

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) | | |
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| 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 |

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| 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 | See Case study |

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| | A KS1 and Year 3 intervention | Included Above | |
| Inference | Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention | | Focused small group intervention in place for KS2 classes. Summer Term data showed that the intervention was most successful in year 5 and 6. The year 5 and 6 data showed that all children were now working at an age expected level and no gap between PP and all children. |
| Speech and Language Link (EYFS) | Skilled EYFS TA to deliver Speech and language intervention as well. Accelerate progress in this Prime Area to diminish the gap on entry | £542 | 88% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 33% of children had age appropriate skills in communication and language and at the end of the year this had increased to 91% |
| | 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 | This support was limited due to COVID 19 as sessions were started, the virtual during the lockdown and some face-to-face sessions did commence – however 88% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 33% of children had age appropriate skills in communication and language and at the end of the year this had increased to 91%. |
| | 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 |
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| 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 | The impact of the PSA working closely with the HT can be seen in the improved attendance from September until January – where school attendance was at 93% - increase in previous academic year (91%). The PP pupils attendance was nearly in line with all children (91%) over the same period and again is an increase from previous year (89%) by the end of Term 2. The work of the PSA had impacted on removing key barriers that vulnerable families were facing by signposting support to key agencies and support networks in the local community especially in lockdown. PSA applied and received a grant for £2000 to support effected families during the January lockdown providing assistance with food and energy payments. Links with other agencies continued to grow. PSA has established good working relationship with NEFLT school link worker and has established training for parents and staff in mental health awareness and signed posted parents to this support throughout 20/21. |
| Trust Safeguarding Lead | To support vulnerable families and work as part of the team to break down SEMH barriers. | £9,011 | Evidence of the impact of the Trust Safeguarding Lead is found in the up to date training and policies that all staff have undertaken and are familiar with. The Safeguarding files and Electronic system for reporting concerns are effective and up to date. The Well-being team support vulnerable parents and signpost to relevant agencies. Further impact through chairing termly vulnerable meetings identifying key children and families for PSA to support with HT and SENCO – minutes available. |
| Nurture Teaching assistants | Trained staff to deliver full time nurture and nurture interventions to remove SEMH barriers. | £14,160 | All Teaching Assistants were fully trained in the 6 Nurture principles and restorative justice. They are also skilled in delivering Nurture therapies as well as full time nurture provision. All children had Boxhall profile completed and in class nurture strategies were implemented. Nurture nooks and worry monsters implemented into all classes. Boxhall profiles show impact. |
| Pupil Premium Case studies | Ring fenced money for 8 PP children in the school. A holistic approach with a team around the child. | £800 | Children identified and resources were provided including reading books for reading for pleasure at home. Other resources purchased were linked to children's needs. Resources purchased supported well-being and were personalised to individual child. |

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| Total | £33,005 |
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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 |
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| 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 | School trips and visits were limited to virtual events due to the national lockdown and school closures. |
| 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 | |