



Waterbeach Community Primary School

Pupil premium strategy statement – 2021-22

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 also includes our work on school led tutoring.

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	Waterbeach Community Primary School
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	87 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss J Green
Pupil premium lead	Miss J Green
Governor / Trustee lead	Mrs L Wakeley-Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept – March - £60,632 April – Aug - £48,396 (est)
Recovery premium funding allocation this academic year	£10,440 (prov)
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	£119,468



Part A: Pupil premium strategy plan

Statement of intent

Waterbeach Community Primary School recognises the high level of challenge that disadvantaged children face in their everyday lives. We aim to ensure that all members of our community give them every opportunity to make good progress in learning through high quality teaching and access to a bespoke curriculum. We will provide targeted support and aim to ensure our children have access to otherwise unavailable experiences that will enrich their lives.

Our strategy involves the targeting of funding towards initiatives that will enhance the quality of learning in our school through excellent teaching, plentiful resources and support allocated according to need. Underpinning all our work are the principles of equality and fairness, ensuring that all our children have Learning, Laughter and Friendship at the heart of their lives in Primary School.

Challenges

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

Challenge number	Detail of challenge
1	Average overall attainment for disadvantaged children is lower. Rates of progress are slower in maths, reading and writing.
2	Children show lack of exposure to and use of enriched language and vocabulary. This is highlighted on entry to Foundation stage in Communication, Language and Literacy observations. It continues throughout the children's time in school and is often reinforced by lack of exposure to real life experiences.
3	Many children show signs of poor mental health, anxiety and a need for nurture and improved wellbeing. They can lack confidence, showing low self-esteem and motivation which in turn impedes learning.
4	Attendance patterns for disadvantaged children show high absence rates and poor punctuality.

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
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<p>Children's general mental health and well-being will be improved so that children show they enjoy school and demonstrate a growth mindset in their approach to learning.</p>	<ul style="list-style-type: none"> - Well-being survey will be held annually, results analysed and acted upon. - Data will show improvement in motivation and self-esteem in year groups tested. - Growth Mindset will continue to be a focus through school curriculum. - School counsellor feedback will show that children are being supported and moving forward - Children attending nurture group sessions will show improvement in attitude to schooling.
<p>Gaps in maths attainment will be narrowed. Children will be more confident in number use and calculations.</p>	<ul style="list-style-type: none"> - Year on year data will show that the gap between disadvantaged children and their peers is closing. - Times tables check will show that year 4 pupils are working in line with their peers
<p>Gaps in reading attainment will be reduced. Children will have access to a range of quality texts, quality guided reading sessions and will enjoy the pleasure of reading.</p>	<ul style="list-style-type: none"> - Accelerated reader test scores (star tests) will show ongoing improvement in attainment by PPF each year. - Internal assessment scores in reading will show that gaps are narrowing every year. - SATs scores for PPF children will be in line with those of their peers.
<p>Writing will show enhanced use of Tier 2 and 3 vocabulary. Gaps in attainment will be narrowed.</p>	<ul style="list-style-type: none"> - Comparative judgements will show PPF children have made improvements in attainment - Internal assessments will identify gaps in learning and targeted interventions will be focused on these gaps. This will include school led tutoring. - Children's writing will show use of more complex tier 2 and 3 vocabulary.
<p>Pupils' attendance will have improved so that it is in line with that of all children in school.</p>	<ul style="list-style-type: none"> - The attendance of disadvantaged children will be in line with that of their peers- (96%) and punctuality will have improved. There will be acceptable reasons for any high level of absence.
<p>Children entitled to PPF will have accessed a range of experiences which parents would otherwise have been unable to support.</p>	<ul style="list-style-type: none"> - There will be a register showing funded activities for all of the children who are eligible. This will include residential trips, uniform, clubs and or music lessons. - Parents will be fully informed about opportunities.

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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: £23, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development for staff - vocabulary development, specific aspects of SEND provision, Maths mastery for subject leads, active teaching, further development of the school curriculum. (Supply days for support)	Word Power – Kelly Ashley – The “word gap” can effect children’s development negatively. The EEF Guide to the Pupil Premium states that one of the most important principles to support disadvantaged children is Quality Teaching.	1 and 2
Extra Teaching days in EYFS – giving more focused support to children as they enter school. (2 days overlap)	The EEF Guide to the Pupil Premium states that one of the most important principles to support disadvantaged children is Quality Teaching.	1 and 2

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

Budgeted cost: £28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI – training and allocation of a trained member of staff to undertake the programme with children in EYFS	EEF Teaching and Learning Toolkit – Oral Language Interventions - +6 months	1 and 2
School Led Tutoring – focusing on children who need enhanced support	EEF Teaching and Learning Toolkit – Small Group Interventions +4 months	1 and 2



<p>Focused interventions during school time working from identified gaps in learning – small group sessions – phonics, maths, GPS, handwriting, fine motor and gross motor skills. Resources – Shine, Provision Map.</p>	<p>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions +4 months Phonics - +5 months</p>	<p>1 and 2</p>
<p>Focused intervention groups – early morning before school</p>	<p>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions +4 months</p>	<p>1 and 2</p>
<p>Well-being sessions to support children held at lunchtimes and during school day.</p>	<p>EEF Teaching and Learning Toolkit – Social and Emotional Learning - +4 months</p>	<p>3</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School trips financed for children.</p>	<p>Wider strategies – supported in the EEF Guide to the use of Pupil Premium to support the whole child in their community.</p>	<p>2 and 3</p>
<p>Funding for one club or set of music sessions.</p>		<p>2 and 3</p>
<p>Free school uniform</p>		<p>2</p>
<p>Employment of a pastoral administrator to support the administration of children’s needs and to monitor and support attendance.</p>		<p>3 and 4</p>
<p>Wellbeing Assistants – employed to lead support for all children in mental health issues</p>	<p>NSPCC – Promoting children and young people’s wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021).</p>	<p>3</p>
<p>School counsellor employed to support specific children in individual sessions.</p>		<p>3</p>

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Peer mediation and play leader training for children to support each other.	EEF Teaching and Learning Toolkit - Collaborative Learning - +5 months	2 and 3
Library Support during lunchtimes	This links to the well being research as above (PHE)– some children like to be inside and to read quietly. This is not every day but gives them an opportunity to access books in their free time.	1, 2 and 3

Total budgeted cost: £ 102,100

£15,000 has also been used as additional “Catch up” funding to finance extra teaching and focused groups for children who had significant gaps in learning.

Overall total - £117,100



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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.

Overriding all of the plans we had set for 2020-21, the pandemic made it impossible for our vulnerable pupils to access the quality teaching that we had planned. It was not possible to use our full assessment cycle to determine gaps in learning and consistently work to address these. Some disadvantaged pupils were kept at home by parents who did not wish to send them to school. Some of these children were also disengaged from learning within the home, despite school actions (see last paragraph). School also struggled with the attendance of staff due to testing and isolation. In some year groups there has been an unavoidable inconsistency which continues to be seen in 2021/22.

However, school was still able to action the following during 2020/21 –

- **Wellbeing support** in school for vulnerable children who needed support with aspects of mental health through time with the school counsellor, “The Zone” sessions, “Happy in your skin sessions” and individualised sessions with the team according to need. Talkabout groups and Lego clubs supported other children who found it difficult to access learning during this time. The impact of the above was shown in how children returned to school in September 2021. The majority of pupil premium children returned to school without any concerns and have continued to work positively in the current academic year.
- Further development of the school curriculum to include aspects of **vocabulary development**. Resources have been purchased and training was disseminated to all staff.
- **Intervention resources** (SHINE/ Wordshark) were purchased to further facilitate work to narrow the gaps. These were started in Summer 2021.
- When children were in school they were given funds for clubs, uniforms and wrap around care. Trips were financed granting the children access to experiences otherwise not possible.
- Targeted support across the time when the children were in school included –

Year group	Interventions	Numbers of eligible children involved
R	Book Boost	5
	Maths boost	2
	Phonics support	4
	Fine motor support	2
	Social skills support	1
	Pencil control support	1
1	Wellbeing work	2
	ERT 1:1 support	2
	Write from the Start	7
	Maths Shine intervention	8
	Word shark	6
	Shine reading/ vocab	3
2	Phonics support	4
	ERT	2
	Phonics support	5
	Handwriting – extra support	4
	Maths – On Track Maths and early morning groups	6
1:1 reading support	3	



3	SHINE reading SHINE maths On Track Maths ERT Wordshark	7 4 5 1 3
4	Manatees focused group – using catch up funding Early morning maths group Afternoon reading group Focused 1:1 support in class lessons	5 4 4 1
5	Well being work Early morning grammar group 1:1 maths support Reading 1:1 support Handwriting support	3 3 2 2 2
6	SHINE reading SHINE maths 1:1 reading Targeted group for writing support Early morning maths group	5 3 4 5 5

The impact of the above group sessions was somewhat derailed by the intermittent disruption caused by the pandemic. Within these groups it could be seen that the children were making progress and increasing in confidence in learning.

Analysis of internal data at the end of Summer 2021 shows that:

The gap between disadvantaged children who are eligible for free school meals has not decreased. There is a wide gap in all areas and this remains as a concern for the school. The use of Provision Map (introduced in 2020) will record intervention work with key children, including those who are entitled to PP funding, and its introduction aims to ensure that school has an accurate picture of the effectiveness of interventions.

Phonics data shows that 8 pupils (57%) achieved the expected standard in the delayed screening check for year 2 and 7 children (54%) achieved the expected standard in the year 1 delayed check. Of the pupils who did not achieve the expected standard 7 did not attend during lockdown and 2 have special educational needs linked to reading.

When examining progress, the internal data does show a parallel between PPF children and their peers. Where the percentage of children achieving ARE is compared between Autumn 2020 and Autumn 2021 data shows that progress is comparable in all year groups except in year 6, and some aspects of greater depth, where there appears to be a drop in progress .

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
NA	



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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Well being support	Service children are prioritised for well being support, should they need it, as well as academic support. The initiatives outlined above included our service children. The impact is that we see the children making progress in how they access learning and in their attitude

Further information (optional)

Throughout the COVID pandemic (March 2020-July2020 and January 2021-March 2021) school has been open to disadvantaged children and those children whose parents are key workers. Senior leaders have tracked all children who were deemed vulnerable – many of whom are eligible for PP funding. These children have been either brought into school or given bespoke learning, food parcels and IT equipment while learning at home. Wherever there was a need school has ensured that support has been given. A parent survey showed us that the level of support was appreciated.