

Pupil premium strategy statement – Waterhouses CE Academy and Nursery 2022/23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	10% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	M Dodson (Headteacher)
Pupil premium lead	M Dodson
Governor / Trustee lead	Katie White/Gordon Kneller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465 <i>£1385 per pupil</i>
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,465

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 through a well-sequenced and progressive curriculum that takes into account the unique nature of our setting.

Using the Pupil Premium tiered model from the EEF and our understanding of the barriers to learning for our Pupil Premium children we have identified that the development of the Curriculum, Quality First Teaching and Attendance are the key factors facing our vulnerable pupils.

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 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.

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. 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 and mathematics from Y1 onwards.

Our strategy will provide opportunities for all of our disadvantaged pupils to succeed academically. It will also place a high importance on their mental and physical wellbeing.

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	To develop a clear curriculum intent that provides a well sequenced and progressive curriculum across all subject areas which takes into account the fluctuating numbers on roll across the year groups. <i>This takes into account research from Pupil Premium – The tiered model (EEF) and acknowledges that developing a high-quality curriculum is one of the key drivers for improving pupil outcomes.</i>
2	To ensure all teaching is at least 'Good' through Quality First Teaching strategies to ensure the best outcomes for pupils at Waterhouses.
3	Attendance is still an issue for a small percentage of families and this impacts on progress and attainment, especially children achieving Greater Depth.
4	The gap between PP pupils and non-PP pupils achieving greater depth needs to be addressed.

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: Ensure the curriculum meets the needs of the pupils and has a clear intent and consistent implementation. This will be evidenced through a clear, well sequenced and progressive curriculum that incorporates and matches the Waterhouses Curriculum Intent across all subjects.</p> <p>Action: Staff to redesign a rolling curriculum with a clear and specific to the Waterhouses Curriculum Intent. This will take into account the fluctuating roll and be in line with the new class structure for mornings - (Nursery/Reception, Y1/2, Y3/4 and Y5/6) and afternoons, (Nursery/Reception, Y1/2/3 and Y4/5/6)</p> <p>Staff CPD on Curriculum development. Monitoring cycle to be introduced to assess quality and impact of medium-term planning and to ensure coverage against the National Curriculum – opportunity to identify and implement support where appropriate</p>	<p>Subject specific books to remain with children from Y1-Y6 to ensure coverage and to ensure a progressive curriculum is in place.</p> <p>All staff are clear on the curriculum intent (what we are teaching pupils, as well as why we are teaching them that) and how it is being implemented, including their role.</p> <p>Clear links to our Christian ethos as a Church of England school.</p>
<p>Aim: To ensure all teaching is at least 'Good' through Quality First Teaching which emphasises high quality, inclusive teaching for all pupils in a class.</p> <p>The gap between PP and Non-PP pupils achieving greater depth is addressed.</p> <p>Action:</p> <p>Ensure Quality First Teaching is understood by all staff members – opportunities to observe 'best' practise in a range of schools (internally/externally).</p>	<p>Knowledge organisers to be developed by class teachers for each Topic.</p> <p>Learning journeys will be evidenced in each class in a consistent manner.</p> <p>Children will be able to articulate how the learning journeys support their learning.</p> <p>During learning walks, book looks, Pupil Voice pupils will evidence and refer to and how they support and develop their learning.</p>


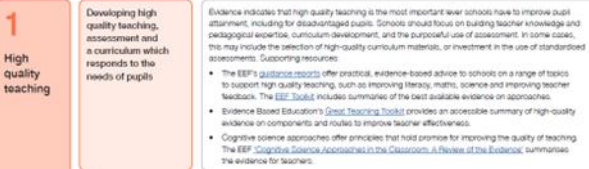
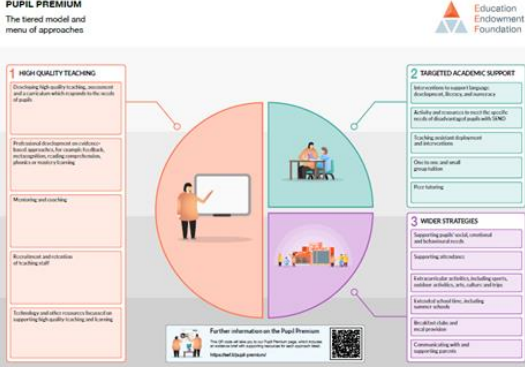
<p>Teaching is based on current academic research on how to improve pupil outcomes.</p> <p>Ongoing support and CPD opportunities to develop staffs pedagogical knowledge.</p> <p>Monitoring cycle to be introduced to assess quality of teaching and the impact on pupil attainment and progress.</p> <p>Early identification process in place to support staff achieve Quality First Teaching.</p>	<p>Monitoring cycle will clearly show pupil progress across the curriculum.</p> <p>Greater % of children achieving expected/greater depth.</p>
<p>Aim: To improve attendance for PP pupils – all to be above 96% to ensure attendance is not a barrier to pupil outcomes.</p> <p>Action: New attendance policy to be in place – absenteeism will be challenged by office staff (procedure will be consistently applied)</p> <p>Early identification system to be put in place to avoid attendance becoming a barrier to learning. Provide early help and support for parents/pupils where attendance is falling below 96%</p> <p>Education Welfare Officer to support persistent absences.</p> <p>Develop enrichment activities for PP pupils to improve engagement in school resulting in improved attendance which will facilitate improved progress and outcomes.</p>	<p>Pupils are engaged in learning and attendance is improved.</p> <p>80% of PP pupils have attendance of 96%. Pupils eligible for PP will make good or better progress based on their starting points.</p> <p>Progress evidenced within books, accelerated reader outcomes, standardised test scores and ‘No More Marking’ judgements.</p> <p>Children talk enthusiastically about school and are engaged, enrichment activities aim to facilitate an improvement in attendance.</p> <p>Increase % of PP achieving greater depth in Reading, Writing and Maths.</p>

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: £9,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching and development of the curriculum.</p>	<p>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.</p> <p>‘Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.’</p>   <p>At Waterhouses we underpin our practise using the tiered model – <u>EEF</u></p> <p><u>Guide to Pupil Premium (Updated April 2022)</u></p> 	<p>1, 2 & 4</p>

<p>CPD opportunities for all staff to develop subject knowledge and areas such as metacognition, masterly learning, phonics.</p>	<p>CPD opportunities will be identified to support the developing of a quality curriculum and to ensure all teaching is at least 'Good'.</p> <div data-bbox="438 358 593 533" style="border: 1px solid orange; padding: 5px;"> <p>Professional development on evidence-based approaches for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> </div> <div data-bbox="614 358 1165 533" style="border: 1px solid lightblue; padding: 5px;"> <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. </div>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3700

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)</p> <p>Focus on SEMH issues as a barrier to learning, implement, Lego therapy, Nurture therapy, Beat Dyslexia Nussy</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> <div data-bbox="534 1182 837 1534" style="border: 1px solid lightblue; padding: 10px;"> <p>2 TARGETED ACADEMIC SUPPORT</p> <p>Interventions to support language development, literacy, and numeracy</p> <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Teaching assistant deployment and interventions</p> <p>One to one and small group tuition</p> <p>Peer tutoring</p> </div> <p>We believe 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)</p> <p>Individual and small group interventions delivered by highly skilled and</p>	<p>1, 2, 3 & 4</p>

	<p>experienced staff are known to be effective (EEF +4 months)</p> <p>Use of the tiered model – EEF Guide to Pupil Premium (April 2022)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500


Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops for parents to support their children academically and socially (current staffing budget)	<p>Wellbeing and mental health is becoming more and more important. 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.</p> <p>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.</p>	1, 2 & 3
<p>Individual/group enrichment activities offered: music lessons, after school clubs. £600</p> <p>Residential and educational visits. £400 allocated 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.</p> <p>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>	1,2 & 3

	<p>3 WIDER STRATEGIES</p> <ul style="list-style-type: none"> Supporting pupils' social, emotional and behavioural needs Supporting attendance Extracurricular activities, including sports, outdoor activities, arts, culture and trips Extended school time, including summer schools Breakfast clubs and meal provision Communicating with and supporting parents 	
<p>Swimming provisions</p> <p>£200 (8 additional hours of swimming to provide water safe skills where appropriate) at £25 per hour)</p>	<p>Provide additional opportunities for Water safe skills for children – key life skills. Accidental drownings form part of the total water-related fatalities in the UK, which stands at 631 for 2020 – an increase of 10 on the previous year.</p> <p>https://www.swimming.org</p>	<p>3</p>

Total budgeted cost: £14,465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

 Pupil Premium Statement – Impact Overview 2021/22			
Measure	Year group	PP (1/14)	Non-PP (13/14)
Reading meeting expected standard	Year 1	100%	62%
Reading exceeding expected standard	Year 1	0%	15%
Writing meeting expected standard	Year 1	100%	69%
Writing exceeding expected standard	Year 1	0%	8%
Maths meeting expected standard	Year 1	100%	62%
Maths exceeding expected standard	Year 1	0%	0%
		0/10	10/10
Reading meeting expected standard	Year 2	N/A	30%
Reading exceeding expected standard	Year 2	N/A	20%
Writing meeting expected standard	Year 2	N/A	40%
Writing exceeding expected standard	Year 2	N/A	0%
Maths meeting expected standard	Year 2	N/A	40%
Maths exceeding expected standard	Year 2	N/A	10%
		4/16	12/16
Reading meeting expected standard	Year 3	50%	42%
Reading exceeding expected standard	Year 3	25%	33%
Writing meeting expected standard	Year 3	75%	50%
Writing exceeding expected standard	Year 3	0%	25%
Maths meeting expected standard	Year 3	75%	58%
Maths exceeding expected standard	Year 3	0%	17%
		0/18	18/18
Reading meeting expected standard	Year 4	N/A	50%
Reading exceeding expected standard	Year 4	N/A	28%
Writing meeting expected standard	Year 4	N/A	72%
Writing exceeding expected standard	Year 4	N/A	6%
Maths meeting expected standard	Year 4	N/A	67%



Maths exceeding expected standard	Year 4	N/A	0%
		2/10	8/10
Reading meeting expected standard	Year 5	50%	38%
Reading exceeding expected standard	Year 5	0%	25%
Writing meeting expected standard	Year 5	100%	75%
Writing exceeding expected standard	Year 5	0%	0%
Maths meeting expected standard	Year 5	50%	63%
Maths exceeding expected standard	Year 5	0%	0%
		0/6	6/6
Reading meeting expected standard	Year 6	N/A	17%
Reading exceeding expected standard	Year 6	N/A	50%
Writing meeting expected standard	Year 6	N/A	83%
Writing exceeding expected standard	Year 6	N/A	0%
Maths meeting expected standard	Year 6	N/A	67%
Maths exceeding expected standard	Year 6	N/A	0%

Above is the academic attainment outcomes for all pupils including PP children.

Below is a review of the success criteria of the 2021/22 Pupil Premium Strategy.

Homework set as per class, based on class needs – may need to look at more consistent approach and how this is monitored and how impact on attainment and progress is measured. 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. New attendance policy and procedures in place. School to continue to work with parents and EWO to target attendance and to see poor attendance as a significant factor in pupil attainment and progress. 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

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) Ensure new staff are provided CPD 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. 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.

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. Forest school currently not in place – ceased April 2022. Need to get this reinstated as matter of urgency. 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. 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.

Attendance

- All - 94.07%
- PP - 92.12% previously 91.74% 2021/22 6
- 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.

Externally provided programmes

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.