

Waverley Primary School Pupil Premium Statement for 2023-2024

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	202
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers.	23-24 Short term plan *Short term this financial year due to conversion to academy (predicted Jan 24)
Date this statement was published	Sept 23
Date on which it will be reviewed	March 24
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	£105,488
Recovery premium funding allocation this academic year	£12,470
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>	£117,958

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 academic strengths and weaknesses across the school. Waverley key pastoral factors include: 45% Pupil premium, 7% service children, 1% in care, 1% carers, 6% EAL, 32% SEND, 7% medical conditions. Waverley is a PiXL school.

Priorities

- 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 through QFT and CPD.
- Adapt and vary our offer at Year 4 and 5 (those most impacted by pandemic).
- Ensure we have extra specific support to facilitate social, emotional and mental development/ resilience in addition to our academic support offer.
- Continue to improve the attendance and punctuality of those children eligible for PP.
- Provide ALL pupils with a high quality ‘character, culture, career’ offer – known as ‘The Waverley Way’.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation factor (IDACI, quintile 5 most deprived of all schools in terms of deprivation, SEND, FSM – 38%) to continue to focus on the development of speech, language and vocabulary development within our Early Years setting for our pupils who enter with low starting points.
2	To continually address attendance, punctuality and persistent absence issues for PP pupils, through both supportive and accountability measures.

3	To support wider issues of poverty within the Waverley school community which directly impacts on our disadvantaged children including food, fuel, financial and access to white goods poverty, pupil and parental SEMH.
4	Deprivation factor (IDACI, SEND, FSM). We aim to close the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time at our school (Early Years – GLD, Year 1 Phonics screen, Year 2 SATs, Year 4 MTC, Year 6 SATs)
5	Funding high quality curricular opportunities for all as they track through school.

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
1. Early identification of needs within the Early Years setting allows for targeted intervention, support and where relevant SEND pathway implemented at an early stage.	<ul style="list-style-type: none"> • All Early year’s practitioners are confident in identifying barriers to learning in pupils. (Key worker observations as class, individual, group work). • Increased staffing allowing for earlier and more interventions. • Earlier discussions with in-school SEND team for referrals and multi-agency working fully established. • NELI (EEF recommended) implemented along with ‘Box Time’ sessions. • Increased staffing used to develop and enhance vocabulary as woven into the curriculum and other ‘hidden’ opportunities. • Increased staffing to make gains on a strong start to EYFS statutory framework and narrowing pupil gaps.
2. Pupils attend school every day and on time	<ul style="list-style-type: none"> • Attendance and PA for PP pupils is at least in line with national other pupil data. (Evidenced by internal school data and systems). • Punctuality for disadvantaged pupils will be in line with other pupils across school. • Through the work of the school internal and external teams (CES and LA) parental ‘buy in’ to attendance will support school methods.

<p>3. The school to be a place of support for all families offering guidance and signposting to external support and agencies (YHN, money matters, Food bank, etc).</p> <p>The school to identify known and consider early identification of potential <i>unknown</i> mental needs within pupils at an early stage and offer them access to support with minimal delay.</p>	<ul style="list-style-type: none"> • Have a dedicated safe space within school to reach out for support (CLC room). • Schools' own internal summative data regarding the work of the CLC and DoP. Including case studies and examples /records of the work undertaken – linked to school PD curriculum. • Work with Outer West TAS, Zone West and SEMH hub teams. Pilot school for Newcastle schools SEMH reading project. • Introduction of Opal to give dedicated exploration time to play. • Grant chasing and funding to feed children (Greggs Breakfasts) • Charity searching and outreach work to support families with white goods, food, fuel, Christmas gifts. (DoP)
<p>4. Pupils who are disadvantaged achieve academically as well as their peers (School, Newcastle and National picture).</p>	<ul style="list-style-type: none"> • Robust tracking systems ensure appropriate support and enhanced provision for children who are most likely to leave the school without the required basic skills. • Interventions and intervention teaching accelerate progress in the basic skills. • Academic data shows the narrowing of the gap between groups of pupils. • Use of PiXL therapies to 'plug gaps'.
<p>5. All pupils to experience a range of character building, career aspiration rising and cultural opportunities during their time at Waverley, known as 'The Waverley Way'.</p>	<ul style="list-style-type: none"> • Character building opportunities through our forest school, residential experiences. • Educational experiences will be used to enhance learning and understanding of curricular work. • Experiences will be woven though our curriculum • Outdoor learning opportunities for social, emotional mental health and wellbeing, resilience learning, confidence building away from the classroom environment. • Extracurricular opportunities will build upon pupil talents and interest to refine their personal development.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art CPD whole staff</i>	EEF High Quality Teaching curriculum	2 £900
<i>PIXL membership</i>	EEF High Quality Teaching curriculum. Internal school data tracking.	2 £2700
<i>1 TLR Curriculum Lead</i>	EEF Effective mechanisms of PD (mentoring and coaching) Staff meeting planner, power points, notes, scrutiny.	2 £3131
<i>1 X NPQEYSL</i>	EEF Effective Professional Devpt. (Recruitment and retention of staff). Nationally recognised and DfE supported.	1 £ Free
<i>1 X NPQSL</i>	EEF Effective Professional Devpt. (Recruitment and retention of staff). Nationally recognised and DfE supported.	2 £ Free
<i>2 x RWI</i>	Professional Development on evidence-based approaches. DfE recommended method (see Ofsted handbook)	1 £640
<i>Edukey (SEND software)</i>	EEF High Quality Teaching curriculum.	2 £955

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

Budgeted cost: £55,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA's (1x Nursery, 1 x Reception, 1 x TA hour increased)</i>		1 £23,442

<i>Lexia intervention</i>	EEF Using Digital Technology to improve learning. Internal school data.	1 and 3	£5500
<i>1 X 1:1 support</i>	EEF 1:1 tuition	6	£13,500
<i>NTP Tutoring</i>	EEF Small group tuition	3	£4657
<i>Doodle Maths</i>	EEF Using Digital Technology to improve learning	1 and 3	£1044
<i>Lease of class I-pads</i>	EEF Using Digital Technology to improve learning.	1,2,3	£7380

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

Budgeted cost: £33,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Lead</i>	EEF x 3 docs related to Supporting pupils' social, emotional and behavioural needs. EEF Supporting attendance EEF communicating with and supporting parents. Schools own case study evidence.	4 £16,608
<i>Children's Learning & Equality champion</i>	EEF x 3 docs related to Supporting pupils' social, emotional and behavioural needs. Schools own case study evidence.	
<i>Clennell</i>	EEF Supporting attendance EEF communicating with and supporting parents School internal data (pre and post covid)	4 and 5 £1837
<i>Attendance rewards</i>	EEF Supporting attendance EEF communicating with and supporting parents	5 £1000
<i>Kalmer Counselling</i>	EEF x 3 docs related to Supporting pupils' social, emotional and behavioural needs.	4 £8750
<i>Independent provision</i>	(Ask at school for details)	£510 KMc +TEd provisions
<i>Educational visit support</i>	EEF Toolkit – Arts participation (increased engagement in learning, learning opportunities outside of the classroom to enhance the academic learning experience in the classroom,	6 £3500

	making subjects and topics more relatable.		
<i>Emergency parental support (DoP)</i>	EEF: Communicating with and supporting parents.	4	£1000
<i>Volunteer Readers</i>	No cost: Pupils have 1:1 adult supported reading.	2 and 3	£0
<i>Extended School Time</i>	Summer camps (4x4x4) – days, hours, weeks. (EEF Toolkit – summer schools)	3	£Building lease cost and caretaker overtime

Total budgeted cost: £97,054

£8434 surplus remaining for in-year costs which will be show in the Review at the end of the next academic year 23-24 and include CLC costs

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance Data Waverley 2023

	School 2023	National Results 2023	Newcastle Results 2023
Early Years GLD	54%	65% (2022)	63%
Year 1 Phonics	60%	75% (2022)	73%
Year 2 Phonic resit	87%	87% (2022)	86%
Key Stage 2			
Reading EXS	83%	74%	73%
Reading GDS	25%		
GPS EXS	87.5%	72%	73%
GPS GDS	29%		
Writing EXS	67%	71%	71%
Writing GDS	29%		
Maths EXS	75%	71%	74%
Maths GDS	29%		

Combined EXS+ KS2	58%	59% National	60% Newcastle
Combined GDS KS2	4%		

Attendance Waverley	Attendance Newcastle	Attendance National	Persistent Absence Waverley	Persistent Absence Newcastle	Persistent Absence National
94.0%	92.3%	92.5%	15.5% (10.84% without under 5's)	/	22.3%

Pastoral Support (example)	
TAF	(9) whom have been under a Team Around the Family. Due to LA capacity all schools now lead on TAF and have an allocated Family Partner for support when needed.
CLA meetings	(2) Multiple multi-agency meetings with a wide range of professionals, including Adult Social Care, Children Social Care, Health, Housing, Safeguarding Officers from the Community.
Epep time	(2)
Operation Encompass support	17 – alerts to school 2022-2023
Emergency family responses	(2) Electricity, Gas and food over the Winter months.
Feeding Families	80-100 boxes of food disseminated to our families during 2022-2023
Food Bank Vouchers	(7) Food Bank Vouchers distributed.
Christmas Hampers	(9) Christmas food parcels in addition to the Feeding Families Boxes.
Christmas Vouchers	8 x £30 Super market vouchers to help with food for Christmas break.
Christmas Gifts	(28) Gifts provided by charity support groups.

SEMH - Kalmer Counselling Support – 8 children received intensive counselling (minimum of 12 weeks) over the academic year.

Equality and Children’s Learning Champion (CLC) involvement – projects with pupils of all ages across the school.

NPQEL – 1 staff member CPD ongoing into Y2

NPQSL – 1 staff member CPD ongoing into Y2

PiXL training for all staff – writing and maths concepts (see in-school planner and internal survey results).

Externally provided programmes

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

How our service pupil premium allocation was spent last academic year
Individual pupil catch – up (rapid reader, 1:1 reading, Lexia, Doodle, Read, Write, Inc group). Educational psychologist assessments. Wrap around support. Uniform support. Financial support towards extra-curricular and curricular experiences.
The impact of that spending on service pupil premium eligible pupils
Accelerated progress in academic outcome as evidenced by end of year Y6 data (July 23). Educational Psychology assessments guiding school (and transitioning school) with My Support Plan package. SEMH – support.