



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	439
Proportion (%) of pupil premium eligible pupils	98/439= 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel King, Principal
Pupil premium lead	Samantha Fraser, AHT
Governor / Trustee lead	Sarah Watson, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140314.00
Recovery premium funding allocation this academic year	£15660.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£155,974.00



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	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped 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	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. 43% are currently not on track for ARE in Reading and 53% are currently not on track for writing.
4	Our 2021-2022 attendance data indicates that attendance among disadvantaged pupils has been broadly in line with non-disadvantaged pupils. However, 42% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	24% PP pupils are SEND and have significant barriers to learning. 56% are currently not on track for reading and 80% for writing
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	Assessments and observations indicate significantly im-proved oral language among disadvantaged pupils. This is evident when



progress in their vocabulary and understanding.	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: £ 10,327.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school PDMs, Bespoke phase group support	Adaptive Learning (ECF)	98
Collaborative learning approaches – working in groups, ensuring that everyone participates	Collaborative Learning Approaches (EEF Toolkit)	98



Live marking at the point of learning	Feedback (EEF Toolkit)	44
Phonics Training – targeted support	Phonics (EEF Toolkit)	33
Promotion of metacognitive strategies	Metacognition and self-regulation (EEF)	98
Teaching Assistant development	Teaching Assistant Interventions & Making best use of teaching assistants (EEF Toolkit)	98
Management time for school SENDco Coaching and Mentoring by Inclusion Manager	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: £ 120,973.87

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	44
NTP Tutoring (catch up funding)	Small group tuition (EEF Toolkit)	18
Web-based programs to be used in school and home - Purple Mash - Spelling Shed - Letter join	Whole school strategy	103

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

Budgeted cost: £24672.78



Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of family support programme	Social and Emotional Learning and Behaviour Interventions (EEF Toolkits). Part funding towards Child Protection and Welfare Officer role, targeting PP attendance.	28
Cultural capital experiences promoted with the curriculum	EEF – Arts participation	103
Extra curricular opportunities	Social Mobility Commission	103
Subsidised trips, visits and out and about weeks		103
Subsidise/supply uniforms		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		103
Training and dissemination time for Mental Health Champion		27

Total budgeted cost: £155,974.00



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Key Stage 2 Attainment 2021- 2022

Number of Pupils eligible for the Pupil Premium in the cohort: 15

Reading: % of children achieving the expected standard
Waterside Pupil Premium: 14/15= 93%
Waterside Non- Pupil Premium: 77%

Writing: % of children achieving the expected standard
Waterside Pupil Premium: 13/15=87%
Waterside Non- Pupil Premium: 81%

Maths: % of children achieving the expected standard
Waterside Pupil Premium: 93%
Waterside Non- Pupil Premium: 84%

Reading, Writing and Maths Combined- % of children achieving the expected standard
Waterside Pupil Premium: 13/15= 87%
Waterside Non- Pupil Premium: 77%

There were 2 Pupils eligible for Pupil Premium who also had Special Educational Needs. Of these, one pupil did not meet the expected standard whilst the second reached the expected standard in Reading and Mathematics.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	