

# Pupil Premium Strategy Statement 2021-2022



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	Water Street Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stuart Anslow Headteacher
Pupil premium lead	Stuart Anslow
Governor / Trustee lead	Sarah Oliver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£16,450</b>
Recovery premium funding allocation this academic year	<b>£7,400</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£23,850</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the Educational Endowment Fund (EEF). Common barriers to learning for disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence / self esteem
- More frequent behaviour difficulties & Mental Health / Wellbeing issues
- Attendance and punctuality issues
- More 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 they are fully aware of strengths and weaknesses across the school.

### Principles:

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes the needs of socially disadvantaged pupils are adequately addressed and assessed.
- In making provision for socially disadvantaged, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### School Context:

Water Street Primary is a one form entry primary school situated in the centre of the market town of Skipton, in the Yorkshire Dales. The school is over subscribed and class sizes are large. Pupils attend Water Street from all over Skipton and not just the immediate catchment area of the school.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have weaker language and communication skills on entry.
2	Some disadvantaged pupils do not have access to regular adult support at home.
3	Mental Health & Wellbeing: some of our disadvantaged pupils have additional social, emotional and mental health needs including anxiety which have an impact on their learning.
4	Some disadvantaged pupils are not resilient in their attitude to learning.
5	Access to the wider curriculum, SMSC and cultural capital: out of school, some disadvantaged pupils have less opportunity to access cultural experiences or activities which develop SMSC and support other curriculum subjects – see also number 7
6	Some disadvantaged pupils have weaker maths and recall skills
7	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and after school clubs is prohibitive for some families.

## 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
Accelerated progress and improved maths attainment among disadvantaged pupils	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> <li>• Ongoing formative assessments in maths lessons</li> <li>• Summative assessments using end of units assessments.</li> <li>• Regular monitoring of times-tables using TT Rock Stars</li> <li>• Maths monitoring – observations of lessons, 'Book looks' &amp; pupil voice</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted support/intervention to support individual pupils</li> <li>• Data from national assessments Reception Baseline, Yr 4 Multiplication Check, Yr 2 &amp; Yr 6 SATS – show an increase in disadvantaged pupils achieving at least age related expectations.</li> </ul>
Targeted support and/or intervention has improved emotional regulation, resilience and mental wellbeing for specific disadvantaged pupils.	<p>Evidence related to individual pupils:</p> <ul style="list-style-type: none"> <li>• Use of targeted mental health &amp; wellbeing plans, targeted adult support.</li> <li>• Reduction in number of cause for mental health &amp; wellbeing concerns recorded on CPOMS</li> <li>• Reduction in number of challenging behaviour incidents recorded on CPOMS.</li> <li>• Referral to relevant services: Phoenix Buzz, SEND Hyb, Healthy Child Team, CAMHS, SELFA.</li> <li>• Pupil Voice</li> <li>• Data from Health &amp; Wellbeing Surveys.</li> </ul>
All pupil premium have access to extra-curricular provision through visits, residential visits, after school clubs, themed workshops & other activities.	<ul style="list-style-type: none"> <li>• All disadvantaged pupils take part in school visits and residential visits</li> <li>• All disadvantaged pupils have access to out of school clubs and music lessons.</li> </ul>
That all disadvantaged pupils are able to access 'Skipton Extended Services for All' (SELFA) activities each year to enhance their mental health & wellbeing.	Water street contributes 5% of pupil premium funding to SELFA which provides mentoring & counselling, Term-time groups and holiday activities/workshops.
Accelerated progress and improved communication and language attainment amongst disadvantaged pupils.	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> <li>• Ongoing formative assessments in individual, group or whole class reading and language lessons.</li> <li>• Summative half term phonics assessments</li> <li>• Targeted support/intervention to support individual pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evidence of progress from baseline assessments of specific interventions where relevant.</li> </ul>
Targeted support and/or intervention has improved attainment in reading, writing and maths for specific disadvantaged pupils with SEND	<ul style="list-style-type: none"> <li>• Evidence of progress from baseline assessments of specific interventions</li> <li>• Formative assessment and work in books show evidence of accelerated progress and attainment</li> </ul>

## 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: £2350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Boxall Profile to Funding of associated CPD – so it can be delivered and used effectively. <b>Cost: £350 annually</b>	Identification of Social & Emotional Learning needs.  Identified strategies put into place.	Challenge Number 2 Challenge Number 3
CPD and funding to release Mental Health & Wellbeing lead to monitor and support strategies to improve social and emotional learning. <b>Cost: £500</b>	Effective approaches to improve the social and emotional learning have a positive impact on all pupils, including disadvantaged pupils.  <b>See EEF toolkit for Social &amp; Emotional Learning</b>	Challenge Number 2 Challenge Number 3 Challenge Number 4
Staff CPD   <b>Cost: £1000</b>	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Using English & Maths Hubs / NYCC / HART Alliance for training	Challenge Number 1 Challenge Number 2 Challenge Number 3 Challenge Number 4 Challenge Number 5 Challenge Number 6
Whole staff training on SEMH <b>Cost: £500</b>	<b>EEF Guidance on Social &amp; Emotional Learning</b>	

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

Budgeted cost: £14, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One tutoring sessions for identified pupils in English and maths.</p> <p><b>Cost: £10,250</b></p>	<p>New academic year baseline assessments have identified pupils in need of one to one support. Tutors organised by Water Street will undertake these sessions. These sessions will take place at least weekly.</p> <p>EEF Guidance on High Quality Teaching &amp; Targeted Academic Support</p>	<p>Challenge Number 1 Challenge Number 2 Challenge Number 4 Challenge Number 6</p>
<p>Nessy – for 20 children throughout school.</p> <p><b>Cost: £300 per year</b></p>	<p>Nessy programs are developed in collaboration with specialist teachers and leading academic researchers. Programs are research-proven and designed to follow the Orton-Gillingham principles of structured, multi-sensory learning. This works well for those pupils with dyslexia.</p> <p>EEF (+6)</p>	<p>Challenge Number 1 Challenge Number 2</p>
<p>One to One phonics catch -up &amp; support for identified pupils.</p> <p><b>Cost: £1250</b></p>	<p>Daily sessions for identified pupils</p> <p>EEF Guidance on Targeted Academic Support</p>	<p>Challenge Number 1 Challenge Number 2 Challenge Number 4</p>
<p>Higher Level Teaching Assistant Maths Support Year 3</p> <p><b>Cost: £1800</b></p>	<p>Additional support for maths in Year 3 5 sessions per week (5 hours in total)</p> <p>EEF Guidance on High Quality Teaching &amp; Targeted Academic Support</p>	<p>Challenge Number 2 Challenge Number 4 Challenge Number 6</p>
<p>Additional support to provide 1 to 1 and small group</p>	<p>Additional support for language and communication 5 sessions per week</p>	<p>Challenge Number 1 Challenge Number 2</p>

interventions in communication and language (EYFS) Higher Level Teaching Assistant <b>Cost: £1000</b>	EEF Guidance on High Quality Teaching & Targeted Academic Support	Challenge Number 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund residential and other visits for disadvantaged pupils <b>Cost: £3000</b>	Sutton Trust Report on Extra Curricular Activities and impact. Sutton Trust Report – ‘Money Matters’	Challenge Number 4 Challenge Number 5
Contribute 5% of pupil Premium Allocation to SELFA To enable activities that enhance their mental health & wellbeing, including mentoring & counselling. <b>Cost: £825</b>	Sutton Trust Report on Extra Curricular Activities and impact.  Selfa School Impact Report	Challenge Number 2 Challenge Number 3 Challenge Number 5
Staff in school – key contact for families who need support with attendance & punctuality. <b>Cost: £500</b>	Key member of staff to work with families supporting attendance and punctuality.	Challenge Number 3

**Total budgeted cost: £21,125**



## 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.

Although all pupils were affected by school closure 2020-2021, our disadvantaged pupils attended face to face throughout, unless their class bubble was closed due to Covid cases. When this happened, class teachers used a variety of different ways to support pupils' learning at home.

Please see school Remote Learning Policy:

<https://www.waterstreetschool.org.uk/news/2021/january/remote-learning-booklet>

Class teachers kept in regular contact with pupils learning at home and provided learning resources in a form which pupils found most easy to access: paper copies, work uploaded to See-Saw and Zoom for live sessions.

Some of our disadvantaged pupils received DfE laptops; school i-pads were also available. These measures helped to mitigate some of the effects of Covid restrictions, but did not replace the strong relationships, high quality interactive teaching and high quality resources which are available when taking part in face to face lessons in school.

Pupil wellbeing and mental health due to Covid 19 issues significantly some individual disadvantaged pupils. Targeted support has been provided for these pupils.

### 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
Times Table Rock Stars	TT Rock Stars
Nessy	Nessy Learning
Starving the Anxiety Gremlin	CBT work Books
SELFA	Skipton based charity

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A