Attendance is still a priority. Add to the next Strategy plan Look at transport for PA PP pupils. Medium Impact	
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
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 will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc with contributions of 50% paid for pupil premium	Children have experienced a range of visits on and off site to support the curriculum and life experiences, improving vocabulary and understanding of wider issues Philosophy for children bringing about more resilience, tolerance and increased self- aspiration High Number of trips / experiences per year.	This has complemented the wider curriculum allowing children to depend knowledge and understanding whilst complementing the breadth of the curriculum. High Impact Evident	Estimate £5,184 Actual £6, 557 £+ 1, 373 (Needs of the curriculum and children)
<u>EMERGENCY SPEND</u> For children at risk of exclusion to have provision to meet their needs.	Provide alternative provision for a period of time suitable to minimize risk Provide a 1- 1	1 to 1 offered continuity for the pupil Inspire allowed intense coaching and mentoring to the individual needs and a personalised programme of intervention.	Pupil is attending 100% No overall behaviour concerns presently High Impact Evident	Emergency Costing £+ 5,556
				Estimated £141, 850 Spend £135, 038

APPENDIX A – QUALITY FOR ALL

Y5 PP DATA APRIL 2016-17 / APRIL 2017 -18

ARE – AGE RELATED EXPECTATION

HARE – HIGHER AGE RELATED EXPECTATIONS – GREATER DEPTH

	R	R	W	W	M	M
	April 2018 ARE	April 2017 ARE	April 2018 ARE	April 2017 ARE	April 2018 ARE	April 2017 ARE
	Y5 (43)	Y5 (45)	Y5 (43)	Y5 (45)	Y5 (43)	Y5 (45)
All	86.1%	59%	72%	56%	79.1%	48%
PP	94.7%	53%	73.7%	53%	78.9%	53%
Non PP	79.2%	60%	70%	60%	79.2%	60%

APPENDIX B – QUALITY FOR ALL

DATA 2 TERMS SEPTEMBER – APRIL PUPIL PREMIUM SPEND AND INTERVENTIONS

Below Expected	Focus Area	Expected	Better than Expected
1.7	1.8 < 2.0	2.0 < 2.3	2.3 +

Reading – progress

	Y1	Y2	Y3	Y4	Y5	Y6
All	2.5	2.0	2.4	2.3	2.7	3.1
PP	2.1	2.1	2.2	2.2	2.8	3.0
Non PP	2.6	1.9	2.5	2.3	2.7	3.2

Reading Attainment ARE +

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6
All	28/44 – 63.6%	41/44 93.2%	35/46 76.1%	39/45 86.7%	37/43 86.1%	41/46 89.1%
PP	8/16 – 50%	9/9- 100%	11/13 84.6%	12/14 85.7%	18/19 94.7%	18/20 90%
Non PP	20/28 – 71.4%	32/35 91.4%	9/33 27.3%	27/31 87.1%	19/24 79.2%	23/26 88.5%

Reading Attainment HARE

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6
All	6/44 – 13.6%	13/44 29.5%	15/46 32.6%	21/45 46.7%	19/43 44.2%	27/46 58.7%
PP	1/16 6.25%	2/9 22.2%	5/13 38.4%	4/14 28.6%	8/19 42.1%	8/20 40%
Non PP	5/28 – 17.9%	11/35 31.4%	10/33 30.3%	17/31 54.8%	11/24 45.8%	19/26 73%

Y1 - PP Children are still a focus as currently the progress is slower than peers. Attainment gap is not currently closing in Reading. **Vulnerability**

Y2- PP are attaining higher than non PP and peers. The progress rate is consistent. **Currently no vulnerability**

Y3 – PP outperforming NPP in attainment. Progress of NPP is currently better. As a result, the gap is narrowing. **Currently no vulnerability**

Y4 – Progress and Attainment broadly in line – **Currently no vulnerability**

Y5 – PP outperforming peers. Progress broadly in line. **Currently no vulnerability**

Y6 - Progress and Attainment broadly in line – **Currently no vulnerability**



WATERSIDE PRIMARY SCHOOL – PUPIL DATA– AP4 – APRIL 2018

Pupil Premium - WRITING

Below Expected	Focus Area	Expected	Better than Expected
1.7	1.8 < 2.0	2.0 < 2.3	2.3 +

Writing – progress

	Y1	Y2	Y3	Y4	Y5	Y6
All	2.4	2.1	2.0	2.8	2.9	2.9
PP	2.0	2.2	1.8	3.0	2.8	2.8
Non PP	2.6	2.1	2.2	2.8	3.0	3.1

Writing – Attainment ARE +

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6 (46)
All	27/44 61.2%	41/44 93.2%	35/46 76%	36/45 80%	31/43 72%	42/46 91%
PP	7/16 43.8%	8/9 89%	10/13 76.9%	10/14 71.4%	14/19 73.7%	18/20 90%
Non PP	20/28 71.4%	33/35 94.3%	25/33 75.8%	26/31 83.9%	17/24 70.8%	24/26 92.3%

Writing – Attainment HARE

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6 (46)
All	0	9/44 20.5%	2/46 4.3%	9/45 20%	10/43 23.7%	25/46 54.3%
PP	0	2/9 22.2%	1/13 7.7%	2/14 14.2%	4/19 21.1%	7/20 35%
Non PP	0/28	7/35 20%	1/33 3%	7/31 22.5%	6/24 25%	18/26 69.2%

Y1 - PP Children are still a focus as currently the progress is slower than peers. Attainment gap is not currently closing in Writing. **Vulnerability**

Y2- PP are attaining slightly lower than non PP and peers. The progress rate is consistent. **Currently no vulnerability**

Y3 – PP outperforming NPP in attainment. Progress of PP is lower than peers. As a result, the gap is narrowing. **Currently no vulnerability**

Y4 – Progress is consistent. PP are attaining lower than Non PP and Peers. – **Currently no vulnerability**

Y5 – PP outperforming peers. Progress broadly in line. **Currently no vulnerability**

Y6 - Progress and Attainment broadly in line with PP slightly lower in attainment than peers– **Currently no vulnerability**



WATERSIDE PRIMARY SCHOOL – PUPIL DATA– AP4 – APRIL 2018

Pupil Premium - MATHS

Below Expected	Focus Area	Expected	Better than Expected
1.7	1.8 < 2.0	2.0 < 2.3	2.3 +

Maths – progress

	Y1	Y2	Y3	Y4	Y5	Y6
All	2.5	2.2	2.3	2.1	3.1	2.6
PP	2.2	2.4	2.3	2.2	3.1	2.6
Non PP	2.6	2.1	2.2	2.1	3.1	2.6

Maths – Attainment ARE +

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6 (46)
All	32/44 72.7%	43/44 97.7%	32/46 69.6%	33/45 73.3%	34/43 79.1%	42/46 91.3%
PP	13/16 81.3%	9/9 100%	11/13 84.6%	10/13 76.9%	15/19 78.9%	16/20 80%
Non PP	19/28 67.9%	34/35 97.1%	21/33 63.6%	23/31 74.2%	19/24 79.2%	26/26 100%

Maths – Attainment HARE

	Y1 (44)	Y2 (44)	Y3 (46)	Y4 (45)	Y5 (43)	Y6 (46)
All	3/44 6.8%	7/44 15.9%	4/46 8.7%	15/45 33.3%	18/43 41.9%	22/46 47.8%
PP	0/16 0%	1/9 11.15%	1/13 7.7%	3/13 23.1%	9/19 47.4%	5/20 25%
Non PP	3/28 10.7%	6/35 17.1%	3/33 9.1%	12/31 38.7%	9/24 37.5%	17/26 65.4%

Y1 – PP are making slower progress than peers, but attaining higher Non PP and peers. Currently no vulnerability

Y2- PP are attaining higher than non PP and peers. The progress rate is consistent. Currently no vulnerability

Y3 – PP outperforming NPP in attainment. Progress of NPP is slightly slower than PP and PP are in line with all. Currently no vulnerability

Y4 – Progress and Attainment broadly in line – Currently no vulnerability

Y5 –Progress and attainment all broadly in line. Currently no vulnerability

Y6 – Progress broadly in line – PP are currently attaining lower than Non PP and peers. Currently no vulnerability

APPENDIX C – PROGRESS IMPACT OF PP

	Reading Whole School	Writing Whole School	Maths Whole School	Reading PP	Writing PP	Maths PP
<u>Y4 Expected</u>	96%	100%	80.1%	100%	100%	91%
<u>Y4 Better than Expected</u>	41.9%	44.2%	37.2%	39.6%	39.4%	45.2%
<u>Y5 Expected</u>	88.6%	89.7%	80.0%	90.3%	94.2%	92.3%
<u>Y5 Better than Expected</u>	61.6%	46.2%	66.7%	47.3%	53.2%	68.1%
<u>Y6 Expected</u>	95.6%	97.8%	97.8%	98.8%	93.4%	96.4%
<u>Y6 Better than Expected</u>	73.9%	73.9%	69.6%	76.2%	75.4%	72.1%