

Water Street Primary School

Pupil Premium Strategy Statement

2019 - 2020



Water Street is committed to ensuring maximum progress for all disadvantaged pupils

Intended Outcomes:

- To diminish the gap (attainment & progress) between disadvantaged pupils in the school and their non-disadvantaged peers in the school and nationally. Individual needs of Pupil premium pupils who have lower starting points (compared with non-pupil premium pupils) are met through bespoke interventions in order to close gaps.
- To address the personal, social and emotional needs of all children, to allow learning to take place.
- To increase cultural capital for disadvantaged pupils and to enrich the curriculum through trips and other experiences.

We take into account the following factors when deciding how to spend Pupil Premium funding:

- Research findings to support us in determining the strategies that will be most effective e.g. The Education Endowment Foundation.
- The impact of previous strategies and interventions within the school.
- Strategies to further develop consistent high quality whole class teaching to meet the needs of all pupils, and especially those eligible for Pupil Premium funding.
 - The ongoing training needs of teachers and teaching assistants to support high quality teaching and interventions.
- Awareness of how to enhance provision if the pupil also has special education needs or disabilities (SEND).

School overview

Metric	Data
School name	Water Street Primary School
Pupils in school	220
Proportion of disadvantaged pupils	1.81%
Pupil premium allocation this academic year	£8,520
Academic year or years covered by statement	2019 - 2020
Publish date	December 2019
Review date	September 2020
Statement authorised by	Stuart Anslow
Pupil premium lead	Stuart Anslow
Governor lead	Jay Cundall-Walker

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A *
Writing	N/A *
Maths	N/A *

Disadvantaged pupil performance overview for the last academic year

Measure	Score
Meeting expected standard at KS 2	N/A *
Achieving high standard at KS 2	N/A *

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To diminish the gap (attainment & progress) between disadvantaged pupils in the school and their non-disadvantaged peers in the school and nationally. Individual needs of Pupil premium pupils who have lower starting points (compared with non-pupil premium pupils) are met through bespoke interventions in order to close gaps.
Priority 2	To address the personal, social and emotional needs of all children, to allow learning to take place.
Priority 3	A commitment to ensuring all children have access to a rich and varied curriculum and experiences including clubs, activities, visits and music lessons.
Barriers to learning these priorities address	Attitudes to learning, lack of home support, low levels of confidence and self-esteem. Lower involvement in clubs and activities, including visits and music lessons.
Projected spending	£8,750

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To further develop 'a love for reading' To audit and resource books for guided reading.	July 2020
Progress in Writing	To develop a systematic approach to the teaching of spelling throughout school, which will enable pupils to achieve at least national expectations. <i>Link to School Improvement Plan</i>	July 2020
Progress in Mathematics	Develop fluency in recall facts: Be able to recall given number facts for their year group. Have strategies in place for learning recall facts. Show that they can recall the facts they have to learn verbally and in a test situation.	July 2020
Phonics	Sustain attainment – at least in line with national average. Targeted support for pupils in present Year 1 cohort who are vulnerable. To ensure that all Pupil Premium pupils meet the required standard in the phonics screening assessment (June 2020)	July 2020
Other	Provide social and emotional support for vulnerable pupils.	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To diminish the gap between disadvantaged pupils in reading and writing by: Providing bespoke interventions for reading and writing – both in groups and one to one support by HLTA New resources to be published as needed and tailored to pupil needs.
Priority 2	To diminish the gap between disadvantaged pupils in maths by: Continuing with small group maths interventions and also 'same day intervention' strategies.

	One to One maths sessions led by HLTA
Barriers to learning these priorities address	Lack of support from home Attitudes to learning
Projected spending	£6,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Pupils participate fully in clubs, activities, visits and music lessons. Pupil Premium Passport to evidence this.
Priority 2	Contribution to SELFA £426 Skipton Extended Learning for All Annual report from SELFA outlining the participation of Water Street pupils.
Priority 3	To address the personal, social and emotional needs of all children, to allow learning to take place: Provide training for all staff that will help them respond effectively to pupil's needs, particularly in relation to anxiety, attachment, children who are looked after, low mood and self-harm. Identify individuals who might benefit from targeted support Evaluate the impact of the whole-school approaches well as targeted approaches, to supporting mental well-being, finding out what has worked well and what has not.
Barriers to learning these priorities address	Limited opportunities and experiences Emotional needs of carers Some pupils would benefit from focussed activities during the school holidays to improve confidence and self-esteem.
Projected spending	£2,250

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow staff professional development in order to embed and monitor the curriculum. <i>Water Street Monitoring Programme 2019 - 2020</i>	Staff Training Days Staff Meetings Subject Leader Time Further time as needed
Targeted support	Regular meetings with staff focussing on pupil attainment and progress.	School Leadership Team to monitor Regular meetings with HLTA

	<p>Interventions adapted or new ones started as needed following discussions from meetings.</p> <p>Ensure time is allocated for interventions, monitoring to check when they are taking place.</p> <p>Time given for liaising between HLTA and class teachers.</p>	Purchasing resources for interventions
Wider strategies	<p>Engaging families to take up offers of support.</p> <p>Completion & analysing of mental health surveys for pupils and staff.</p>	<p>Evidence of participation in Pupil Premium Individual Records.</p> <p>Register of clubs and other extra curricular activities</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Targeted Small Groups – to ensure PP pupils make at least expected progress:</p> <p>Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability in maths, reading & writing.</p>	100% Pupil Premium Pupils made at least expected progress.
<p>Full participation in enriched curriculum & Participation in residential visits:</p> <p>Full participation in all curriculum enrichment activities. Noted on PP individual records</p>	<p>Full participation in residential visits and enriched curriculum activities.</p> <p>Listed on PP individual records.</p>
<p>SELFA – Skipton Extended Learning for All</p> <p>5% donation from pupil premium grant = £ 733</p>	<p>Attendance at After School Clubs organised by SELFA Holiday programmes Transition Project</p>

“Evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.”

Sir Kevan Collins

(Chief executive of the Education Endowment Foundation)