

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

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

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

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 them 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,</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

<p>academically and socially and emotionally to ensure pupils reach their potential.</p>	<p>and Empowered Learner Award set to be introduced 2021/22</p> <p><u>Review: November 2022</u></p> <p>Homework set as per class based on class needs – need to look at more consistent approach and how this is monitored and how impact on attainment and progress is measured.</p> <p>As a small school bespoke process are in place to support parents where appropriate – is there a need for a more consistent approach moving forward due to recent high turnover in staff.</p> <p>New attendance policy and procedures in place. School to continue to work with parents and EWO to target attendance. Work to continue to ensure parents are aware of the impact of low attendance and how it is a significant factor in pupil attainment and progress.</p> <p>Celebration worships continue to be well attended with a focus on not only academic achievement but also activities that develop and enhance SEMH – need to look at how to record attendance for worships.</p>
<p><u>Aim:</u> To ensure all stakeholders see the link between developing pupil’s metacognition skills to improved 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><u>Action:</u> 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</p>	<ul style="list-style-type: none"> • Students to be taught explicitly about metacognitive strategies (2-pronged approach as will be running alongside the Healthy Minds/Bodies initiative. • Pupils will be more aware of their own thinking, and more likely to be active learners who learn more deeply. • Pupils will recognise strengths and weaknesses. • Pupils will develop a greater sense of independence and resilience (measure through monitoring cycle and Boxall Profile assessments)

<p>Minds & Healthy Bodies initiative to support</p>	<ul style="list-style-type: none"> • Importance placed during staff meeting time to develop staff knowledge in this area. <p><u>Review: November 2022</u></p> <p>Zones of Regulation taught explicitly/implicitly across all classes – displays in all classrooms evident and children understand the important of regulating their emotions (Green/Red/Blue/Yellow) <i>Ensure new staff are provided CPD in this area</i></p> <p><i>No suspensions or exclusions during 2021/22</i></p> <p>Internal CPD has been provided for all staff during Staff Development meetings. Midday Supervisors/Office Staff have also received training on Zones of Regulation previously.</p> <p>Due to staff turnover – Healthy Minds/Bodies has not been fully embedded – this needs to be relaunched January 2022 if it is to be used. Same issue with the Empowered Learner award.</p>
<p><u>Aim:</u> 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><u>Action:</u> 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 provisions developed. • All staff trained in the use of Boxall assessments to inform planning. • Pupil/Parent Voice

	<p style="text-align: center;"><u>Review: November 2022</u></p> <p>Use of Class Dojo to monitor behaviour incidents. Need to look at new system to be able to identify trends and measure impact of SEMH on behaviours and pupil outcomes.</p> <p><i>No suspensions or exclusions during 2021/22</i></p> <p>Forest school currently not in place – ceased April 2022. Look at reintroducing as soon as possible following school restructuring.</p> <p>All staff trained in the use of Boxall Profiles and to complete assessments. Where appropriate these feed into Individual Education Plans. Develop use of Boxall Profile online to assess impact using the Staffordshire CC graduated response process.</p> <p>Nurture room (Woodland room) in place, alongside new sensory room as well as new pond area to support SEMH as well as outdoor learning opportunities. Need to look at staffing – Nurture lead left in September 2022 not currently replaced.</p>
<p><u>Aim</u> To improve attendance for PP pupils – all to be above 96%</p> <p><u>Action:</u> 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. • Children talk enthusiastically about school and are engaged, enrichment activities aim to facilitate an improvement in attendance

Review: 2021/22 Attendance

- All - 94.07%
- PP - 92.12% **previously 91.74% 2021/22**
- Non PP - 94.31
- Persistent absence all – 8.43%
- PP persistent absence – 11.11% **reduced from 28.57% 2020/21**
- Non PP persistent absence – 8.11%

Whilst there has been an improvement in attendance during 2021/22 continued work is needed to achieve the 96% and above attendance figure. Work will continue with the EWO. A new attendance policy is in place and more work needed with a small % of parents regarding the impact of taking holidays during term time.

Autumn 2022 has seen a particular high number of sickness bugs – look at trends across the MAT/county/country. Is this impact of Covid – children less resilient to illness.

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 eg Talk for Writing, CPD in SEN 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. (<i>Gutman & Vorhaus, 2012 & Bennett, 2017</i>)	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
Teaching Assistant 1:1 and small group and interventions. Programmes include small group: maths (Number Stacks) Phonics interventions	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)	1,2,3 and 4

(use of Phonics Tracker to assess impact) £1,300 Lego therapy, £1,000 Nurture therapy, £2,600 Beat Dyslexia £500		
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)	Individual and small group interventions delivered by highly skilled and experienced staff are known to be effective (EEF +4 months)	1,2,3 and 4

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

<p>Individual/group enrichment activities offered: music lessons, after school clubs. Residential and educational visits. £400 to subsidise PP children</p>	<p>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.</p>	<p>1,2, 3 and 4</p>
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Total budgeted cost: £14, 900

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.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.