



# Three-Year Pupil Premium Strategy

**APPROVED: JANUARY 2021**

**REVIEW: JULY 2023**

## 1. Introduction

Pupil Premium is funding given to schools to help to support disadvantaged students, and to help to close the gap in attainment between these students and their peers. It is allocated to schools for every student who has been registered for free school meals at any point in the last six years, and for Children Looked After and children of Service Personnel.

The Government believes that the PPG is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. During the academic year 2019-2020 Waterside Primary Academy received XXX in Pupil Premium. We looked at projects that we found to have previously had impact on pupil outcomes and also introduced a number of new initiatives. During the academic year 2020-2021, Waterside Primary Academy will receive XXXX in Pupil Premium Funding.

Due to coronavirus, school closures and following Department for Education (DfE) advice, evaluating the impact of our pupil premium strategy for all of the 2019/20 academic year in our usual manner was not possible. Therefore, following their advice, we chose to monitor the impact up to December 2020 to include the assessment data from the catch-up curriculum that we delivered during the Autumn Term.

## 2. School Summary Information

SUMMARY INFORMATION			
Pupil premium strategy	2020-2023		
CURRENT PUPIL INFORMATION 2020-2021			
Total number of pupils:	143 (Oct 2019)	Total pupil premium budget:	£83,390
Current number of pupils eligible for pupil premium:	62 (Oct 2020)	Amount of pupil premium received per child:	£1,345

## 3. Cohort Information

COHORT INFORMATION (OCTOBER 2020)		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	27	48%
Girls	29	52%
SEN support	21	38%
EHC plan	6	11%
EAL	5	9%

#### 4. Assessment data

EYFS (JULY 2019)						
	Pupils eligible for PP	Non-PP children	National average	Data from previous years (All Children)		
				2016-17	2017-18	2018-19
Good level of development (GLD)	17%	44%	72%	43%	67%	36%
Reading	33%	56%	77%	52%	94%	33%
Writing	17%	44%	74%	43%	67%	17%
Number	50%	81%	80%	43%	83%	50%
Shape	50%	75%	82%	61%	83%	50%

YEAR 1 PHONICS SCREENING CHECK (COMPLETED NOVEMBER 2020)						
Pupils eligible for PP (6 children)	Non-PP children (15 children)	National average	Data from previous years (All Children)			
			2016-17	2017-18	2018-19	
33%	87%	N/A	83%	73%	94%	

END OF KS1 (COMPLETED JULY 2019)						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years (All Children)		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading	67%	73%	78%	80%	90%	70%
% achieving expected standard or above in writing	58%	55%	73%	73%	73%	57%

% achieving expected standard or above in maths	75%	64%	79%	83%	83%	70%
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END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		PP Data from previous years (All Children)		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	27%	50%	71%	6%	63%	38%
Progress measure in reading	-4.23	-1.11	0.32	-4.06	-0.60	-3.29
Progress measure in writing	-3.02	+1.95	0.27	-11.14	-1.73	-1.44
Progress measure in maths	-4.44	+0.62	0.37	-5.25	-0.36	-2.84

School Data	2017-2018			2018-2019		
	PP	Non-PP	Nat. Non-PP	PP	Non-PP	Nat. Non-PP
Average Attendance	7.1%	4.1%	3.7%	7.8%	4.5%	3.5%
Persistent Absentees	27.3%	10.3%	5.8%	25.4%	6%	5.4%
Exclusions	0%	0%	0.75%	16.4%	8.33%	0.79%

## 5. Identified Barriers

Internal Barriers	
<b>A</b>	Many disadvantaged pupils begin school with low starting points; with skills and development below that expected for their age. Poor language and social skills are common for many children, including those eligible for the Pupil Premium
<b>B</b>	Levels of attainment are below national average for all statutory measures except Y1 Phonics overall, plus disadvantaged pupils tend to achieve less highly than their peers. Internal data

	also shows under-performance of disadvantaged pupils. This is a result of teaching over time not being sufficiently effective.
<b>C</b>	Many pupils who are eligible for Pupil Premium also experience other barriers to learning such as special educational needs, social/emotional difficulties or have English as an additional language.
<b>External Barriers</b>	
<b>D</b>	Attendance overall is below national average and is a particular concern for disadvantaged pupils. This has a negative impact on progress and attainment.
<b>E</b>	Some parents do not engage well with the school and may find it difficult to interact and be involved. Many disadvantaged pupils have less parental support for learning than their peers.

#### 6. Long-Term Priorities (3-year timescale):

<b>Priority</b>	<b>Objective</b>	<b>Targeted Barriers</b>
<b>Priority 1</b>	To deliver high-quality teaching across the school.	A & B
<b>Priority 2</b>	To embed the high-quality phonics programme Read Write Inc.	A, B & E
<b>Priority 3</b>	To develop high quality reading provision across the school.	A & B
<b>Priority 4</b>	To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils.	A, B, C & E
<b>Priority 5</b>	To ensure all staff are aware of the barriers to learning for individual children and can address these effectively.	A, B & C
<b>Priority 6</b>	To improve attendance and punctuality overall rapidly and significantly, and for PPG pupils in particular.	A, B & D
<b>Priority 7</b>	To increase parental engagement, especially for parents of PP pupils.	E

## Priority 1 - To deliver high-quality teaching across the school (Barriers A & B).

### Rationale

- External PP Review: “The spending of the PPG needs to focus on supporting teachers in achieving improved outcomes for disadvantaged learners and ensuring lessons are focused on their learning needs. This will improve outcomes for all but will have a disproportionate effect on those that are disadvantaged and vulnerable.”
- Sutton Trust: “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.”

### Actions

- Establish and embed an improved school curriculum, which is effectively planned and sequenced, is broad and which seeks to equip all pupils with increased knowledge and cultural capital.
- Create a termly programme of CPD for all classroom staff to ensure effective implementation and delivery of the curriculum (whole staff training plus tailored, individualised support as needed). Utilise staff meeting and Inset time, plus regular training sessions for classroom support staff.
- Curriculum ‘walk throughs’ to take place between teachers and subject leaders before each Pathway is taught. Advice and coaching will be given as necessary, focused on using the curriculum to maximise pupil progress.
- Termly standardised assessments to be completed to identify gaps in learning and areas for development for individual teachers. Teachers to plan to address the areas identified, with a focus on PP children. Utilise termly pupil progress meetings and termly standardised assessments to evaluate pupil progress and agree subsequent actions.
- Basic skills of spelling, reading and writing to be a focus for feedback, across the curriculum.
- Leaders to undertake a comprehensive, regular monitoring programme. This will be aligned to CPD and focused on pupil books, to ensure planning, teaching and feedback are supporting progress. Provide individual feedback and identify and deliver actions in response to monitoring findings.
- Leaders to enable joint-working between staff to develop areas for improvement, including the sharing of good and outstanding practice.

### Success Criteria

- The quality of education is at least Good, as judged by Ofsted.
- External monitoring confirms that actions taken to develop the quality of teaching are appropriate and result in rapid improvements being made.
- Lesson observations, drop-ins and work scrutiny evidence consistently good teaching across the school, some with outstanding aspects, which engenders at least expected progress for those on track, and rapid progress for those who lag behind.
- All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress.
- Statutory outcomes increase and are close to national average annually. Achievement gaps between PP pupils and their peers are diminish.
- There is evidence of a culture of sharing good practice.

## Priority 2 - To embed the high-quality phonics programme Read Write Inc. (Barriers A, B & E).

### Rationale

- EEF Toolkit Impact: Phonics +4 months

### Actions

- Implement and embed the Read Write Inc. Phonics programme, with a RWI lead teacher in place and all relevant staff fully trained.
- RWI lead teacher to regularly monitor the quality of phonics delivery. Provide follow-up feedback and training, to ensure that the programme is delivered effectively by all staff concerned.
- All children identified in individual lessons as not making progress to have pre- and post-teaching, with a focus on PP children.
- Use regular phonics assessments to ensure correct groupings for RWI and promote rapid progress.
- Use assessment to identify potential under-achievement, putting effective, high quality interventions in place where needed. When analysing assessments, consider the progress of disadvantaged pupils specifically and interventions required for these pupils. Ensure all interventions are monitored for impact.
- Provide annual parents' information sessions on phonics and RWI, with resources to help them support this at home (e.g. web links to correct pronunciation). Target parents of PP pupils to encourage them to attend this, and follow-up as required.
- Work with staff to ensure that all classroom staff, including those in the higher year groups, have sufficient knowledge of phonics and of the RWI approach so that they can effectively support phonics application and development in other lessons.

### Success Criteria

- The quality of education is at least Good, as judged by Ofsted.
- External monitoring visits confirms that actions taken to develop the quality of phonics teaching are appropriate and result in rapid improvements being made.
- High quality phonics teaching occurs from Nursery to Year 2 and beyond for all pupils who require it, as evidenced by leaders' monitoring.
- All classroom staff understand the RWI approach and can work with children to enable them to apply their phonetic knowledge to writing across the curriculum, developing this knowledge as needed.
- RWI assessments show that pupils make good progress through the programme.
- Book scrutiny shows that phonics skills are used to improve writing across the curriculum.
- Year 1 and Year 2 phonics screening results improve and are aligned to national average.
- Phonics screening outcomes show that the attainment of PPG pupils has improved from 2019 and differences between PPG and non-PPG pupils diminish.

### Priority 3 - To develop high quality reading provision across the school (Barriers A & B).

#### Rationale

- EEF Toolkit Impact: Reading Comprehension Strategies +6 months

#### Actions

- Develop a reading strategy which focuses on adults reading high quality texts to pupils daily. The school curriculum to include specific texts from Pathways to Read and Write, in order to provide sequencing and progression and effective cross-curricular links.
- All pupils to read regularly with an adult, prioritising PP children.
- Adopt a consistent approach and lesson structure to the teaching of reading across KS2, with associated staff CPD and monitoring by leaders.
- Continue to embed the Accelerated Reader programme from Y2 -Y6, with staff training. Class teachers to use monitoring and reporting functions within the programme to evaluate pupil progress and guide their future learning. Leaders to maintain an overview of the programme's use and regularly evaluate its effectiveness.
- Continue to develop the library use, ensuring that it can be used daily by all children, and before school for breakfast club. This will store a variety of books for all readers in the school and generate a love of books.
- Develop a non-fiction area in 'The Hub' to support knowledge gains linked to Pathways topics.
- Develop 'The Hub' to ensure that it houses appropriate equipment (e.g. laptops and tablets) to support regular accelerated reader testing.

#### Success Criteria

- The quality of education is at least Good, as judged by Ofsted.
- External monitoring confirms that actions taken to develop the teaching of reading are appropriate and result in rapid improvements being made.
- Monitoring evidences consistently good teaching of reading across the school, in line with school policy.
- All pupils make at least expected progress in Reading. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress.
- Statutory outcomes increase and are close to national average annually. Achievement gaps between PP pupils and their peers diminish.



**Priority 4 - To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils (Barriers A, B & E).**

**Rationale**

- EEF Toolkit Impact: Early Years Interventions +5 months .
- EEF Early Years Toolkit Impact: Play based learning +5 months.
- Parental Engagement +4 months.

**Actions**

- Establish an action plan for rapid improvement, including curriculum development and improving the physical learning environment. Leaders to work with EYFS staff to ensure that the action plan is delivered and regularly evaluated, with associated staff training and development. Utilise Local Authority support to facilitate this.
- All EYFS staff to have input on developing the quality of interactions with pupils, and leaders' monitoring to focus on this. Ensure that all EYFS staff know who the PP children are, and that they specifically engage and interact with these pupils regularly.
- Leaders to work with EYFS staff to develop specific approaches to develop pupils' speaking and listening skills and wider understanding of language.
- All PP children in Reception to read daily with an adult.
- Provide a parents' information session on language (stories, rhymes, early reading etc.), with resources to help them support this at home. Target parents of PP pupils to encourage them to attend this, and follow-up as required.
- Use baseline assessments to identify gaps in learning, cross school moderation and a focus on PP children. Next steps for all children to be identified and planned for parents made aware of these next steps.
- Targets for all children to be set based on baseline assessments, including predictions for PP children. Half-termly evaluation of progress towards targets to be completed by class teachers and SLT, with actions put in place for any child in danger of not meeting their targets.
- Leaders to undertake a comprehensive, regular monitoring programme. This will be aligned to CPD. Provide individual feedback and identify and deliver actions in response to monitoring findings.
- Improve use of Tapestry to engage parents and improve communication and outcomes.
- Continue to develop the EYFS environment to provide and excellent learning space which evolves to support learning and the interests of the children.
- Home visits to be carried out for all PP pupils joining EYFS, if possible, to identify needs or issues from parental information as well as establish positive parent-school relationships. Where home visits are not possible, use in-school meetings or telephone conversations.

**Success Criteria**

- The quality of Early Years education is at least good, as judged by Ofsted.
- External monitoring confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made.
- All EYFS staff are effective practitioners, as evidenced by monitoring and outcomes.
- There is an increase in the proportion of all pupils, and of PPG pupils specifically, reaching a Good Level of Development, with the aim of PP attainment being in line with that of non-PP children nationally.
- There is an increase in the proportion of all pupils, and of PPG pupils specifically, reaching Expected levels of development in Communication, Language and Literacy at the end of Foundation Stage.
- There are improved interactions and engagements on Tapestry.
- Children with additional needs identified early, and appropriate provision put in place.

- The learning environment supports high-quality learning.
- Parental engagement increases, as evidenced by attendance at events such as consultation evenings.

**Priority 5 - To ensure all staff are aware of the barriers to learning for individual children and can address these effectively. (Barriers A, B & C).**

**Rationale**

EEF Toolkit Impact:

- One to one tuition + 5 months.
- Small group tuition + 4 months.

**Actions**

- Training for teachers and classroom support staff on the rationale of Pupil Premium funding, sharing the school vision of the importance of meeting the needs of disadvantaged groups.
- Work with teaching staff to identify and document individual PP pupil needs and how these can be addressed. Align this approach with half-termly pupil progress meetings, ensuring that impact is reviewed and evaluated.
- SENDCo. to maintain an overview of all interventions, ensuring that impact is regularly evaluated, and actions adjusted in response to evaluation.
- Monitoring and learning walks to be completed by SENDCo. focusing on SEND children, with a particular focus on those who are also PP. Feedback to be given to teachers so that improvements can be made.
- Provide staff CPD on how to identify children who need pre and post teaching, and strategies for delivering this.
- Provide training for LSAs in how to support PP pupils individually and in groups. Leaders to monitor the effectiveness of the delivery of interventions, providing feedback and follow-up CPD as required.
- Review and improve approaches to the management of SEN, including: SEND register to be made available to staff (on SIMs) with PP children identified; Support plans and short SEN plans to be reviewed; Child-centred plans to be developed.
- Half-termly meetings between SENDCo. and class teachers to review SEND children's progress, with a particular focus on PP children

**Success Criteria**

- All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress.
- Most PP children reach their end of year targets.
- Extra provision is in place matched to individual need and evaluation of this demonstrates a positive impact for pupils.
- Statutory outcomes increase and are at, or close to, national average annually. Achievement gaps between PP pupils and their peers are diminished.
- LSAs are confident and skilled in identifying and supporting PP pupils.
- The school's approach to addressing and supporting special educational needs is effective.

**Priority 6 - To improve attendance and punctuality overall rapidly and significantly, and for PPG pupils in particular. (Barriers A, B & D).**

**Rationale**

- Pupils with low attendance miss valuable learning time and will fall behind, or further behind, academically.
- DfE 2015: For pupils at the end of KS2, as the level of overall absence increases the proportion of pupils achieving expected levels of attainment decreases.
- Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).

**Actions**

- Use a range of approaches, including newsletters, Twitter, school displays and rewards, to promote the importance of good attendance with both pupils and parents. Rewards, such as certificates, given to children for above 95% attendance and 100% attendance.
- Ensure clear policy information is given to parents regarding attendance procedures - warnings, monitoring and rewards. Include this in initial information for the parents of all pupils joining the school.
- Regularly and systematically ensure that attendance is monitored and all absence which falls below expectation is notified and followed up. Pursue early intervention through advisory letters, home visits and parent meetings with senior leaders. Use Parent Contract Meetings for identified pupils, prioritising PP pupils where needed, working with parents to identify and address the root causes of low attendance. Signpost to support services as appropriate.
- Utilise the support of the LA education welfare officer to challenge and fine persistent non-attendance when required.
- Analyse attendance data at least termly, including for PP pupils, sharing this with Governors.
- Provide Breakfast Club free to all PP pupils. Monitor the take-up of the club (i.e. which PP pupils attend) and actively promote participation with those families who may benefit from using the provision.
- Work with staff and volunteers to ensure that Breakfast Club is a calm and positive start to the day, with appropriate activities for pupils.

**Success Criteria**

- Overall attendance and punctuality data shows it is in line with national average.
- The attendance and punctuality of PP pupils improves on the previous year, and gaps between PP and non-PP pupils diminish.
- The number of pupils who are persistently absent falls - overall and for PP pupils.
- Parents understand the school's systems for attendance and punctuality, as confirmed by the parents' survey.
- Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities.
- The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increases.
- Vulnerable pupils benefit from Breakfast Club and are better placed to start the school day.

**Priority 7 - To increase parental engagement, especially for parents of PP pupils. (Barrier E).**

**Rationale**

- EEF Toolkit Impact: Parental Engagement +3 months.

**Actions**

- Provide workshops and information sessions for parents on key areas of the curriculum at least termly, presenting these as fun and non-threatening in order to maximise attendance. Target parents of PP pupils to encourage them to attend.
- SLT to work with class teachers to monitor the engagement of parents of disadvantaged children regarding communication from school and at school events such as workshops, consultation evenings etc. Ensure that attendance lists are kept and evaluate these.
- Identify possible reasons for non-attendance, implementing solutions where possible.
- Ensure that non-attendance at consultation evenings is followed up for all disadvantaged pupils, e.g. through a phone call with the class teacher.
- Utilise social media to share information and successes with families, focussing on communication with PP families.

**Success Criteria**

- Parental engagement increases, as evidenced by attendance at events such as consultation evenings.
- The parental survey shows that parents value the communication from the school and the opportunities for involvement.
- Increased communication with whole community, especially parents and carers of PP children.