

# Pupil premium strategy statement

## Waterhouses CE Primary Academy 2023-6

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	83
Proportion (%) of pupil premium eligible pupils	16.9%(14 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-6
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Rachel Linton Headteacher
Pupil premium lead	Mrs Rachel Linton
Governor / Trustee lead	Mrs Katie White Mr Gordon Kneller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17460
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£19460</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonics knowledge and specific identified needs
2	Reading fluency, expression comprehension and inference
3	Fine and Gross motor skills
4	Gaps in knowledge in mathematics, including number bonds and X tables
5	Access to extra-curricular activities, educational visits and wraparound

### 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
Fluency in phonic recognition for CVC words.	Reaching expected in Y1 and Y2 phonic screening test.
Increased fluency in reading standard texts at expected stage	Reaching expected standard in reading at end of KS1
Fine and gross motor control/skills	Fine and Gross motor skills are precise and pupils show development and improvement
Knowing number bonds and multiplication tables.	Reaching expected levels at the end of the year as appropriate for age.
Development of the whole child : socially, emotionally and physically	Pupils do not face barriers to attend extra-curricular activities, educational visits and wraparound

### 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: £6460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff to ensure a rigorous and effective approach to the teaching of phonics at KS1 and development fluency in mathematical knowledge</p> <p>'Providing training to staff is likely to increase impact. ' EEF PP Toolkit</p>	<p>'Providing training to staff is likely to increase impact. ' EEF PP Toolkit</p>	<p>1 2 4</p>

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

Budgeted cost: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily reading and phonics teaching each day pupil to work on specific strategies to improve reading fluency. EEF recommended approach</p> <p>Regular recall interventions for mathematical knowledge, vocabulary and skills</p>	<p>The Education Endowment Foundation's Guidance report Improving Literacy at KS2 emphasises, it is essential that the support offered is appropriate. The challenge comes in identifying the right approach at the right time.</p> <p>Many of the children who are struggling with reading have one thing in common: it is hard to listen to them read aloud. They stumble and repeat themselves; they hesitate and pause; they are monotone, ignore any punctuation and often read in a 'shotgun' fashion, emphasising every word. Put simply, they don't read with any fluency at all.</p>	<p>1 2 4</p>
<p>Focussed group intervention to</p>	<p>The EEF teaching and learning toolkit states:</p>	<p>3</p>

support physical difficulties : fine and gross motor skills	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £ 2000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Individual/group enrichment after school activities.</p> <p>Residential and educational visits.</p> <p>Support and provision for wrap around care to aid punctuality</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>EEF – Using Pupil Premium Funding Effectively.</p> <p>Wider Strategies are ‘vital in boosting attainment’</p>	3,5

**Total budgeted cost: £ 6460 + £11000 + £2000 = £19460**