

Pupil premium Statement (Primary 2021-2024)



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 to 2023/24 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	Waverley School
Number of pupils in school	1688
Proportion (%) of pupil premium eligible pupils	36.05% (208)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 July 2023 July 2024 (next review)
Statement authorised by	Principal/ Governing Board
Pupil premium lead	Satnam Dosanjh – Principal
Governor / Trustee lead	Thaira Parveen - Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,760.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£829,840.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

	<p>When considering the most effective strategies to use in school the main overall barriers, which are listed below, have been taken into consideration.</p> <ul style="list-style-type: none">• Limited language skills• Gaps in early experiences leading to low baseline• Due to national school closure, pupils have missed key curriculum content which has resulted in a gap in knowledge• Lower attendance
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	<ul style="list-style-type: none"> • Lower levels of parental engagement involvement with a significant minority of families • There is an increasing number of social care and external agency • High deprivation indicator – our families and pupils face significant social and economic challenges
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Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Although, across primary there is not a gap between the two groups (+0.7 PP 49.3/Non-PP 48.6). The significant gaps are in EYFS (-5.8) and Year 5 (-9.2)
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across primary there is a -4.5 gap (PP 33/Non-PP 37.7). The significant gaps are in Year 4 (-2.4), Year 5 (-14.4) and Year 6 (-5.1).
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths. The overall gap between PP and Non-PP is -1.8 (48 and 49.8). The year groups with a significant gap are: EYFS (-4.4), Year 2 (-13.6) and Year 5 (-12).
5	Our assessments (including feedback from the welfare calls), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, low self-esteem and confidence issues. This is partly driven by concern about catching up lost learning and the lack of enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
6	Our attendance data 2020-2021 indicates that attendance among disadvantaged pupils (90.5%) has been slightly lower than for non-disadvantaged pupils (93.2%) in the primary phase.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	EYFS and KS2 reading outcomes in 2023/24 show that more of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more of disadvantaged pupils have met the expected standard.
Improved Maths attainment for disadvantaged pupils at the end of Reception/KS1 and KS2.	End of year outcomes in 2023/24 show that more of disadvantaged pupils have met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

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: £175.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments and interventions.</p> <p>Training for staff to ensure interventions are delivered to a high standard.</p>	<p>Pupils receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access relevant resources and training.</p>	<p>Improving Literacy at KS2 –recommendations and guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	4

Maths Hub resources and CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £30.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged 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	2

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

Budgeted cost: £74.760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit an additional learning mentor who will add capacity to the primary pastoral team	Pupils well-being needs are being met. Pupils have high self-esteem and confidence.	5
<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.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £279.760

Part B: Review of outcomes in the previous academic year

Primary Pupil Premium Review 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

36.7% of Primary pupils are Pupil Premium.

Statutory assessments during 2022/23 suggested that in EYFS, PP have outperformed Non-PP in achieving GLD (+31%).

In Year 1 - 6, PP have outperformed Non-PP across Reading (+4%), Writing (+6%) and Mathematics (+6%).

In Year 1 - 6, PP pupils have performed better than last academic year across Reading (+6%), Writing (+9%) and Mathematics (+3%).

PP have outperformed Non-PP in Phonics across Year 2.

PP performance was the strongest in Year 2 & 3 across Reading, Writing and Mathematics when compared to Non-PP.

In Reading, PP performed the strongest in Year 2 when compared to other year groups. In Writing, PP performed the strongest in Year 6 when compared to other year groups.

In Mathematics, PP performed the strongest in Year 2 when compared to other year groups.

In Reading, Writing and Mathematics (combined), PP performed the strongest in Year 2 & 6 when compared to other year groups.

In EYFS (GLD), Waverley PP have outperformed National PP.

For Year 1 pupils completing the Phonics Screening Check, Waverley PP have outperformed National PP.

For Year 2 pupils completing the Phonics Screening Check re-sit, Waverley PP have outperformed National PP.

At the end of KS1, Waverley PP pupils have outperformed National PP across Reading, Writing and Mathematics.

At the end of KS2, Waverley PP pupils have outperformed National PP across Reading, Writing and Mathematics.

The overall attendance of PP pupils was higher than that of Non-PP (+1.3).

The outcomes above reflect a positive impact on the use of funding and impact.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.