

Pupil Premium Strategy Statement

Water Meadows Primary School 2020-2021



1. Summary information					
School	Water Meadows Primary School				
Academic Year	2020-2021	Total PP budget	£53,635	Date of most recent PP Review	Nov 2020
Total number of pupils	97	Number of pupils eligible for PP	49	Date for next internal review of this	Jan 2021

2. Attainment End of Year 2018-2019 (No SATS data available 2019-2020 due to Covid)		
	<i>Pupils eligible for</i>	<i>Pupils not eligible for PP (national average)</i>
% KS2 pupils achieving expected or above in reading, writing & maths		
Reading Expected +	100%	73%
Writing Expected +	100%	78%
GPS Expected +	100%	78%
Maths Expected +	100%	79%
Combined R/W/M	100%	65%
% KS1 pupils achieving expected or above		
Reading +	40%	
Writing +	40%	
Maths +	40%	
% EYFS pupils achieving GLD	100%	
% Year 1 pupils passing the Phonics Screening	83.3%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A	To increase the amount of PP children achieving GLD 3 – 18/19 was 0%	
B	62.5% of the Reception cohort have failed the language and speech link assessments that form part of the baseline in Term 1. Only 40% of the children receiving pupil premium funding are at age expected in Communication and Language. This is a significant barrier as the prime area of C & L underpins areas of learning in the EYFS curriculum.	
C	A higher % KS1 pupils achieved the expected standard in reading, writing and maths	
D	A higher % of KS1 pupils achieved GD in Writing (7%) in 2018-19 than PP pupils (0%)	
E	To ensure that PP outcome in the multiplication test are in line with other.	
External barriers		
F	PP attendance for the Year 2018-19 was 92.87%. This has a direct impact on teaching and learning.	
G	The % of PP persistent absentees (10% and 20%) was higher than non- disadvantaged pupils in the last academic year	
4. Desired outcomes	Success criteria	
A	That the Prime Areas are a focus in the Autumn terms, to ensure accelerated progress can happen from baseline. That Talk for Writing is implemented and the 5 a day reading diet so that pupil's oral story telling skills are developed.	That PP children achieve GLD 3 in-line with other children and national.
B	That the Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That Talk for Writing is effective and the 5 a day reading diet is in place so that pupil's oral story telling skills are developed.	That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD

C	That the structured approach to teaching vocabulary across the curriculum will accelerate pupil's progress in writing to age appropriate and exposure to a wide range of texts in English. Proven high impact reading interventions implemented and Maths talk are embedded to develop vocabulary in mathematics. In light of Covid closures, skilled Formative Assessment ensures that children catch up and make accelerated progress from their starting point in reading (particularly in EYFS and KS1) where they have had significant time off and not been supported with home learning (COVID closure in March to July)	Vulnerable learners whose gaps have widened even further as a result of school closures in light of COVID 19 are identified and gaps filled. The gap is diminished between PP and ALL, ensuring there is gap greater than 5%.
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D	Through high quality teaching, the investment in high quality texts to engage learners, close monitoring by phase leaders of new English guidance and the implementation of talk for writing – KS1 GD writing % will increase.	The % of PP KS1 children achieving greater depth in writing is in line with ALL children and National average.
E	To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home, enabling them to perform well in the national assessment.	% of PP children passing the multiplication check is in line with all. The Covid premium will be used towards on-line tuition.
F	Whole school attendance is in line with National and increased attendance of Pupil Premium pupils.	The attendance gap continues to diminish between pupil premium and other pupils
G	Work with the PSA and well-being team to ensure that Persistence Absence is addressed. Develop wider links with school nursing (health relates).	The % of PP 10% and 20% persistent absentees is in line with non-PP pupils

Allocation of Pupil Premium Funding for 2020-2021

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

As a school set within the context of a deprivation indicator that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. We have a very clear vision that funding is used to provide a wide range of experiences as we remember that "limited experience" is not the same as "low ability". As a team, we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non- disadvantaged peers.

At Water Meadows Primary School, we are committed to providing good Teaching and Learning. Phase Leaders have been appointed to provide a strong level of support, to develop teaching and learning across the school Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Wider Curriculum. We "bring learning to life" through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress, are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well, then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead and Nurture team work closely together to support vulnerable families.

STRATEGIES

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Item	Details	Cost	Impact
Switch on	Skilled reading intervention TAs accelerate children's progress to age appropriate	£14,928	

	A KS1 and Year 3 intervention		
Inference	Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention	Included Above	
Speech and Language Link (EYFS)	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry	£542	
Pupils with speech and language difficulties are identified in T1 of Reception. Speech and Language Link assessment and observations by staff to inform Baseline at end T1. Early Language Intervention in place to help children catch up.	<i>(EEF -Oral language interventions have very low cost and have moderate impact)</i> The Reception NELI programme is the Nuffield Early language intervention which involves scripted individual and small group language activities to be delivered. The EEF found that the programme boosted the language skills of 4 and 5-year olds by an additional 3 months.	£0	

NELI language intervention	A ten-week programme delivered by Trained Tas.	COVID catch up funding	
1 st Class@Number intervention.	To develop targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme	COVID catch up funding	
Total		£15,470	

STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Speech and Language External	A speech and Language Therapist to work with children identified in EYFS and Y1 children	£1,980	
	Total	£1,980	

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Attendance Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication.	£9,034	
Trust Safeguarding Lead	To support vulnerable families and work as part of the team to break down SEMH barriers.	£9,011	
Nurture Teaching assistants	Trained staff to deliver full time nurture and nurture interventions to remove SEMH barriers.	£14,160	
Pupil Premium Case studies	Ring fenced money for 8 children PP children in the school. A holistic approach with a team around the	£800	

	child.		
		Total	£33,005

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other ‘wow’ moments which will act as stimuli to the children’s learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life.	£1,000	Pupils across the year groups benefited from this by purchasing tickets for their family members to watch them perform in the Young Voices concert at the O2.
Swimming subs	Swimming is subsidised	£400	Swimming did not take place this year because of lockdown and school closure.
Year 4 camping	This activity is part of the Trust Pledges.	£500	Camping trip did not take place this year because of lockdown and school closure.
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	£1,500	Extra recommended books were purchased for targeted children to build an interest in reading for pleasure.
	Total	£3,400	