



# Waterside Primary School

## 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	433
Proportion (%) of pupil premium eligible pupils	26.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021- 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Gaskell
Pupil Premium Lead	Samantha Fraser
Governor / Trustee lead	Sarah Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£143,040

# Part A: Pupil premium strategy plan

## Statement of intent

At Waterside Primary School, we recognise that every child has their own individual academic and emotional needs and therefore are valued, respected and entitled to develop to their full potential regardless of their background. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This underpins the positive ethos and values of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress. We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support.

As a school we ensure that all resources, including pupil premium and recovery grants and used effectively to allow for all children to achieve to the best of their ability. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps.

## Barriers to future attainment (for pupils eligible for PP, including high ability)

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

Challenge	Detail of challenge
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
A	Limited speech and language skills which impacts on learning
B	Some poor learning skills e.g. innovation and resilience
C	Gaps in prior learning
D	25% of PP pupils are SEND and EAL – across vulnerable groups – barriers to learning
<b>External barriers (issues which also require action outside of school such as low attendance rates)</b>	
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	Access to technology

## 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.

Challenge	Desired outcomes	Actions
<b>A</b>	Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	Use of teacher/TSA assessments to analyse and create actions plans to support for each individual child/group Whole school focus on language and vocabulary use across the curriculum
<b>B</b>	Children grow in their resilience skills and become confident learners who learn from their mistakes	Resilience is taught through PSHE, assemblies and the wider curriculum Mistakes are celebrated and children are challenged to be resilient through live marking and feedback as well as through learning activities that challenge their capabilities
<b>C</b>	Children are able to close the gap on attainment making accelerated progress	Interventions planned from analysis of half-termly data long term planning addressing the gaps of prior learning and daily planning allows for misconceptions to be addressed
<b>D</b>	Children who are SEND who are in receipt of PP funding have targeted interventions to allow for additional support	Data analysis will identify children and pupil progress meetings with teachers on a half-termly basis and SENDCo/PP Lead will identify needs and interventions planned with TSAs
<b>E</b>	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.	Office staff to contact home immediately for pupils who do not arrive in school. Priority list created for regular absentees/safeguard concerns Attendance is awarded in assembly weekly Parents are contacted via letter and meetings arranged for those children whose attendance falls below the acceptable level Parent workshops/letters/communication to motivate and support barriers
<b>F</b>	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	All pupils at Waterside Primary School experience at least one educational visit linked to their topic every half term, with more frequent local area walks to support fieldwork and local understanding. Reduced costs for residential visits that all PPG pupils access such experiences A strong range of clubs is made available to all pupils
<b>G</b>	Children have high aspirations and positive role models in their lives	A greater range of creative opportunities are on offer to those who are skilled or interested in these fields Mechanics, public speaking, robotics, and engineering projects ensure that a range of opportunities are available to those who may not have such opportunities Key speakers are invited to speak to the children regarding ambitions and future aspirations/careers
<b>H</b>	Even though pupils may not have access to technology at home, they are given opportunities to use such resources to support with their learning.	Laptops and ipads are available to children for use in class The computing curriculum is well designed and supportive of the skills needed

## 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: £125,592.18*

Area of spend	Desired outcome	Action	Funding
Smaller group sizes	Pupils make better than good progress across all year groups. The disadvantaged gaps are closely rapidly against those nationally expected.	Small class sizes due to splitting mixed age classes into individual Y5/6 – split into Y5 (22/23) Y6 (22/23) Y3 – split into 3 x 20 2 additional teachers and TSAs HLTA	5 x Reviews per Annum- data Drops  £37,186.78 x 2 (£74,373.56) £21,191.52 x 2 (£42,383.04) £17,671.16 ÷ 2 (am provision supporting PP) (£8,835.58)
CPD	Staff access training needs identified for vulnerable groups – how best support different learners to allow for QFT in the classroom	CPD budget allocated and staff and staff to be signposted to relevant courses	£3000

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

*Budgeted cost: £11,537.06*

Area of spend	Desired outcome	Action	Funding
Interventions	Pupils continue to make at least expected year on year progress and consistently meet or exceed national expectations.	Children will be offered before/after school interventions to narrow the gap and support the recovery curriculum	720 hrs x £13.38 £9633.60
Tutoring	Children to close the gap and be on track to meet national expectations	An Academic Mentor from the National Tutoring Program employed to support vulnerable children on a 1:3 ratio	£1903.46

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

*Budgeted cost: £5910.76*

Area of spend	Desired outcome	Action	Funding
Attendance monitoring	To improve the attendance of all groups of children	Attendance awards – data analysis of attendance to identify groups/individuals. Trackers to target and a rewards system (i.e. certificates, badges, prizes) to be given	£718.76
Wellbeing support	To improve the wellbeing of our PPG families to allow for all to be happy and have positive mental health	Where identified with children/families who may need extra well-being support as a result post pandemic	£500
Trips	All children develop the cultural understanding, character development and broad range of interests that they will need to take full advantage of their learning and experiences.	PPG pupils can attend all educational visits with 60% discount change. Residential trips are reduced for PPG children, with offered payment plans	£3552
School uniform	No child is less able to meet the high expectations for personal conduct and appearance at Waterside Primary, and to ensure access to admission.	PPG pupils are offered good quality 2nd hand uniform and support given through a local n	£1140

**Total Estimated Budgeted Spend: £143,040**