

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 | Waterman Primary School |
| Number of pupils in school | 84 |
| Proportion (%) of pupil premium eligible pupils | 44/84 = 52.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | B Saunders |
| Pupil premium lead | B Saunders |
| Governor / Trustee lead | S Adams |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £ 63,215.00 |
| Recovery premium funding allocation this academic year | £ 3,071 |
| 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 | £ 66,286.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Waterman Primary School we want our disadvantaged pupils to succeed academically; make accelerated progress; and have experiences and opportunities that they may not receive outside of school. All of this will be achieved through an ambitious curriculum developed collaboratively with the HEARTS Academy Trust.

Currently, our pupil premium strategy focuses on ensuring high quality teaching for the most vulnerable pupils. This is achieved through partly funding the school improvement team at the HEARTS Academy Trust. This team of lead practitioners support developing teaching and learning, and ensure all teaching is of the highest quality. We also plan and deliver 'promises' that all children get to experience, ensuring financial barriers are removed.

The key principles of this plan is to ensure equality of opportunity for all pupils regardless of their socio-economic status and to use pupil premium funding to provide the extra support that is required to achieve this outcome.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Attainment of children who receive Pupil Premium is often lower than those who are not in receipt of Pupil Premium Funding in Reading, Writing and Maths. |
| 2 | There is a wide vocabulary gap between PP and Non-PP children. |
| 3 | The lack of experiences and opportunities (cultural capital) children who receive PP get in life, in comparison to Non-PP children. |
| 4 | The average attendance of PP children being lower than that of Non-PP children. |
| 5 | Some children who receive PP do not receive a healthy breakfast or snack from home. |
| 6 | Some PP children do not have the necessary equipment or uniform needed for school. |
| 7 | Some PP children have poor mental health and have experienced early trauma in their childhood. |
| 8 | Some PP families cannot afford extra-curricular activities. |

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 |
|---|---|
| The attainment of Pupil Premium children will be in-line with the average attainment of all children in school. | <ul style="list-style-type: none"> - Trust wide curriculum designed and created by experienced subject leaders across the HEARTS Academy Trust. - High quality teaching for vulnerable pupils supported by the HEARTS school improvement team and curriculum leaders in school. - Rigorous and swift assessment and identification of misconception - Pupil premium children receive High Quality Teaching from qualified teachers. Support staff do not teach 'new learning' only revision and recall lessons. |
| Pupil Premium children will be exposed to and use a wider variety of vocabulary in their spoken and written work. | <ul style="list-style-type: none"> - Poetry anthologies for each phase in school - Use of high quality texts in the curriculum - Use of speech and language interventions and specialists where appropriate - High quality and adventurous use of vocabulary in class discussion. - Explicit teaching of vocabulary in all subjects. |
| All Pupil Premium children will have the same opportunities and experiences as Non-pupil premium children regardless of their parents' financial situation. | <ul style="list-style-type: none"> - All pupil premium children will attend curriculum trips and events. - School lunch is provided during a trip - Barriers to attending a trip will be explored with individual families and school will work to remove these. |
| Pupil premium children's attendance will be in line with National averages. | <ul style="list-style-type: none"> - Attendance to be monitored each week. - Procedures followed rigorously by senior team, included phone calls, home visits and fining where necessary. - Family support provided to identify barriers to attendance being higher. |
| Ensure all PP children receive a healthy breakfast and snack each day. | <ul style="list-style-type: none"> - Bagels provided for all pupils every day. - PP children can attend breakfast club where a full breakfast is provided, at a discounted rate. - One portion of fruit is provided for free to every pupil each day at break time. |
| To ensure PP children have the correct equipment and uniform required for school. | <ul style="list-style-type: none"> - Second-hand uniform available from school office. |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Early identification of potential support required by office staff and teachers on the playground each morning. - Teachers to be observant and aware of children without the correct uniform / equipment and sign post to support in school asap. |
| <p>All children who require support with the mental health, will receive this in school through our school counsellor and mental health first aid champions in school.</p> | <ul style="list-style-type: none"> - School counsellor will be available to support children with early childhood trauma. - Vulnerable list is updated half termly, with vulnerable children identified and early support provided by Mental Health First Aid Champions in school. - Good mental health is a focus in PSHE curriculum, embedded in school and ethos of school, through initiatives like the worry box etc. |
| <p>Children in receipt of Pupil Premium funding will have access to all extra-curricular clubs provided at a discounted fee.</p> | <ul style="list-style-type: none"> - Extra-curricular activities will be provided at a discounted price for families who receive PP funding. - An analysis of who attends clubs and what barriers there are to more PP children attending will be carried out. - Pupil voice will be considered when planning the timetable for extra-curricular activities. |

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: £ 43, 215

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>HEARTS School Improvement Team</i></p> <ul style="list-style-type: none"> - <i>curriculum planning</i> - <i>teaching support</i> - <i>subject development</i> - <i>expert advice</i> - <i>development of middle leaders</i> | EEF evidence for effective CPD – in-house, taking into consideration the context of our school and Trust. | 1, 2, 3 |

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

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Speech & language intervention</i> £500</p> | EEF recommends the use of ' <i>highly skilled coaches</i> '. EEF recommendation – ' <i>use TAs to deliver high quality one to one and small group support using structured interventions.</i> ' | 1, 2 |
| <p><i>Speech and Language specialist</i></p> | EEF recommends the use of ' <i>highly skilled coaches</i> '. | 1, 2 |
| <p><i>Interventions by support staff</i></p> | EEF recommendation – ' <i>use TAs to deliver high quality one to one and small group support using structured interventions.</i> ' | 1 |
| <p><i>Senior teacher deployment</i></p> | EEF recommends the use of ' <i>highly skilled coaches</i> '. | 1, 2 |

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

Budgeted cost: £ 11,071

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Attendance monitoring</i> | EEF recommends ' <i>gathering relevant and rigorous data</i> ' (Page 16, Putting Evidence to Work). | 4 |
| <i>School counsellor</i> £2,237.25 | ACES Training Thrive Approach Trauma Perceptive Practice | 7 |
| <i>Mental health first aid champions</i> £320 | ACES Training Thrive Approach Trauma Perceptive Practice | 7 |
| <i>Breakfast bagels & fresh fruit</i> £600 £1,000 | Maslow's Hierarchy of Needs | 5 |
| <i>Reduced cost of trips & experiences</i> | Importance of school trips - <i>a valuable supplement and addition to classroom instruction, as well as an excellent way to prepare students for future learning (Hofstein & Rosenfeld, 1996; Orion & Hofstein, 1994; Storksdieck, 2006; Watson, personal communication, April 2007). A Short Review of Field Trips.</i> | 3 |
| <i>Support with uniform and equipment</i> | Maslow's Hierarchy of Needs | 6 |
| <i>Reduced cost of extra-curricula clubs</i> | 'An Unequal Playing Field' Gov Research reviewing importance of extra-curricular activities and how children from low income are 20% less likely to attend, citing finances as a barrier. | 8 |
| <i>Drum music lessons</i> £1,800 | 'An Unequal Playing Field' Gov Research reviewing importance of extra-curricular activities and how children from low income are 20% less likely to attend, citing finances as a barrier. | 8 |

Total budgeted cost: £ 66,286.00

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 2020 to 2021 academic year.

Pupil Premium Data outcomes 2020-2021

Teacher assessments

| | 2020-2021 | |
|--------------------|-----------------|---------------------|
| | PP | <i>All Children</i> |
| <i>EYFS GLD</i> | 1/3 33% | <i>4/7 57%</i> |
| <i>KS1 Phonics</i> | 3/5 60% | <i>8/10 80%</i> |
| <i>KS1 RWM</i> | 2/5 40% | <i>6/10 60%</i> |
| <i>KS2 RWM</i> | 7/11 64% | <i>8/15 53%</i> |

Pupil Premium Children Parent Feedback

“All of the staff have been amazing during lockdown. The online learning was great at keeping my child on track. Thank you for the support on the telephone every day too.”

Pupil Premium Children Attendance in comparison to whole school attendance.

| | National Average | WPS July 2019 | WPS July 2021 |
|----------------------------|------------------|---------------|---------------|
| Attendance of whole school | 96% | 94.2% | 94.9% |
| PP attendance | 94.4% | 93% | 95% |

Impact = PP children’s attendance exceeds whole school attendance as is +2% increase compared to 2019.

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 |
|-----------|----------|
| NA | NA |