



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	Water Hall Primary School
Number of pupils in school	269 (R to Year 6)
Proportion (%) of pupil premium eligible pupils	52% (based on 140 pupils, R to Yr 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Annually
Statement authorised by	Becky McGuire
Pupil premium lead	Adele Howson
Governor / Trustee lead	Jo Chitty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178 885 (based on 133 pupils)
Recovery premium funding allocation this academic year	£21 025
School Led Tutoring Budget (ring fenced grant)	£15 390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17 663
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	£232,963.00
Planned carry forward to next academic year	£33,723.36

Part A: Pupil premium strategy plan

Statement of intent

At Water Hall Primary School our objectives are to close the attainment gap between our disadvantaged pupils and their peers.

Water Hall Primary School uses the evidence from the Education Endowment Foundation (EEF) in their 'Guide to the Pupil Premium' to support in the planning and delivery of strategies for our pupils.

This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions
- Quality First Teaching helps every child
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils
- Focussing on a small number of carefully chosen priorities is effective

The key principles of our demographic and the needs of our pupils demonstrate the need for a focus on the wider strategies to ensure that our pupils are: **'Ready, Respectful and Responsible'**. The ultimate objectives for our pupils (and families) at Water Hall are to ensure a positive engagement in education and beyond, leading to increased attainment and achievement.

We **aim** for:

- Narrowed gap between disadvantaged and non disadvantaged pupils
- All pupils (including disadvantaged) to make or exceed national expected progress rates
- All of our pupils have positive attitudes towards looking after their own mental health and strategies in place to support themselves when things are tough.

We will **achieve** this through a tiered approach to Pupil Premium spending:

Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively include professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

EYES ON the issue and commitment to close the gap.

NAMES ON the students in receipt of PPG - do staff know who they are? All staff have a part to play

ACTIONS ON the processes we put in place to support our pupils and close the attainment gap

Challenges (Barrier to learning)

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

Challenge number	Detail of challenge
1	Lack of emotional literacy in our pupils
2	Low levels of educational support in the family home for a variety of reasons including large family numbers, low levels of adult literacy etc. preventing parental engagement and pupil support
3	Family issues such as DV, multiple house/school moves, poor mental health, addiction issues affecting pupil's own mental health preventing parental engagement
4	Poor attendance of pupils
5	Poor language and communication skills upon entry to school (especially in Reception and Nursery)
6	Behaviour difficulties and SEND needs of a core group of pupils
7	Mobility of pupils (in year admissions)
8	Narrowing the attainment gap, between all groups of pupils, across the core subjects
9	Ensuring consistent and robust QFT across all subjects, especially English, Maths and Science.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment in Reading	Phonics Screening Check scores have increased to be in line with the national average. KS2 progress scores to be in lines with national average
Attainment in Writing	KS2 progress scores to be in lines with national average
Attainment in Maths	KS2 progress scores to be in lines with national average
Greater Depth attainment	Pupils achieving greater depth in at least 1 subject is increased by 10% compared to 2020-2021.
Improved attitudes to learning	Pupils' attitudes to learning are consistently good, with incidents of poor behaviour occurring within lessons less than 5% of all behaviour incidents across the school.
Increased parental engagement	% of parents attending parent consultations has increased by at least 40% on sessions in 2020-2021

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: **£112,120.44**

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	High quality CPD for teaching staff, including AfL and feedback strategies for pupils, including an INSET session delivered by Clare Gadsby and additional ongoing 'in house' support for teachers, planning and coaching in real time.	EEF +6mths Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.	8,9
2	Recruitment and retention of experienced teacher to support with improving early language	EEF +6mths Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	5
3	Recruitment and retention of Teaching Assistants to support a range of pupils in class, reducing behaviour incidents and supporting pupils to access QFT.	EEF + 2mths and + 4mths Within-class attainment grouping may also have an impact on wider outcomes such as confidence. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	6,7,8,9
4	Provision of a Qualified Teacher in Nursery	EEF +6mths Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.	5
5	Ongoing support from Phonics Consultant to develop Reading Leader's skills and the CPD of Phonics teachers Reading Leader - demonstrating, coaching and assessing the teaching of phonics throughout the school.	EEF +5mths Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	8,9

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

Budgeted cost: **£17,089.20**

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	PIXL subscription allows access to quality assessment materials, subsequent data comparisons to a large number of schools, reports and interventions to support gaps in learning.	<p>EEF + 4mths- 6mths</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>It might also be helpful for schools to compare the outcomes of their eligible pupils to schools serving similar populations - PiXL allows us to do this.</p>	8, 9
2	121 RWI Phonics Interventions for those pupils falling behind		8, 9
3	Purchase and delivery of catch up intervention (Freshstart) for those pupils in Upper Key Stage 2 who are falling behind in reading.		
4	<p>Subscription to online Oxford Owl ebooks, accessible at home to increase the number of appropriate reading texts for pupils and increase engagement through using technology.</p> <p>Purchase of additional RWI home readers, to ensure that all pupils can take home at least 2 books at each change.</p> <p>Purchase of new reading spine books to extend home reading</p> <p>Subscription to 'Learning with Parents' - accessible via mobile devices with no need for printers, tablets etc.</p>	<p>EEF + 5mths Nursery and + 4mths Primary School</p> <p>There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. We want to motivate and empower families to have enjoyable learning experiences together.</p>	2, 8, 9

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

Budgeted cost: **£71,530.00**

	Activity	Evidence that supports this approach	
1	Senior Family Support Worker to receive ELSA training, as well as the ongoing supervision	EEF + 4mths Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	1
2	ELSA resources to be updated annually		1
3	Updating Happy Secret resources to enable to provision of intervention to groups each academic year.		1, 5, 6
4	E4All activities (Enrichment Activities)	Whilst interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour .	2, 5, 6
5	Family Support Workers x 2 - Working as Family Champions delivering a support network for families, reducing and intervening early in poor attendance and ensuring that new pupils are settled into school effectively	EEF + 4mths Parental engagement strategies are typically more effective with parents of very young children. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	2, 3, 3, 4, 7
6	Subsidising school visits and activities to ensure that all pupils can attend	Whilst interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour .	3
7	Triple P trained staff member to deliver Triple P parenting courses - QFFI (Quality First Family Intervention)	EF + 4mths Parental engagement strategies are typically more effective with parents of very young children. Consider what support you can give to parents to ensure home learning is of high quality. Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.	2, 3
8	Low cost breakfast club		3
9	School Cloud Parent Consultation system to allow for blended consultation appointments to meet parent needs	EEF + 5mths Nursery and + 4mths Primary School The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	2, 3

Total budgeted cost: £200,739.64

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal **phonics** data showed a substantial increase in phonics attainment compared to to the beginning of the academic year:

YEAR 1

2% to 42%.

YEAR 2

6% to 29%.

Attendance:

2019-2020

Persistent Absence 26%

Whole School Attendance 94.24%

2020-2021

Persistent Absence 7.6%

Whole School Attendance 95.53%

An increase of 1.29% throughout a year with Covid-19 closures. Our families attended well throughout.

Staffing remains stable with no staffing changes for the new academic year. Staff are invested in the school and the provision we give to our pupils. They want to be part of the school's development and success.

PiXL implementation has been stalled slightly due to Covid-19 and not being able to fulfil the assessment calendar and implement the full DTTR processes. There was positive progress for our Year 5 and 6 between Sept and July when carrying out the PiXL assessments.

	Year 5	Year 6
Reading	+7.6%	+18.2%
GPS	-4.6%	+8.4%
Spelling	+5.5%	+13.7%
Maths 1	+20.5%	+17.9%
Maths 2	+7.7%	+15.6%
Maths 3	+19.6%	+25.1%

Externally provided programmes

Programme	Provider
SEMH interventions Choose to Cope Happy to be Me Happy to be Us Wise Behaviours	Happy Secrets
Fresh Start	Ruth Miskin
PiXL - Primary	Partners in Excellence

Tuition funding 2021-2022

School-Led Tutoring is being introduced as part of the National Tutoring Programme in 2021/22. Eligible state-funded schools and academy trusts will receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.

The funding available to Water Hall Primary School is: £15 390, calculated at 76 pupils x 1140 hours of tutoring.

An overview of how this funding is being allocated is detailed below:

Activity	Evidence that supports this approach
<p>Fixed Term contracts for agency TAs 'backfill' our own more experienced TAs in order for them to deliver 121 tuition to pupils across the school full time for the academic year 2021-2022.</p> <p>The recruitment of these TAs also facilitates an extra adult to deliver RWI, thus enabling smaller group sizes and reducing the need to 'merge' book colours.</p>	<p>EEF +5months</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes) backgrounds.</p>

Service pupil premium funding - Not Applicable for 2020-2021

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	