



Pupil Premium Strategy Statement

Waterside Primary Academy

November 2022

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waterside Primary Academy
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Local Advisory Committee & Daniel Atherton (Headteacher)
Pupil premium lead	Daniel Atherton (Headteacher)
Governor / Trustee lead	Kate Miller Pupil Premium Local Advisory Committee Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,175
Recovery premium funding allocation this academic year	£ 8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2022-2023	£ 84,585



Part A: Pupil premium strategy plan

Statement of intent

Research by the Education Endowment Foundation (EEF) has found that disadvantaged pupils have been most affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

At Waterside Primary Academy, our ultimate objective of the use of our pupil premium grant is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Furthermore, we aspire for all children to leave our school with the skills and knowledge to succeed in the next stage of their education at secondary school. Therefore, the focus of our pupil premium strategy is to achieve these goals whilst also having a positive impact on all pupils at Waterside Primary Academy.

There is a high level of need at the school as it is based in an area with high deprivation. Currently, 32% of our children are eligible for pupil premium. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and refugees who have fled war in countries such as Ukraine. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Waterside Primary Academy, we use pupil premium funding for three key principles:

1. **Teaching** - High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (e.g. basic number skills). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
2. **Targeted academic support** - support for some pupils focussed on their specific needs (including one-to-one and small group intervention)
3. **Wider approaches** - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges (e.g. our breakfast club).

At Waterside Primary Academy, we are highly responsive to arising needs within our school community. Therefore, this plan will be adapted to ensure that we provide the best possible support for our school community through our use of pupil premium funding. We have robust systems in place to track and monitor pupil achievement including the NFER standardised assessments, Read Write Inc. phonics assessments and use of FFT Aspire. These assessments systems allow us to closely track all children, including disadvantaged children, so that we can provide further support to ensure that all children can achieve well at our school.

Finally, all staff at our school understand their responsibilities for the outcomes of disadvantaged pupils' outcomes and, as such, have high expectations for these children to make good progress and diminish the difference between their attainment that that of non-pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Entry data into our reception class shows that disadvantaged pupils begin school with low starting points, with skills and development below that expected for their age. Less developed language and social skills are common for many children, including those eligible for the Pupil Premium.
2	Levels of attainment in the lower years (EYFS, Year 1 and Year 2) were below national averages in statutory measures in Summer 2022, plus disadvantaged pupils tend not achieve as highly their peers. Internal data also shows under-performance of disadvantaged pupils.
3	Many pupils who are eligible for Pupil Premium also experience other barriers to learning such as special educational needs, social/emotional difficulties or have English as an additional language.
4	Attendance overall is below national average (93.75% - 2021/2022) and is a particular concern for disadvantaged pupils (92.6%). Improved engagement and attendance will have a positive impact on progress and attainment for all learners.
5	Parental engagement in school life can be improved for PP children and other disadvantaged groups. This will include approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis (through Family Support).

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
To deliver high-quality teaching across the school.	<ul style="list-style-type: none"> Monitoring of teaching and learning demonstrate a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment.

	<ul style="list-style-type: none"> • Outcomes in EYFS will be in line with or above national average. • Outcomes in year one phonics will be in line with or above national average. • Outcomes in Key Stage One will be in line with or above national average. • Outcomes in Key Stage Two will be in line with or above national average.
To embed the high-quality phonics programme Read Write Inc	<ul style="list-style-type: none"> • Outcomes in year one phonics screening will be in line with or above national average. • Outcomes for disadvantaged pupils in the year one phonics screening will be above 80% in 2022/2023.
To develop high quality reading provision across the school.	<ul style="list-style-type: none"> • Outcomes in statutory reading assessments across the school are in line with or above national average. • Key Stage One reading outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. • Key Stage Two reading outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.
To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils.	<ul style="list-style-type: none"> • Outcomes in EYFS will be in line with or above national average in 2022/23. • Outcomes in EYFS show that 80% of disadvantaged pupils will be assessed as achieving a good level of development (GLD).
To ensure all staff are aware of the barriers to learning for individual children and can address these effectively.	<ul style="list-style-type: none"> • In class support is observed to be effective in removing barriers for disadvantaged pupils. • Monitoring of interventions show that children are making good progress related to the support received (academic & pastoral).
To improve attendance and punctuality overall rapidly and significantly, and for PPG pupils in particular.	<ul style="list-style-type: none"> • Attendance of all children at Waterside is in line with national (96%). • Attendance of pupil premium children has significantly improved and is in line with national.
To increase parental engagement, especially for parents of PP pupils.	<ul style="list-style-type: none"> • There is increased uptake in extracurricular activities by pupil premium children. • Feedback from pupil premium families improve significantly. • There is an increased engagement in school life by pupil premium children and families.



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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructuring of teaching staff to increase release time of the deputy Headteacher for advancing SEND support, enhancing our CPD programme and to coach and mentor staff (e.g, ECT and trainee teachers).	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. By allocating and outstanding teacher to coach and mentor all teacher, this will enhance the quality of education across the school. A particular focus will be on developing and embedding high quality teaching techniques.	1, 2 & 3
Recruitment of two Pupil Progress Leaders to support key year groups (EYFS - Reception and 6) as well as having a responsibility to oversee and manage the Accelerated Read programme at Waterside with fortnightly reports and targeted interventions.	An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	2 & 3
Purchase of NFER standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	NFER Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2 & 3
Purchase of annual subscription and further staff training of DfE validated Systematic Synthetic Phonics programme Read Write Inc. to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	2 & 3

<p>in line with DfE and EEF guidance.</p> <p>We have annual subscription costs for the Power Maths and also cost associating with purchasing the Power Maths Materials.</p> <p>We will fund teacher release time, especially for the math leaders, to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>STEPS Behaviour Whole School Staff Training including ongoing training for a lead tutor at Waterside who disseminates this to staff during annual refresher and induction.</p>	<p>This is a Buckinghamshire County Council Initiative based on evidence of success of the approach in Norfolk (Norfolk Steps).</p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>
<p>Purchase of reading books and materials to support new daily Reading comprehension lessons from years two to six following on from the Read Write Inc. phonics programme.</p>	<p>In an EEF study, the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1 & 2</p>
<p>Get Set 4 PE Subscription - Purchase of a Physical Education scheme of work to improve sequencing and progression in skills in the curricular subject.</p> <p>Introduction of Physically active lessons via Buckinghamshire County Councils initiative on 'Active Movement' in lessons.</p>	<p>Existing EEF research suggests that incorporating moderate to vigorous activity into classroom lessons can improve academic.</p>	<p>2</p>
<p>Purchase and implement a consistent Handwriting (Writewell) and spelling (Read Write Inc.) scheme across the school.</p>	<p>Research suggests that slow or effortful handwriting (as well as spelling) takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to</p>	<p>1 & 2</p>

	improve the presentation, quantity and quality of children's writing.	
Additional LSA deployed in EYFS to support language development	We have decided to increase the adult support in EYFS and Nursery in order to increase the oral interactions between adults and children and in order to model good communication and language throughout the setting. Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.	1

Targeted academic support

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. We have engaged with the services of a speech and language therapist to improve early language in the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3
Restructuring of school day to allow LSAs to provide specialist intervention during afternoons. This includes daily intervention for pre-teaching, 1:1 reading, key skills lessons with pupil progress leaders and booster sessions for statutory assessments.	EEF research has found that using learning support assistant in the classrooms was not as effective as providing targeted one-to-one or small group work intervention. Therefore, all LSAs have been trained to deliver academic and social and emotional interventions during the afternoon sessions.	1, 2 & 3
Additional Read Write Inc. phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	1 & 2

<p>disadvantaged pupils who require further phonics support. This was implemented in collaboration with our local English hub who we continue to receive support from.</p>	<p>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 2</p>

Wider strategies

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. It will also include support from Buckinghamshire County Council's Attendance Team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4 & 5</p>
<p>Woodland Adventure Forest School Sessions & Challenge Chesham</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions</p>	<p>3, 4 & 5</p>

	<p>can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 4 & 5
<p>Restructuring of school day to allow LSAs to deliver pastoral interventions during afternoons. This includes daily intervention for art talk time, lego therapy and zones of regulation. Furthermore, special intervention areas will be created to improve the effectiveness of these interventions.</p>	<p>EEF research has found that using learning support assistant in the classrooms was not as effective as providing targeted one-to-one or small group work intervention. Therefore, all LSAs have been trained to deliver academic and social and emotional interventions during the afternoon sessions.</p>	3 & 5
<p>Social & emotional learning initiatives – Peer mentoring, Waterside Pigs, Votes for Schools, R Time & Jigsaw.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3
<p>Ongoing deployment of a family support worker to work with families in crisis. The role will be an intermediary between the school's leadership team and families in need with the objective of providing the best possible support to all families.</p>	<p>Research shows how those who had a negative experience of school themselves find engaging with their child's school and learning difficult. This strategy is used to build positive relationship and lead to improved lines of communication and honesty between home and school.</p>	All
<p>Contingency fund for acute issues – Purple Form Support.</p>	<p>Based on our experiences and those arising during the pandemic, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or ongoing family issues (e.g. uniform and other financial support that can be accessed via our Purple Form system).</p>	All



<p>Work to build further relationships within our school, local (Chesham) and wider communities. We will offer Parent Partnership days to encourage parents to come into school and also support with wider learning through The Buckinghamshire Adult's Learning Trust who will offer regular sessions for parents and their children.</p>	<p>EEF research shoes that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>5</p>
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Total budgeted cost: £ 128,000

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 2020 to 2021 academic year.

Challenge 1. Entry Data/ Starting Points

Following a significant marketing campaign and restructuring our EYFS provision, we were able to admit an increased number of children in nursery and extend the provision to thirty hours. This allowed improved outcomes in the Reception Baseline Assessment and improved outcomes with a higher percentage of children achieving a 'Good Level of Development'. GLD has increased in the last three years (34% to 60%). Further work will continue next year to expand the nursery and hopefully include admitting funded two year olds to provided high-quality provision from an earlier age.

Challenge 2. Statutory Assessment Data

KS2 performance data was high (including for PP children), which matches the high quality of teaching and learning seen through monitoring following coaching and mentoring last year. Benefits of new curriculum programmes/structures are being seen.

	School Attainment	Nat. 2022	Nat. 2019	VA 2022	Attendance (COVID X): Standard (X excluded)
% Expected Read/Writ/Maths	79%	60%	65%	+8%	Reading Scaled Score
% Higher Read/Writ/Maths	27%	7%	11%	+10%	
Scaled Score Read/GPS/Maths	108.9	104.3	105.2	+3.1	Writing Scaled Score
% Expected Reading	94%	75%	74%	+14%	
% Higher Reading	52%	28%	27%	+11%	Maths Scaled Score
Scaled Score Reading	108.3	104.7	104.5	+2.4	
% Expected Writing	82%	71%	79%	+4%	GPS Scaled Score
% Higher Writing	33%	13%	20%	+8%	
Scaled Score Writing	104.6	101.3	101.8	+1.8	
% Expected Maths	88%	73%	79%	+10%	
% Higher Maths	48%	23%	27%	+9%	
Scaled Score Maths	108.8	103.9	105.1	+3.5	
% Expected GPS	85%	73%	78%	+5%	
% Higher GPS	55%	29%	36%	+8%	
Scaled Score GPS	109.8	105.1	106.4	+2.8	
% Expected Science	85%	80%	83%		

Pupil groups		Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All Pupils		33	108.3	+2.4	104.6	+1.8	108.8	+3.5 ●	109.8	+2.8	95%
Female		15	111.9	+3.4 ●	107.7	+3.2 ●	109.1	+2.9	111.7	+2.9	95%
Male		18	105.2	+1.6	101.8	+0.6	108.7	+4.0 ●	108.2	+2.7	94%
Higher		10	113.6	+1.9	111.0	+3.2 ●	115.3	+4.0 ●	116.8	+3.1 ●	95%
Middle		14	107.7	+0.7	102.0	-0.3	108.1	+2.4	109.2	+2.0	96%
Lower		6	99.5	+7.1 ●	95.8	+4.1 ●	96.7	+5.5 ●	96.0	+4.0 ●	94%
FSM6		6	106.0	+7.7 ●	99.0	+4.5 ●	101.0	+5.4 ●	101.3	+3.3 ●	94%
Not FSM6		27	108.8	+1.0	105.8	+1.1	110.6	+3.1 ●	111.6	+2.7	95%
EHCP		2	100.5	+9.1 ●	91.0	+3.1 ●	92.5	+2.7	98.0	+6.7 ●	92%
Sch Support		4	98.8	+4.5 ●	95.0	+0.8	98.5	+4.6 ●	93.3	-0.4	96%
Not SEN		6	107.3	+0.7	101.0	-0.9	108.8	+3.0	108.3	+1.5	98%
Autumn		17	110.3	+2.8	107.3	+1.8	109.8	+2.9	110.8	+2.8	95%
Spring		8	104.6	+2.1	98.3	-0.2	106.8	+5.0 ●	103.6	+0.5	95%
Summer		8	107.6	+1.7	105.5	+3.9 ●	109.0	+3.2 ●	113.6	+5.4 ●	95%

Data in Key Stage 1 was below national averages which was cohort specific. However, more work will be focussed on improving these outcomes over the coming year(s).

Waterside Primary Academy (8252036)			
	School Attainment	FFT Nat. 2022	Diff
% Expected standard + RWM (TA)	44%	54%	-10%
% Higher standard RWM (TA)	0%	6%	-6%
Scaled Score Re/Ma		101.4	
% Expected standard + Reading (TA)	56%	68%	-11%
% Higher standard Reading (TA)	6%	18%	-12%
Scaled Score: KS1 Reading		101.5	
% Expected standard + Writing (TA)	50%	58%	-8%
% Higher standard Writing (TA)	0%	8%	-8%
% Expected standard + Maths (TA)	63%	69%	-6%
% Higher standard Maths (TA)	6%	15%	-9%
Scaled Score: KS1 Maths		101.7	
Scaled Score: KS1 GPS		99.8	
% Expected standard + Science	81%	77%	+4%

Next year, this support will focus on KS1 outcomes and also around Writing which is an area for whole school improvement, especially for the disadvantaged children.

Challenge 3. Other Challenges/Barriers (SEND, PP etc.)

Significant work has continued in this area. Four EHCPs were agreed last year as well as High Needs Block Funding. The school continued work with external agencies (e.g. PRU) to continue to overcome barriers to learning. Progress in this area was evident through internal/external monitoring and through assessment data and stakeholder survey (example: [Annual Stakeholder Survey](#))

Further work will continue in this area next year, with a focus on showing progress for these groups of learners, especially SEND children to track their small steps of progress.

Challenge 4. Attendance

Academic Year	% Attendance ALL	% Attendance PP
2018/2019	93.4	91.9%
2019/2020	92.6%	90.5%
2020/2021	95.2%	94.3%
2021/2022	93.8%	92.6%

Attendance figures dropped last year in line with the national picture. However, they were still in line with national figures and significant work continued with the county attendance team to track attendance and support and challenge children and families, when necessary. It is still a strength that the attendance of the PP children is still broadly in line with national. However, this gap is still a focus for 2022-2023 as we strive to move this in line with national.

Challenge 5. Parental perception & engagement in school

This was a particular success this year. Parents show high level of satisfaction with the school, especially in terms of their child's happiness, the leadership and management, their child's safety and the support for their children academically and pastorally.

The average score out of ten for the statements in the survey are detailed below:

Statement	Score (out of 10)
My child enjoys coming to Waterside	9.74
The school is well led and managed	9.93
The staff are approachable and the school responds well to any concerns I have raised	9.80
The school supports my child well academically	9.84
The school supports my child pastorally	9.63
The school supports my child's learning needs well	9.77
The school communicates well with parents	9.58
My child feels safe at school	9.94

The next step for this is to improve parental visits and engagement in school life, especially related to the curriculum and supporting their children's learning at home (e.g. reading).

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
Writewell Spelling Programme	Schofield & Sims
Read. Write Inc.	Ruth Miskin
Accelerated Reader	Renaissance
Jigsaw PSHE	Jan Lever Group
Charanga	Wise Music Group
Get Set 4 PE	Get Set 4 Education
Power Maths	Pearson
Science Bug	Pearson