

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

## School overview

Detail	Data
School name	Waterhouses CE Primary Academy and Nursery
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	11% (9 pupil)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023
Date this statement was published	January 2023
Date on which it will be reviewed	May 2023
Statement authorised by	Rachel Linton Headteacher
Pupil premium lead	Rachel Linton
Governor / Trustee lead	Beth Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,915

## 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. .

We have identified that the development of the Curriculum, Quality First Teaching and Attendance are the key factors when considering the challenges faced by 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 provides opportunities for all of our disadvantaged pupils to succeed academically. It will also place a high importance on their mental and physical wellbeing.

## 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.
2.	<p>To ensure all teaching is at least 'Good' through Quality First Teaching strategies to ensure the best outcomes for pupils at Waterhouses.</p> <p>The gap between PP pupils and non-PP pupils achieving greater depth needs to be addressed.</p>
3.	Attendance is still an issue for a small percentage of families and this impacts on progress and attainment, especially children achieving Greater Depth.

## 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><b><u>Aim:</u></b> 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>	<ul style="list-style-type: none"><li>• Yearly curriculum map in place which incorporates coverage and progression against the National Curriculum for each year group.</li><li>• Medium term planning in place for all subjects</li></ul>

	<p>Subject specific books to remain with children from Y1-Y6 to ensure coverage and to ensure a progressive curriculum is in place.</p> <ul style="list-style-type: none"> <li>□ 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.</li> <li>□ Clear links to our Christian ethos as a Church of England school.</li> </ul> <p><b>New RE Vision introduced September 2022</b></p>
<p><b><u>Aim:</u></b> 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>Learning journeys will be evidenced in each class in a consistent manner. – Summer</p> <p>Children will be able to articulate how the learning journeys support their learning. – Summer</p> <ul style="list-style-type: none"> <li>□ During learning walks, book looks, Pupil Voice pupils will evidence and refer to and how they support and develop their learning. – Summer</li> <li>□ Quality First Teaching evident consistently in all classes</li> </ul> <p>The gap between PP and Non-PP pupils achieving greater depth is addressed. Increase % of PP achieving greater depth in Reading, Writing and Maths.</p> <p>Pupils eligible for PP will make good or better progress based on their starting points.</p>
<p><b><u>Aim:</u></b> To improve attendance for PP pupils – all to be above 96% to ensure attendance is not a barrier to pupil outcomes.</p>	<ul style="list-style-type: none"> <li>□ Pupils are engaged in learning and attendance is improved.</li> </ul> <p>85% of PP pupils have attendance of 96%.</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: £ 7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD and resources for teaching staff in Quality First Teaching and development of the curriculum</b></p> <p>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 and Quality First Teaching is understood by all staff members – opportunities to observe ‘best’ practise in a range of schools (internally/externally).</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>Use the tiered model – EEF Guide to Pupil Premium (April 2022)</p>	<p>1 and 2</p> <p>INSET and staff training time.</p> <p>Release time for staff (5x supply costs = £1000)</p> <p>Resources to support curriculum delivery £2,000</p> <p>Annual curriculum cost – Learning challenge curriculum (£1020)</p> <p>Access Art £100</p> <p>Staff release time (supply costs £1000)</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>Supply costs to support UQT and ECT to develop Quality First Teaching (£2000)</p> <p>Rosenshine CPD – Staff meeting time to be used (Workbooks £130 )</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant 1:1 and small group and interventions. Phonics and Maths interventions in place for targeted PP pupils.</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'. (<b>Jan 2018</b>)</p> <p>Use of the tiered model – <b>EEF Guide to Pupil Premium (April 2022)</b></p>	<p>(Phonics intervention – am sessions Y1)</p> <p>£4000 (£1450 recovery premium included in this)</p>

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

Budgeted cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-New attendance policy to be in place –</li> <li>-Early identification system to be put in place to avoid attendance becoming a barrier to learning.</li> <li>Provide early help and support for parents/pupils where attendance is falling below 96%</li> <li>-Education Welfare Officer to support persistent absences.</li> </ul>	<p>To ensure attendance is not a barrier to PP pupils accessing education.</p> <p>Positive praise and rewards ensure PP pupils behaviour is consistently good.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3</p> <p>Educational Welfare Support (£150)</p> <p>Rewards purchased £800</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>To ensure finances are not a barrier to PP pupils participating in the wider curriculum offer</p>	<p>Subsidised Trips/visits and Snack</p> <p>£250</p> <p>£1000 (trips)</p> <p>Subsidised after school clubs (£500)</p>

**Total budgeted cost: £13950**

## 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 2021 to 2022 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. Attendance has regressed for PP pupils.

### 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
Developing an understanding of numbers – place value (Help children master the number system) Addressing gaps in lost losing due to Covid-19	<a href="https://www.numberstacks.co.uk/">https://www.numberstacks.co.uk/</a>