# Waterside Primary School Pupil Premium Strategy Statement 2024-25

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

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| **Detail** | **Data** |
| School name | Waterside Primary School |
| Number of pupils in school (at time of budget allocation) | 181 |
| Proportion (%) of pupil premium eligible pupils (at time of budget allocation) | 37.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025, 2025/2026, 2026/2027 |
| Date this statement was first published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Emma Moakes  Headteacher |
| Pupil premium lead | Emma Moakes  HT |
| Governor / Trustee lead | Lisa Taylor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £124, 360 |
| 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 | £124,360 |

# Pupil premium strategy plan

## Statement of intent

At Waterside Primary School we have high expectations and ambition for all our children. We believe that no child should be left behind or be disadvantaged by their postcode or circumstances. Through strong relationships and an understanding of each child, we aspire to ensuring that the right support and challenge is in place to ensure that every child can ‘be the best that they can be’.

Our approach to spending our pupil premium funding also recognises that we have many children who may not be currently on our PP eligible list, but whom we know are extremely vulnerable for other reasons other than finance. Our approach will include supporting these pupils and impacting them positively too.

We are determined that our children are given every chance to realise their full potential through ensuring that they leave us being able to confidently communicate and articulate their thinking, read and understand a variety of texts and be creative thinkers and problem solvers.

High-quality inclusive practice is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Notably, communication, vocabulary and reading across the school as we know that these skills are vital to future success in life. High-quality teaching 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. Relationships with knowledgeable and trusted adults are essential to success. 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.

Through a rich curriculum, quality first teaching, targeted interventions and a focus on equity of opportunity we are working on eliminating barriers to learning, opportunity and progress.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Assessments, observations, and discussions with pupils in KS1 and Reception suggest underdeveloped oral language skills and vocabulary gaps among many pupils and that there are low levels of communication, language and literacy on entry to school.  Assessment and observations within KS2 indicate underdeveloped oral language skills and vocabulary gaps among many pupils. In general, these are more prevalent among our disadvantaged pupils |
| 2 | Lack of access to additional learning opportunities, enrichment and support. |
| 3 | Observations of pupils across both key stages has seen a lack of resilience in learning. An increased number of pupils are being referred to CAMHS and are needing to access higher level emotional support from our ELSA and family support worker. The number of children with more complex needs has increased significantly, as has the number of children impacted by trauma. |
| 4 | Observations and discussions with pupils highlight a lack of wider opportunities outside the school classroom (The Cultural Capital). This lack of opportunity to a wide range of life experiences can potentially affect their wider understanding of the world they live in and their aspirations. |

## 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.

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| **Intended outcome** | **Success criteria** |
| |  | | --- | | **Early years speech acquisition and development of wider vocabulary** | | |  | | --- | | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | |
| |  | | --- | | **Opportunities for children to close gaps in learning in KS1** | | |  | | --- | | Assessments across KS1 will show a year-on-year increase in the number of children a) making progress and b) achieving age related expectations in phonics and early reading, writing and maths | |
| |  | | --- | | **Opportunities for children to achieve at greater depth by the end of KS2** | | |  | | --- | | Assessments at KS2 will show a year-on-year increase of more vulnerable children in terms of those meeting age related expectations and achieving greater depth in all three areas at the end of KS2 | |
| |  | | --- | | **Developing a growth mindset, resilience, self-confidence and aspirations for future learning** | | |  | | --- | | Sustained improvement in terms of attitudes to learning including:   * pupils able to access learning and demonstrating a willingness to try new things and be challenged * pupils engaged in learning and able to talk about the things they enjoy and aspire to * pupils respond to feedback and have an understanding of the next steps * increased confidence in answering questions * improved attitudes toward questioning and exploratory learning | |
| |  | | --- | | **Increased opportunities and experiences outside of the classroom** | | |  | | --- | | Children will have a varied programme of intentional, out of the classroom activities they are not prevented from accessing due to cost. This will impact positively on their work – we will be able to see improved vocabulary, better links in learning, and increased working memory | |

## Activity in this academic year

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

### Teaching

Budgeted cost: £97,122

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional teaching staff in EYFS, KS1 and KS2 to support learning in smaller group settings for the core subjects. | Smaller class sizes are effective method of improving pupil attainment and progress rates. Increasing peer-to-peer relationships, quality of individualised support, immediate feedback, and pupil confidence. (BERA: British Educational Research Association; The STAR project) | 1  2  3  4 |
| Developing a language rich environment and culture – staff CPD | EEF- on average oral language approaches have high impact on pupil outcomes of 6 months’ additional progress. | 1  2  3 |
| Developing teacher confidence to teach phonics and early reading, thus improving access to all areas of the curriculum | Qualitative analysis revealed the need for: consistent school-wide approaches to phonics teaching; follow-up training to develop teacher subject knowledge for teaching reading; developing teachers' ability to assess children's progress in developing phonic knowledge and to provide targeted interventions to tackle underachievement (University of Reading) | 1 |
| High quality CPD and in-school support to increase teacher confidence and understanding | Education Policy Institute:  High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. | 1  2  3  4 |
| Purchase of resources to support the teaching and learning of early reading and phonics | Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002) Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and 2, 3 6 attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). | 1  2 |
| High Quality Inclusive teaching and focused interventions  for all children in reading, writing and maths | EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic | 3  2 |
| Introduction of metacognition and self- regulated learning | EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months) | 1  2  3 |
| Inclusion lead to impactfully use ‘Thrive’ training to build on our understanding of impact on trauma on pupil well-being, ability to form relationships but also to engage in learning | We know from experience that children need to feel safe in order to access learning and thus excel.  Thrive has been used by Hampshire Pupil Behavioural Service to support Waterside pupils effectively, but this is a limited resource so we would like to be able to have the same depth of understanding in school | 3 |
| Additional time from Inclusion lead to support staff to support pupils as well as to engage with parents and seek support of additional agencies | *It is also notable that the SENCO holds a key position within the school with regards to leading the development of inclusive policy in schools (Hallett and Hallett, 2017; Tissot, 2013), and has potential to be a powerful agent of change (Robertson, 2012; Qureshi, 2014).* | 1 |

### Targeted academic support

Budgeted cost: £ 19,811

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| 1:1 or small group support for pupils with SEMH needs or those with trauma related experiences – providing the skills, confidence and relationships that are required for children to flourish | The ELSA Project | 3 |
| Small group provision support for targeted pupils | EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils’ specific needs. | 1  2  3  4 |
| Develop Language, oracy and communication skills through targeted provision from key staff using targeted resources within a language rich environment | EEF- On average oral language approaches have high impact on pupil outcomes of 6 months’ additional progress.    EEF- The average impact of reading comprehension strategies is an additional 6 month’s progress over the course of a year. | 1  2  3  4 |
| Subscription to a range of academic support programmes to develop fluency in maths, spelling and writing skills | Technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently  EEF – Using Digital | 1  2  3 |

### Wider strategies

Budgeted cost: £ 8,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Develop life experiences within all children through trips, visitors and Forest School | Forest School is shown to have gains in the following:  Confidence Social skills Language and Communication Motivation and concentration Self-esteem Physical skills Knowledge and understanding Behaviour (Maynard, 2003; Murray and O‟Brien, 2005; O‟Brien and Murray, 2007; Davis et al. 2006) | 1  2  3  4 |
| Equality of opportunity for all children built in to the school curriculum and wider opportunities. | TES- It is widely accepted that a person’s level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.  EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. | 4 |
| Contingency fund to support families who are disadvantaged. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  Meeting basic needs impacts positively on well-being and emotional resilience. | 3 |
| Years 4 and 5 to have access to Hampshire Music service Listen 2 Me sessions weekly | This opens up opportunities and experiences that our pupils may otherwise not experience due to a lack of knowledge or financial support. Involvement in the arts encourages creativity, but also promotes positive learning behaviours.  One of the largest studies into the effect of learning an instrument on the brain has revealed something remarkable: as well as refining fine motor skills, learning an instrument is incredibly beneficial to a child’s emotional and behavioural development. (The Liverpool Academy of Music) | 2  3  4 |
| Take part in the ‘On the Right Track’ to help pupils transition to secondary school successfully. ‘Quality early childhood education helps children acquire essential social and emotional skills.’ (OECD: Equity in Education) | Take part in the ‘On the Right Track’ to help pupils transition to secondary school successfully. ‘Quality early childhood education helps children acquire essential social and emotional skills.’ (OECD: Equity in Education) | 3 |

**Total budgeted cost: £124,433**

# 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 2023 to 2024

Areas achieved:

* Good staff training in phonics for all teachers and all LSAs.
* Speech and Language support introduced and impact can be evidenced through outcomes at EYFS, KS1 and KS2.
* LSAs used effectively for provision across the school
* Use of White Rose resources and additional maths resources, has enabled good quality maths provision and has continued with fluency and challenge of the maths curriculum, evident in ed of key stage data.
* It has been recognised that because of the ‘positive and collegiate approach’ taken by leaders, ‘staff support the drive for improvement’. Teachers value continuing professional development opportunities and this is having a positive impact on their teaching and pupils’ learning.
* In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.
* Staff understand end of year expectations and are demonstrating through planning and assessment that they have high aspirations and expectations for pupil progress and attainment.
* Staff are aware of the different groups within their cohort and rigorously track and monitor their progress. Individual Learning Plans have been developed in order that impact can be more easily measured.
* Professional dialogue around assessment data has been a focus and as a result teachers have a good understanding of where support and intervention should be targeted, thus impacting on pupil progress.
* Pupils at Waterside are generally confident and self-assured. Most take pride in their work and they are proud of their school. They have good attitudes towards all aspects of their learning and these positive attitudes have a good impact on the progress they make.
* Teachers focus on establishing relationships built on mutual respect and thus there are marked improvements in behaviour for individuals or groups with particular behavioural needs.
* Attendance is improving and where there are concerns these are acted upon in a timely manner. There are effective systems and procedures in place.
* Pupils report that they feel listened to and feel safe. Staff are trained to identify a pupil who may be at risk of neglect, abuse, or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

**See Ofsted report November 2024**

**Externally provided programmes**

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| **Programme** | **Provider** |
| **Rising Stars Assessments autumn, spring & Summer** | **Rising Stars** |
| **Bug Club** | **Rising Stars** |
| **LBQ** | **LBQ** |

## Further Information

**Our Vision**

**Be the Best that YOU can be!**

**At Waterside teaching and learning go hand in hand and therefore developing our pupils as great learners goes hand in hand with developing our staff.**

**Our vision is that we will grow learners who:**

• Value learning

• Ask questions and feel safe enough to challenge others about their views

• Have opinions and the vocabulary to explain them to others

• Believe that what they do matters

• Can talk about what they are learning and why they are learning it

• Know that there is a world of opportunities beyond Hythe, as well as appreciating the diversity of the area within which they live

• Feel safe to try new things and to make mistakes

• Can form positive relationships with others

• Are proud of their school and community

**This will be facilitated by a staff who:**

• Believe they can make a difference to children’s lives

• Are positive role models and who themselves are committed to lifelong learning

• Have consistently high expectations of all children regardless of their background or starting points

• Believe that Waterside children can achieve outcomes in line with others nationally

• Have an in-depth knowledge of their children, their strengths and the barriers to learning that may hold them back

• Have the professional knowledge to support children to overcome their barriers and meet their full potential, regardless of background or starting points. Where this knowledge has gaps, there is a commitment to research and seeking support from others

• Can form positive relationships with others

• Are proud of their school and community

**For children and staff to flourish, leadership needs to ensure:**

• Everything is built on positive relationships

• School is a safe and supportive environment for all

• Everyone is clear of what is expected of them and how they contribute

• Achievements are recognised and celebrated

• Feedback is regular and informative

• Effective support or intervention is identified and directed when requested or required











