

Waterman Primary School Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	65
Proportion (%) of pupil premium eligible pupils	41/65 = 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2021-2024)
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	K Collison
Pupil premium lead	K Collison
Governor / Trustee lead	S Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£65, 475
Recovery premium funding allocation this academic year (2023-24)	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding for this academic year (2023-24)	£72,145

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.

At Waterman we have an above average intake of disadvantaged pupils (currently 51%) annually. We endeavour that these pupils make accelerated progress from their individual starting points, which are traditionally lower than their peers. We work to 'diminish the difference' and work to do so for these pupils with the goal that these students leave our school meeting the national age-related expectations and ready for the next stage of their lives.

Currently, our pupil premium strategy focuses on ensuring high quality teaching for these most vulnerable pupils. This is achieved through partly funding the school improvement team at the HEARTS Academy Trust as well as our own internal curriculum leads. Together, 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. We also use the recovery 'catch-up' premium to support and run interventions for those pupils in need, ensuring gaps are closed and these children successfully access the curriculum (and achieve well).

Challenges

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

Challenge number	Detail of challenge ('barriers to learning')
1	Attainment of children who receive Pupil Premium being in-line with those who are not in receipt of Pupil Premium funding
2	The vocabulary gap between disadvantaged (PP) and non-disadvantaged (non-PP) children, particularly those in early years, as well as high number of pupils in need of speech & language support
3	The lack of experiences and access to wider opportunities, including those that encourage/promote cultural capital, for disadvantaged pupils (compared to non-disadvantaged) – this includes extracurricular opportunities. Significant number

	of pupils come from top 2 IDACI bandings (meaning they represent highest levels of deprivation in the country).
4	The average attendance of disadvantaged pupils children being lower than that of non-disadvantaged; high level of persistent absenteeism (PA); historic parental disengagement from school/community
5	Some disadvantaged pupils do not have the necessary equipment or uniform needed for school, and/or are in need of the 'essentials' including breakfast, snack and school dinners (daily); inability of parents/community to meet pupils basic needs
6	High number disadvantaged children experience poor mental health and have witnessed/been privy to early trauma in their families; high levels of pupil vulnerability (including identified SEND) within disadvantaged demographic
7	Lack of diversity and exposure to cultural capital (94% pupils are White British)

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 disadvantaged pupils (PP) 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 misconceptions. • Key pupils are identified during pupil progress meetings focusing on provision which ensures accelerated progress is made. • Fidelity to our every child, every day reading initiative is maintained. • Documentation is in place for pupils, where appropriate including provision outlines. • Interventions to support/catch-up pupils are swift, timely and demonstrate good impact
Disadvantaged pupils (PP) 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 provided for each phase in school. • Use of high-quality, specifically chosen texts across the whole curriculum. • Use of speech and language interventions and specialists where appropriate. • High quality and adventurous use of vocabulary in class discussions. Word Study curriculum is well delivered and has impact on pupils vocabulary retention. • Explicit teaching of vocabulary in all subjects. • Opportunities to participate and develop debating language as part of the universal curriculum. • Learning environments are vocabulary rich. • Basic skills are rigorously monitored and gaps for pupils are closed.

<p>All disadvantaged pupils will have the same opportunities and experiences as non-disadvantaged pupils regardless of their parents' financial situation.</p> <p>Pupils will be exposed to diversity and activities/learning/experiences that encourage and promote cultural capital.</p>	<ul style="list-style-type: none"> • Medium and long-term planning ensures exposure to cultural capital and diversity is well mapped out (ie. educational visits/guests that enrich learning and the curriculum; artists, authors, texts and all curriculum resources promote and celebrate diversity; assemblies are fully inclusive and celebrate range of national events/people of significance, etc...) • Wider curriculum provision is delivered for disadvantaged pupils which includes, but is not limited to, Forest Schools and Life Skills. These demonstrate good impact. • Increased uptake of disadvantaged children in termly extracurricular clubs (these children strategically targeted) with target of 100% of PP children in at least one club across the academic year. • Increased uptake of disadvantaged children in leadership roles (ie. School Council, prefects, house captains, sports leaders, etc...) with a target of at least 75% represented. • All pupil premium children will attend curriculum visits and events. • School lunch is provided during school visits. • Barriers to attending a trip will be explored with individual families and school will actively work to remove these. • HEARTS Promise is effectively delivered for all pupils
<p>Disadvantaged pupils (PP) attendance will be in line with or above national averages, with a goal of 97%+.</p>	<ul style="list-style-type: none"> • Positive attitudes to attendance and punctuality are embedded; key disadvantaged children <i>want</i> to come to school and reflect this. • Positive attendance is well celebrated and high profile (various initiatives throughout the year ie. class parties, games, prizes, etc...) • School initiatives are in place to support families/children in getting to school on time. These include, but are not limited to, the Daily Mile, breakfast club, extra-curricular clubs, etc... There is increased uptake by disadvantaged pupils in our breakfast (discounted rates are offered if and when needed). • Attendance is monitored daily by HOS and attendance lead, it is tracked rigorously and warning letters sent to key families either when needed (weekly – in serious cases) or every three weeks following review. All families receive an attendance report every half term as a matter of policy. • Pastoral team supports key pupils/families in coming to school and building up resilience to do so. • Three year upward trend of pupil premium attendance is visible. • Persistent absence positive three-year trend is visible and is below target of 10%.
<p>To ensure disadvantaged pupils have the correct equipment and uniform required for school, are well-fed and basic needs are met (when in school).</p>	<ul style="list-style-type: none"> • Second-hand uniform available from school office. • 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. • Purchasing and delivering of school uniform and related kit (ie. School bags, stationary, etc...) to support most vulnerable pupils/families • Continuation of breakfast club provision and funding this for pupils/families • Healthy snack to be provided for key pupils (daily) as well as school dinners

<p>All children who require support with mental health will receive this in school through our school counsellor and mental health first aid responders.</p>	<ul style="list-style-type: none">• All staff complete Trauma Perceptive Practice (TPP); new-to-Trust staff complete ACEs training as part of induction and TPP catch-up is in place• 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.• Learning environments support pupils SEMH needs (ie. worry boxes, reflection spaces, metacognitive strategies, etc...)• SEMH wellbeing week is planned for and delivered effectively.• Good mental health is a focus in PSHE curriculum, embedded in school and ethos of school, through initiatives like the worry box etc.• HOS to monitor the provision and progress of children on the school's vulnerable list.• School engages in mental health awareness campaigns throughout the year e.g. Anti-Bullying week, World Mental Health Day
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Activity in this academic year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,500

- £9830 = contribution towards cost for Trust planning and related CPD including salaries of Directors of Learning and Lead Practitioner for SEND & Safeguarding (Central Team)
- £22000 = 50% contribution towards FTE salary for SENDCO & SENDCO Assistant
- £500 contribution towards CPD/allocated time for Disadvantaged Champion and related training
- £5000 contribution towards 3-year ICT strategy
- £6670 contribution (30%) towards cost of in-school tutoring (curriculum lead); funds directed from catch-up premium (see catch-up premium documentation)
- £1500 annual contribution towards library resources (ie. books/magazines/Accelerated Reader resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Medium and long-term planning that delivers cultural capital and exposes children to diversity: shared Trust planning that is quality assured (written termly)</p> <ul style="list-style-type: none"> - Plans written across the Trust and by subject specialists (termly) - Planning overseen and quality assured by Directors of Learning and subject associations (termly) - Planning reflective of the ever-changing world around us (ie. BLM, climate change, etc...) 	<ul style="list-style-type: none"> - EEF teaching and learning toolkit (click here) - Understanding Progress in the 2020-21 Academic Year (findings from the DfE) (click here) - EEF report Improving Social and Emotional Learning in Primary Schools (click here) - EEF teaching and learning toolkit, mastery teaching (click here) 	1, 2, 3, 4, 6, 7
<p>CPD and training for SENDCO Assistant & Learning Mentor who continues to add additional capacity to the pastoral team</p> <ul style="list-style-type: none"> - Supporting whole school initiatives, leading CPD and supporting teachers to deliver best practice, running interventions etc... - Supporting in documentation and planning for key pupils (One Plans and Provision Outlines, Class Intervention register) 	<ul style="list-style-type: none"> - EEF report Making the Best Use of TA's (click here) 	1 & 2
<p>Cost of resources to support disadvantaged pupils and provide cultural capital:</p>	<ul style="list-style-type: none"> - EEF report Improving Social and Emotional Learning in Primary Schools (click here) 	1, 4, 5

<ul style="list-style-type: none"> - Library materials and books to encourage a love of reading, supporting <i>Every Child, Every Day</i> strategy - iPads/Chromebooks (see 3 year ICT strategy) - Forest Schools and educational visits - HEARTS Promise 	<ul style="list-style-type: none"> - EEF report Using Digital Technology to Improve Learning (click here) - Culture, Creativity and Narrowing the Gap – using pupil premium to enrich cultural education: Stoke Newington Case Study by A.N.D (click here) - Sutton Trust Covid-19 and Social Mobility (click here) 	
<p>A focus on high-quality teaching and learning (and related CPD) aimed at delivering effective assessment and feedback to pupils, notably the lower attaining 20% and the top attaining 5%, and monitoring of this</p> <p>Pupil progress meetings held (at least) termly to measure progress and attainment for all learners</p>	<ul style="list-style-type: none"> - EEF report Teacher Feedback to Improve Pupil Learning (click here) - Sutton Trust: School Funding and Pupil Premium 2021 (click here) 	1 & 2
<p>Whole school focus on providing enriching vocabulary for all pupils (Tier 2 and 3) and further intervention for those who need it</p> <ul style="list-style-type: none"> - Support from Speech & Language therapist 	<ul style="list-style-type: none"> - EEF teaching and learning toolkit (click here) - Closing the Gap (Andrews, Robinson and Hutchinson) (click here) 	1 & 2

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

Budgeted cost: £23,500

- £10,000 contribution (additional 30%) towards cost of in-school tutoring (curriculum lead)
- £1000 Tutoring and resource costs for and Talk Boost, Wellcomm interventions
- £2000 contribution towards salary (and related costs) for Speech & Language therapist
- £500 cost of Mental Health First Aid Champion Training, CPD and network support
- £3000 contribution towards salary of school counsellor
- £7000 contribution towards salary of pastoral and intervention team (including additional 25% towards cost of Learning Mentor and LSA's)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & language intervention -Talk Boost	EEF recommends the use of 'highly skilled coaches'. EEF recommendation – 'use TAs to deliver high quality one to one and small	1, 2

	group support using structured interventions.'	
SLCN Trust specialist (therapist) providing support and provision	EEF recommends the use of 'highly skilled coaches'.	1, 2
<p>Pastoral interventions:</p> <ul style="list-style-type: none"> - SMART Thinking - Lego Therapy - Zones of Regulation - Special Yoga <p>High profile and use of the school counsellor and Mental Health First Aid Champions</p>	<ul style="list-style-type: none"> - EEF report Making the Best Use of TA's (click here) - EEF report Covid-19 support guide for schools (click here) 	1, 4, 6
Senior teacher deployment	EEF recommends the use of 'highly skilled coaches'.	1, 2
<p>Maths interventions:</p> <ul style="list-style-type: none"> - Consolidation Programme (Effective Maths) 	<ul style="list-style-type: none"> - EEF teaching and learning toolkit (click here) - RS Assessment (click here) - NFER Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing (click here) - Juniper Education National Dataset Report: The impact of the Covid-19 pandemic on primary school children's learning (click here) 	1, 2

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

Budgeted cost: £3145

- £2000 Development of Thrive School
- £650 contribution towards costs and provision of mental health champions
- £250 extra-curricular clubs, resources, educational visits
- £245 attendance awards

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance monitoring, awards and initiatives Rigorous and robust attendance monitoring by HOS and attendance lead	EEF recommends 'gathering relevant and rigorous data' (Page 16, Putting Evidence to Work) EEF report Improving Social and Emotional Learning in Primary Schools (click here)	4
Becoming a Thrive school to support social and emotional wellbeing of all pupils including our most vulnerable	EEF report Improving Social and Emotional Learning in Primary Schools (click here)	6, 7
School counsellor	ACES Training Thrive Approach Trauma Perceptive Practice	6
Mental health first aid responders training and resources to promote positive mental health e.g. Mental Health Day	ACES Training Thrive Approach Trauma Perceptive Practice	6
Funded support for educational visits including residential	Importance of school trips - 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. EEF teaching and learning toolkit (click here)	3
Development of Waterman Swim School to ensure all pupils have access to cultural capital through weekly swimming lessons and wider offer clubs	British Swimming Association https://www.britishswimming.org/news/general-swimming-news/major-new-study-health-benefits-swimming-released/	6, 7
Support with uniform and equipment	Maslow's Hierarchy of Needs	5
Extra-curricular clubs and costs related to these including breakfast club	'An Unequal Playing Field' Gov Research reviewing importance of extracurricular activities and how children from low income are 20% less likely to attend, citing finances as a barrier.	1, 3, 6

	<p>EEF report Improving Social and Emotional Learning in Primary Schools (click here)</p> <p>EEF Toolkit – physical activity (click here)</p>	
<p>Redevelopment of the playground areas to encourage a love of outdoor play and learning that is safe and fit for purpose</p>	<p>EEF report Improving Social and Emotional Learning in Primary Schools (click here)</p>	<p>3, 5, 6</p>

Total budgeted cost for 2023-24: £72,145

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 2022 - 2023 academic year.

Data table below shows end of academic Year 2023-23 attainment for disadvantaged (those in receipt of pupil premium funding) compared to non-disadvantaged

End of Year 2022-23 KS2																
All figures in %	Year 3				Year 4				Year 5				Year 6			
	Non-PP		PP		Non-PP		PP		Non-PP		PP		Non-PP		PP	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading			40%	0%			40%	22%			33%	25%			91%	46%
Writing			20%	0%			33%	25%			71%	10%			73%	15%
Maths			67%	0%			67%	13%			71%	10%			55%	0%
Combined			0%	0%			33%	13%			43%	0%			64%	0%
SPaG			20%	0%			20%	10%			29%	10%			73%	20%

End of Year 2022-23 KS1 & EYFS										
All figures in %	Year 1				Year 2				Reception	
	Non-PP		PP		Non-PP		PP		Non-PP	PP
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	GLD	GLD
Reading			100%	50%			71%	36%	67%	50%
Writing			0%	0%			57%	0%		
Maths			0%	0%			71%	18%		
Combined			0%	0%			57%	0%		
Year 1 Phonics PP = 100% Non-PP = 80%										

Intended outcome	Success criteria	End of Year Evaluation 2022-23
The attainment of Pupil Premium children will be in-line with the average attainment of all children in school.	<p>RAG rated (green = achieved, yellow = addressed and ongoing, white = area for development)</p> <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 	<p>Trust curriculum is ambitious and implemented by teachers; this remained in place and good continuity of curriculum despite changes in school personnel.</p> <p>All pupils received full curriculum entitlement. Further work continues to be done on measuring progress during interventions and the success of these for pupils and the impact they have on learning and outcomes. Employing a strategic learning mentor and SENDCO Assistant has helped improve this but significant work in the area of SEMH and the development of becoming a Thrive School will support this.</p>

	<p>start do not teach 'new learning' only revision and recall lessons.</p>	<p>Attainment of disadvantaged (pupil premium) children has improved and more in some key stages above national expectations as well as above non-PP by comparison. This has been particularly evident in the progress of end of KS2 PP pupils . Employment of a curriculum lead and expert teacher will continue to see new teachers to the school develop high quality teaching and learning for all children through targeted coaching models.</p>
<p>Pupil Premium children will be exposed to and use a wider variety of vocabulary in their spoken and written work.</p>	<ul style="list-style-type: none"> Poetry anthologies provided 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. 	<p>Poetry anthologies are taught in each phase and children are able to recite some of the poems, with enjoyment. The school completed poetry recitals to parents in the summer term.</p> <p>High quality, diverse texts are incorporated into planning and children speak highly of these. High level vocabulary is evident in books and learning environments. A move to the use of Accelerated Reader in KS2 for those children who are fluent in breaking the alphabetical code this year has ensured pupils are reading age-appropriate and books that match ability and understanding</p> <p>Vocabulary is displayed effectively. Word study lessons are ensuring that the most vulnerable pupils have the opportunity to develop syntax accurately.</p> <p>Talk Boost and Welcome assessments to develop children's speech and language skills. This has ensured that progression in this area can be measured effectively to inform next steps</p>
<p>All Pupil Premium children will have the same opportunities and experiences as non-pupil premium children regardless of their parents' financial situation.</p>	<ul style="list-style-type: none"> All pupil premium children will attend curriculum trips and events. School lunch is provided during school visits. Barriers to attending a trip will be explored with individual families and school will work to remove these. 	<p>Disadvantaged pupils have received full offer/entitlement to educational visits including Y5 and 6 residential events and trips to London and the farm. Other Trust-wide sporting events have also taken place for all pupils including disadvantaged across the academic year.</p> <p>The rolling out of Waterman Swim School has ensured every child receives weekly swimming lessons from nursery to year 6. The Swim school now enhances the wider offer by inviting pupils to water polo and lifesaving lessons.</p>
<p>Pupil premium children's attendance will be in line with national averages.</p>	<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. 	<p>Attendance for disadvantaged (PP) pupils remains a significant concern and ongoing battle for school staff. The recruitment of an attendance officer has added capacity. Individual case studies have to be drawn up, with clear SMART next steps/actions for key families in order to combat this. CPD is in the process of being given to all new school staff (admin and teachers) in tackling attendance, PA and better adhering to robust policy.</p> <p>End of academic year attendance for whole school was 93.5% (+2% increase) with 19.3% (-2% decrease) PA in line with national averages and 2% above last academic year.</p> <p>Pupil premium attendance was 92.3% (=2% increase) PA totalling 23.4% (-2% decrease).</p>
<p>To ensure pupil premium children have the correct equipment and uniform required for school.</p>	<ul style="list-style-type: none"> Second-hand uniform available from school office. 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 / 	<p>Children are identified early and offered support in the was of clothing and resources. New school uniform and PE kit was given out to families in need.</p>

	equipment and sign post to support in school asap.	
All children who require support with mental health will receive this in school through our school counsellor and mental health first aid responders.	<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>All staff have completed TPP training in full – next step is to train new to HEARTS/WPS staff in TPP who have joined this academic year.</p> <p>Vulnerable list now better tracks intervention for key pupils (electronically) and this system is now Trust-wide; while numbers have not decreased, pupils continue to be well supported, particularly disadvantaged and/or SEND families.</p> <p>Positive SEMH strategies continue to be delivered and high profile – Becoming a Thrive School, SEMH week, Mental Health week, etc...).</p>
Children in receipt of Pupil Premium funding will have access to all extra-curricular clubs provided at a discounted fee.	<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. 	<p>There was a good uptake of PP children attending clubs (43%) but more needs to be done in this area to increase. A goal for next year is 100% of disadvantaged pupils attending at least one club across the academic year. Senior and club leaders need to carry out better pupil voice and tailor clubs to families. Breakfast club continues to be operational but more needs to be done to improve the uptake of this service.</p> <p>School Council has had a voice in the development of further clubs, for example, music, lifesaving and water polo.</p>

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
Talk Boost	I CAN
Wellcomm	GL Assessment
Thrive	Thrive Approach