

# Pupil premium strategy statement – Waterville Primary School

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	200
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 3 of 3 years, 2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Mark Nugent
Governor lead	Carl Richardson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165065
Recovery premium funding allocation this academic year	£18689
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <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>	£183754

# Part A: Pupil premium strategy plan

## Statement of intent

At Waterville Primary School pupils, parents, staff and governors will work in partnership as a whole school community to maintain the positive ethos of our school, and to continually raise pupils' achievements by promoting a high quality education which equips children emotionally, physically, intellectually and morally, and which develops high aspirations, a positive self-image, tolerance and respect for all

This vision is embedded in our RESPECT character values: resilience, empathy, self-awareness, positivity, excellence, communication and team-work.

We want all of our pupils to strive to meet our RESPECT values.

Our approach will be responsive to common challenges and individual needs. We will assess accurately what those needs are and adopt a variety of approaches that complement to ensure that all pupils achieve success.

To ensure this we will :

- Ensure disadvantaged pupils are challenged in the work that is set for them
- Use early intervention to identify pupil needs
- Ensure all staff take responsibility for disadvantaged pupil outcomes

## Challenges

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

Challenge number	Detail of challenge
1	Early baseline assessments, observations and discussions with pupils in our Early Years setting, indicate significantly low language comprehension, language skills and vocabulary gaps amongst many disadvantaged pupils
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 and writers
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being 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.
5	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils - with a lower % needing further intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points.  KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, surveys and observations</li> <li>- Increase in enrichment activities for these pupils including attendance at our free breakfast club</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged</li> </ul>

	<p>pupils and their non- disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> <li>- the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>
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## 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: £ 71000

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.8 non-teaching SENDCo to coordinate and monitor impact of interventions	Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	4,5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Release time for phase leaders to analyse data and recommend programmes for rapid intervention</p>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2,3,4

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

Budgeted cost: £ 61100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund and develop strategies which support mental health and well-being including the use of a part-time (0.4) teacher in early years.	Pupils enter our school with a range of emotional needs which often hinder learning. Our approach to the curriculum, including our RESPECT based Commando Joe curriculum work, helps us address a variety of social and emotional aspects of PP pupils	4, 5
Key members of staff released to work predominantly with those pupils not making enough progress in Reading, Writing and Maths	Intensive work with those pupils who are struggling to keep up rather than catch up. Use of specific reading strategies, dyslexia programmes, better reading partnerships will all have a significant impact.	1, 2 ,3, 4

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

Budgeted cost: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported funding of the free Breakfast Club offer to all pupils including Nursery	A range of national and local evidence is available to support the use of breakfast clubs in school. Our breakfast club is one of the longest established, most well-attended in the region with over 100 pupils attending each day. A healthy breakfast ensures pupils are fed, attending school on time and socially and emotionally prepared for learning	5, 6

**Total budgeted cost: £ 197100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils 2022/23 has been analysed using our key stage 1 and 2 data, the Year 1 phonics check and our own internal formal assessments.

This data has been compared to both disadvantaged and non-disadvantaged pupils at both a national and local level.

Our data shows that :

- The performance of FSM pupils in EYFS in the school is below the performance of FSM pupils nationally
- In Year 1, the percentage of PP in the school achieving the required pass score of 32 on the Year 1 phonics screening is slightly below the performance of FSM pupils nationally
- In Key Stage 1, the percentage of PP pupils in the school reaching the expected level in reading is lower than the percentage of PP pupils nationally. In writing and maths, the performance of PP pupils in the school is lower than the performance of PP pupils nationally, however the gap is shortening
- In Key Stage 2, the percentage of PP pupils in the school reaching the expected level in reading, writing and maths is well above the performance of PP pupils nationally.

The above outlines a mixed picture highlighting the ongoing impact of Covid-19, however we are on track to achieve the targets as outlined in the above 3 year strategy. We shall continue to review our progress and adapt and modify any approaches/methods.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
TT Rockstars	Play.ttrockstars.com
Seesaw (online platform)	<a href="https://web.seesaw.me">https://web.seesaw.me</a>
Purple Mash	<a href="http://www.purplemash.com">www.purplemash.com</a>