

Pupil premium strategy statement – Waterhouses CE Academy and Nursery 2021/22

School overview

Detail	Data
School name	Waterhouses CE Primary Academy and Nursery
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matthew Dodson Acting Headteacher
Pupil premium lead	Matthew Dodson
Governor / Trustee lead	Gordon Kneller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Recovery premium funding allocation this academic year	£1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£14900

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is based on the belief that all children should have the opportunities to reach their potential. We strongly believe that behaviour and wellbeing in school is inextricably linked with pupil's academic achievement and children with greater levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and make more progress in primary school. This strategy also takes into account the pupils' background and/or the challenges they face, ensuring that all pupils make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have identified that attendance and lack of parental engagement as key factors when considering the challenges faced by our vulnerable pupils. We also recognise the impact of pupils being away from school for significant periods of time due to Covid-19 and the resultant social, emotional, and mental health needs of our children and their lack of resilience and independence.

Therefore, we have outlined in this statement how we intend to provide support to all of our pupils' needs, regardless of whether they are disadvantaged or not.

- We will provide targeted support for our parents and pupils where attendance is becoming a barrier to learning, working in collaboration with the Staffordshire Educational Welfare Office.
- We recognise high-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support which will be considered on an individual basis. Research validates this approach as it is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting the non-disadvantaged pupils in our school.
- Our strategy will run alongside the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and will focus on speech and language for our younger pupils and reading from Y1 onwards.
- Our strategy provides opportunities for all of our disadvantaged pupils to succeed. However, we will continuously review our strategy to ensure the impact of any targeted support. It will also be robustly assessed and

reviewed at regular intervals to ensure the needs of all pupils are being met.

- All staff at Waterhouses will take responsibility and ownership of our Pupil Premium Strategy to guarantee our most disadvantaged pupils receive the best opportunities possible.

Challenges

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

Challenge number	Detail of challenge
1	Very little engagement to learning from a high proportion of PP pupils during lockdown periods – laptops provided where appropriate but no parental support.
2	Poor metacognition skills – to be addressed with the Empowered Learner Award use of METACOGNITION AND SELFREGULATED LEARNING (EEF) and further academic research.
3	A significant minority of pupils eligible for PP (36%) also have SEMH issues following lockdown. This impacts significantly on attainment and progress.
4	Attendance issues for 8 out of the 10 currently eligible for Pupil Premium. 80% of PP children have attendance below 96% (July 2021)

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
<p>Aim: To provide parental/pupil workshops to develop greater engagement and support from parents to support their children at home or in their attitudes to learning.</p> <p>Action: Develop links with external support to ensure workshops can be provided to support parents/pupils, academically and socially and emotionally to ensure pupils reach their potential.</p>	<ul style="list-style-type: none"> • Homework completed. • Parent voice – confident in supporting their children. • Parents/pupils recognise the importance of attendance in reaching potentially – linked to Healthy Minds/Bodies initiative and Empowered Learner Award set to be introduced 2021/22
<p>Aim: To ensure all stakeholders see the link between developing pupil's</p>	<ul style="list-style-type: none"> • Students to be taught explicitly about metacognitive strategies (2-

<p>metacognition skills to improve outcomes and progress (EEF: METACOGNITION AND SELF-REGULATED LEARNING)</p> <p>Increase pupil motivation as they feel more in control of their own learning through the introduction of the Empowered Learner Award</p> <p>Action: Develop staff CPD regarding metacognition and its impact on pupil progress and attainment Introduce the Empowered Learner Award across all age groups – continue to develop Healthy Minds & Healthy Bodies initiative to support</p>	<p>pronged approach) as will be running alongside the Healthy Minds/Bodies initiative.</p> <ul style="list-style-type: none"> • Pupils will be more aware of their own thinking, and more likely to be active learners who learn more deeply. • Pupils will recognise their strengths and areas for development. • Pupils will develop a greater sense of independence and resilience (measure through monitoring cycle and Boxall Profile assessments) • Importance placed during staff meeting time to develop staff knowledge in this area.
<p>Aim: To improve Social, emotional, and behavioural wellbeing in school. This is inextricably linked with pupil’s academic achievement and children with greater levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and make more progress in primary school and are more engaged in secondary school. (<i>Gutman & Vorhaus, 2012 & Bennett, 2017</i>)</p> <p>Action: Develop nurture and Forest School provisions to run alongside the Healthy Minds and Healthy Bodies initiative to use Boxall Profile to target and monitor individual pupils who need further support with their SEMH needs through additional nurture provision and LEGO Therapy.</p>	<ul style="list-style-type: none"> • Improved outcomes on Boxall Profiles and fewer behavioural issues reported. • Improvements in readiness to learn. • Attainment and progress evidenced within books, accelerated reader outcomes, standardised test scores and ‘No More Marking’ judgements. • Forest School provision developed – member of staff currently undertaking training. • Nurture provision developed. • All staff trained in the use of Boxall assessments to inform planning. • Pupil/Parent Voice
<p>Aim To improve attendance for PP pupils – all to be above 96%</p> <p>Action: Develop enrichment activities for PP pupils to improve engagement in school resulting in improved attendance which will facilitate improved progress and outcomes. Provide early help and support for parents/pupils where attendance is falling below 96%</p>	<ul style="list-style-type: none"> • Pupils are engaged in learning and attendance is improved. • 80% of PP pupils have attendance of 96%. • Pupils eligible for PP will make good or better progress based on their starting points. • Progress evidenced within books, accelerated reader outcomes, standardised test scores and ‘No More Marking’ judgements.

	<ul style="list-style-type: none"> Children talk enthusiastically about school and are engaged, enrichment activities aim to facilitate an improvement in attendance
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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: £6250

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for teaching staff e.g., in Metacognition (Empowered Learner Award) Nurture, LEGO therapy, Zones of Regulation positive behaviour strategies and in specific curriculum areas e.g., Talk for Writing, CPD in SEND approaches, Phonics.	15 key lessons learned in the EEF's first six years' states 'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. Educational research states that behaviour and wellbeing in school is inextricably linked with pupil's academic achievement and children with greater levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and make more progress in primary school and are more engaged in secondary school. (Gutman & Vorhaus, 2012 & Bennett, 2017)	2, 3 and 4

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

Budgeted cost: £8250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant 1:1 and small group and interventions. Programmes include small group: maths (Number Stacks) Phonics interventions (use of Phonics Tracker to assess impact) £1,300 Lego therapy, £1,000 Nurture therapy, £2,600 Beat Dyslexia £500</p>	<p>15 key lessons learned in the EEF's first six years' states 'Targeted small group and one to-one interventions have the potential for the largest immediate impact on attainment'. (Jan 2018)</p>	<p>1,2,3 and 4</p>
<p>Nessy (catch up funding) Breakfast reading club – to be delivered by Teaching assistants TA x 5hrs a week £2,850 (recovery PP and PP funding combined) Look at breakfast club – running parallel to Sunshine club – targeted improvement in attendance (which is one of the key reasons for PP children not achieving their potential)</p>	<p>Individual and small group interventions delivered by highly skilled and experienced staff are known to be effective (EEF +4 months)</p>	<p>1,2,3 and 4</p>

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

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops for parents to support their children academically and socially (current staffing budget)	Wellbeing and mental health is becoming more and more important – especially following Covid19 – Obesity amongst children is rising as are mental health issues – research and evidence states the impact this will have on children in later life. Evidence to suggest it will also prevent children making good progress in school. Provide skills and support for parents to be confident in supporting their children academically and socially to ensure each child reaches their potential academically but is also leaves primary well rounded.	1
Individual/group enrichment activities offered: music lessons, after school clubs. Residential and educational visits. £400 to subsidise PP children	Enjoyment of learning enhanced. Pupils are motivated to attend school (improvement in attendance) learn within and beyond the classroom, improved pupil progress. Attendance for PP is a cause for concern. Involvement in such activities enhances social skills and improves confidence and self-esteem. Inclusion and equality is achieved.	1,2,3 and 4

Total budgeted cost: £14900

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 the 2020 to 2021 academic year.

PP outcomes have regressed due to poor attendance and the lack of support given for pupils who had to work from home due to COVID-19 lockdowns. The majority of these pupils were not supported by parents/carers to access remote learning.

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
Reading and Spelling & Writing Support	https://learn.nessy.com
Developing an understanding of numbers – place value (Help children master the number system) Addressing gaps in lost losing due to Covid-19	https://www.numberstacks.co.uk/
Weekly 1:1 Maths's tuition	Third Space Learning