

# Waverley Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Waverley Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	44% 89 /202
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23 Short term plan *Short term this financial year. Some aspects to roll over depending on impact and budgetary costs.
Date this statement was published	Nov 22
Date on which it will be reviewed	March 23
Statement authorised by	E Douse
Pupil premium lead	W Leeming
Governor / Trustee lead	A Tinning

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,810
Recovery premium funding allocation this academic year	£6452
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	£136,262

## Part A: Pupil premium strategy plan

### Statement of intent

At Waverley Primary School, we have high expectations for all of our pupils. Pupil Premium (PP) funding is considered based on the context of our school, and the subsequent challenges we face, alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. This strategy is implemented ‘post pandemic’ but Covid 19, and subsequent recovery, must be considered throughout.

### Priorities

- We need to narrow the gap for those pupils in receipt of PP in our Early Years setting and embed a robust and consistent Early Reading Programme in our lower year groups.
- Allow all disadvantaged pupils to make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard at the end of Key Stage One and Key Stage Two. These gaps have widened following Covid 19 school closures.
- Ensure extra support to facilitate social, emotional and mental development in addition to academic support.
- Continue to improve the attendance and punctuality of those children eligible for PP.
- Provide ALL pupils with a high quality ‘character, culture, career’ offer.

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1. Early Years Interventions / Early Reading Development	<p>We need to narrow the gap for those pupils in receipt of PP in our Early Years by embedding a robust and consistent Early Reading Programme. Phonics and Early Reading Development – a streamlined approach is needed to deliver a consistent Early Reading programme (Read, Write Inc.) and there is a need for quality CPD for staff delivering the programme.</p> <p>Basic skills for pupils entering Nursery or Reception are generally lower for PP pupils, especially in communication and language. School continues with the EEF recommended NELI programme in Early Years. School has increased staffing to model language through play opportunities.</p> <p>Baseline on entry has been impacted by school closures, mother and toddler group closures during the lockdown periods.</p>

	Staffing number has increased by 2 adults in our Early Years Setting to get children off to the best start.
2 Catch-up Growth	We need to ensure that all disadvantaged pupils make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard at the end of Key Stage One and Key Stage Two.  This has been further impacted by school closures during the lockdown periods with specific concern in Year 3 – who missed all of reception class and most of Year 1 in school.
3 Personal Development / SEMH	We need to provide extra support to facilitate emotional and social development in addition to academic support. Low levels of resilience and self-belief due to poor social and emotional skills is higher in PP pupils than other pupils. ‘Cost of Living’ and poverty home circumstances has created an extra layer of worry for children and families.  This has become an increasingly concerning issue post pandemic.
4 Attendance	We will continue to improve the attendance and punctuality of those children eligible for PP. On average, pupils with PP have lower attendance than other pupils. This can lead to persistent absence.
5 Experiential, cultural learning opportunities	We will strive to provide ALL pupils with a high quality ‘character, culture, career’ offer.  Some pupils in receipt of PP have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage. They may have limited access to books, libraries and technology (laptops, computers, WiFi and cultural experiences etc.).

### 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>1. Early Years Interventions / Early Reading Development:</p> <p>Communication, speech and language development interventions.</p> <p>Disadvantaged pupils make or exceed nationally expected progress rates.</p> <p>Higher percentage of pupils achieve expected standard in the PSC.</p>	<p>Continue Speech and Language intervention programmes in the Early Years (Talk Boost / NELI).</p> <p>Embed the consistent approach to phonics across the school, Read, Write Inc. Early Reading programme.</p> <p>The % of disadvantaged pupils achieving GLD in Literacy and Maths is at least in line with all other areas.</p>

<p>2. Catch-up Growth:</p> <p>Quality First Teaching Intervention Teaching</p> <p>(See also SEND, doc, Covid Catch-up doc - including NTP spend).</p>	<p>Quality First Teaching in smaller classes will ensure a 'keep up not catch up' approach.</p> <p>By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing in Reading, Writing and Maths.</p> <p>PP children will have attainment in line with non-PP children in the Phonics Screening Check.</p> <p>A significant proportion of pupils achieve the expected standard Reading, Writing, Maths, SPAG and RWM combined at the end of KS2.</p> <p>To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills.</p> <p>Intervention teaching to accelerate progress in basic skills, reading development and to revisit and revise the curriculum.</p>
<p>3. Personal Development / SEMH:</p> <p>SEMH Personal Development through Children's Learning Champion.</p> <p>SENCO &amp; Mental Health lead to introduce 'zones of regulation'</p> <p>Kalmer counselling x 5 spaces</p> <p>Opal (outdoor play and learning) – see also PE spend doc.</p> <p>Extra-Curricular Clubs. (TARDIS performing arts)</p>	<p>Children's Learning Champion to know all children in school. To provide a non-academic series of 'Headspace' workshops/projects that follow or enhance pupil interests. Children to create, make, fix, build, collaborate, share, work as a team, manage and chat. Children to build on their resilience and self-belief. Children's champion to work closely with Director of Pastoral, Mental Health lead, SENCO, PE coach, forest school lead and staff.</p> <p>Build levels of openness and pupil self-regulation to manage emotions by implementing the Zones of Regulation programme. This programme will provide children with greater levels of emotional resilience and allow them to be better equipped to deal with a variety of situations.</p> <p>PP pupils will attend a wide range of extra-curricular / after school provision.</p>

<p>4.Attendance</p>	<p>Attendance and persistent absence for PP pupils is at least in line with national averages.</p> <p>School first response systems and allocated attendance officer.</p> <p>DoP, attendance officer and attendance lead holding regular contact and discussions with parents to erase barriers to getting children to school.</p>
<p>5. 'Grow the Waverley Way'</p> <p>Educational visits and experiences will enhance learning and understanding for PP pupils across the school.</p>	<p>Extra-Curricular Clubs will build on pupils' talents and interests to enhance personal development and growth. Digital leaders, Duffy football league, Chess club, Choir, Performing Arts.</p> <p>PP pupils accessing learning opportunities with the 'Children's Learning Champion' will demonstrate improved self-confidence and resilience which will be reflected in the classroom (in and out) environment.</p> <p>Outdoor activity such as forest school, opal, circle of fitness, sport will enhance and develop many life skills (teamwork, resilience behaviour, management, cooperation, collaboration).</p> <p>Cultural experiences will be woven throughout the curriculum and opportunities for pupils to experience diversity and equality will be evident in our cultural capital.</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: £55,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nursery teacher</i>		1
<i>PiXL strategy for assessment</i> <i>Pixl CPD</i>	<p>Evidence from Education Endowment Foundation Toolkit: Intervention / One to one tuition (+5 months)</p> <p>In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months). Low attaining pupils particularly benefit from small group tuition.</p>	2
<i>TLR for Curriculum development</i>	To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills. Intervention teaching to accelerate progress in basic skills, reading development and to revisit and <b>revise the curriculum</b> .	2,5
<i>Laing Art Gallery curriculum CPD</i>	<p>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on arts participation (+3 months)</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	5
<i>Tardis Education Music specialist and performing Arts Club</i>		5
<i>Children's Learning Champion</i>		3

	Interventions which focus on improving social interaction tend to be more successful (+6 months). SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
<i>Attendance Officer</i>	<p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p> <p>Attendance incentives and rewards including 100% attendance.</p> <p>Attendance data will clearly demonstrate impact.</p> <p>Increased attendance will clearly evidence impact on attainment.</p> <p>Evidence from Education Endowment Foundation Toolkit: Extending the school day = +3 months</p> <p>After school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	4

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

Budgeted cost: £67,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x TA EY's	Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months) Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral	1
1 x TA Y1 (p/t)		2

	<p>language development. The targeted use of approaches will support PP pupils to catch up with their peers, particularly when this is provided one-to-one.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	
<i>40% fund towards NTP (school receives DfE 60%)</i>	Individual pupil progress results from NTP group 2021-2022	2
<i>Targeted ICT packages and associated hardware lease</i>	See CEAIG research into STEM subjects and access for disadvantaged learners. Skills sets for the future.	2,5

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

Budgeted cost: £26,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer</i>	Attendance and persistent absence for PP pupils is at least in line with national other pupils.	4. Persistent absentees
<i>Attendance shop</i>	<p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p> <p>Attendance incentives and rewards including 100% attendance.</p> <p>Attendance data will clearly demonstrate impact.</p> <p>Increased attendance will clearly evidence impact on attainment.</p>	4. Whole school Initiative
<i>Extra-curricular activities</i>	Evidence from Education Endowment Foundation Toolkit: Extending the school day = +3 months	5. 1 per year group



	After school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	
<i>2 days pastoral lead role</i>	Quick, easy access to Early Help, TAF's, YHN, Foodbank. Positive impact on school where parents are supported and encouraged to get children to attend. Evidence = Waverley project with NEAT 2017-19.	3,4,5. Whole school (more so disadvantaged -
<i>Emergency fund to support parents (uniform item)</i>	SEMH of children and families, positive inclusive experience – feeling part of the Waverley Family. Ready to learn.	5. 3 families 8 children

**Total budgeted cost: £150,038**

## 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.

*Results overall:*

Attendance:

Waverley 95.3%

Newcastle Primary Average 94.5%

National Average - Primary 94.9%

### 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
Mathletics	3P Learning
Lexia	Lexia Learning Systems
Times table rockstars	TTrockstars.com
SeeSaw	SeeSaw
Doodle Maths	EZ Education
White Rose Maths	
Twinkl	
One Decision	
Evidence Me	2Simple
Classroom Secrets	
Phonics RWI online	Oxford Owl

## 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?	Individual pupil catch – up (rapid reader, 1:1 reading, Lexia, Doodle, Read, Write, Inc group). Educational psychologist assessments.
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress in reading and maths as evidenced by data.