



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information																	
School	Watermead																
Academic Year	2018/2019	Total PP budget	£184,673	Date of most recent PP Review	MST review November 2018 Internal review February 2019												
Total number of pupils	305 324	Number of pupils eligible for PP	57% 50%	Date for next internal review of this strategy (termly)	July 2019												
2. Review of expenditure																	
Previous Academic Year	2017/2018 £174,240																
i. Quality of teaching for all																	
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?		Cost												
Improved oral language skills in EYFS	<p>Stories for talking project Small group targeted speech and language support</p> <p>REAL/REAM project across three Sheffield Academies</p> <p>Specialist TA (BB) released from Nursery and</p>	<p><u>Attainment in Speaking on entry to Reception 2017/2018</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Below ARE</th> <th>At ARE</th> <th>Above ARE</th> </tr> </thead> <tbody> <tr> <td>On entry</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Summer 2</td> <td>4.5% 1/21</td> <td>85.5% 18/21</td> <td>10% 2/21</td> </tr> </tbody> </table> <p>To continue to decrease the percentage of children below ARE by the end of reception. Sustain the percentage of children exceeding ARE.</p>		Below ARE	At ARE	Above ARE	On entry	100%	0%	0%	Summer 2	4.5% 1/21	85.5% 18/21	10% 2/21	<p>Specialist TA completed Autumn Term and Spring 1 focusing on interventions. TA now based full time in reception class to continue with interventions with an early years focus. She completed one round of REAL and REAM – these pupils have been tracked.</p> <p>On entry to reception 2018 we had 0% disadvantage group on track for GLD. End of Spring 1 58% of disadvantaged group are on track for GLD. This group is higher than our non-disadvantaged groups.</p>		£50,000
	Below ARE	At ARE	Above ARE														
On entry	100%	0%	0%														
Summer 2	4.5% 1/21	85.5% 18/21	10% 2/21														

	timetabled to deliver oral language groups across reception.	This has impacted positively on the progress in previous years and attainment in reading & writing overall GLD outcomes 2018 - 56% 2019 target for disadvantaged September starters is 92%	At present 2019 target at Spring 1 is 51%.	
Improved progress pupil premium pupils including higher attaining pupils	Additional adult assistant head teacher support for KS2 to provide coaching & mentoring to RQT's and NQT's in order to ensure consistency and continued quality first teaching. AP and RQT to participate in Maths Mastery pilot study to provide increased consistency in maths teaching across KS2. Join PiXL programme for targeted gap teaching	<u>2018 outcomes</u> <u>EYFS</u> Disadvantaged children achieved 1% higher GLD than others. <u>Year 1 phonics</u> 85% of September starter disadvantaged pupils reached the expected standard <u>Year 2 phonics</u> 97% of September starter disadvantaged pupils reached the expected standard <u>Year 6 outcomes</u> 16.5% of disadvantaged pupils met the expected standard in RWM from a baseline of 0	All classes to have TA or apprentice with HLTA's covering PPA/non-contact time. Key staff trained in Maths Mastery programme Mathletics to continue as part of home learning and breakfast club provision. Daily times tables practise prioritised on timetable across school in preparation for National testing NPQSL projects Y3 Greater depth maths Y5 Reading comprehension intervention NPQML Times tables – speed and recall Block writing – Year 5 PP children take priority in these interventions all started Spring 1 More able maths – PP children take priority	

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
Improved oral language skills in reception	Stories for talking – ensure all classes are using this approach and provide training update for new staff Maths Mastery in reception Members of staff trained in LEAP project to deliver in early years	(See Above) Standard in phonics has continued to rise, 2018 81% (hitting national) with September starters achieving 88%. Target for 2019 is 85%	As at Spring 2019 the number of disadvantaged children on track has doubled to 18% from the autumn term. High mobility within this cohort has had an impact on targets. 4 children who were on track have now left. 12 children have joined the academy since September 2018 – many of which are new to country.	25,000

	Personalised Interventions			
Improved progress for pupil premium pupils and high attaining pupils	<p>All out of school activities link to Children's University awards</p> <p>Prioritise after school provision and music tuition for disadvantaged families</p> <p>Track high attaining PP pupils as a unique group</p> <p>Offer additional after school provision for HA group</p> <p>Embed the use of higher order questioning across the school</p> <p>Embed effective feedback across all year groups</p> <p>Discuss PP group at each pupil progress meeting</p>	<p>In the Autumn term 32% of pupil premium children accessed after school provision.</p> <p>By the Summer term 50% of pupil premium children to access after school provision</p>	<p>After school clubs continue to prioritise disadvantaged families.</p> <p>Refugee and non-refugee music project commences Spring 1. This will enable Year 3 disadvantaged children access to a 5 week block of music teaching, working towards and ARTS award.</p>	£30,000
Increased PP family engagement with learning with targeted social and emotional support for pupils	<p>Pastoral manager target interventions (daily)</p> <p>Comfort club – lunchtime provision</p> <p>Ongoing support from experienced pastoral team</p> <p>Continue with Real Junk Food Project</p> <p>Expand to clothing and food bank</p> <p>Continue with Healthy Minds initiatives including sleep</p>		<p>Spring 1 Pastoral Assistant employed to deliver intervention and continue hub development work providing support for our most vulnerable families.</p> <p>Habits workshops held with parents in Autumn 2 – more to follow in Spring.</p> <p>Disadvantaged families are identified and personally invited to maximise engagement.</p>	

	<p>training for staff and parent workshops Continue with Worry Busters group, pupil advocates for emotional health & well being Coffee mornings Home Learning centred around the 9 Habits Adult & Family Learning Groups Christmas Fayre providing opportunities for families to earn money through their own stall</p>			
<p>Increased attendance rates for PP pupils</p>	<p>Friday afternoon beauty club led by attendance officer for target group of Roma girls who have attended all 5 days that week. Focussed action for PA PP pupils Continue with SOL attendance system 2017/18 Attendance Officer and Pastoral team continue to monitor and track attendance of the group. Increase number of attendance meetings with parents of PP pupils. Track punctuality of PP pupils weekly. Punctuality Parrot and Magic Minute reward systems</p>	<p>Target for disadvantaged is 95% Significantly decrease the number of 'late' minutes for the disadvantaged group</p>	<p>Disadvantaged attendance total to date (Spring 1) is 94.3%, which is above the national average of 94% leaving a 1% difference compared with non-disadvantaged.</p>	

Increased PP family engagement with learning and extra- curricular provision	Termly family learning programme Rich and varied menu of after school provision with PP given priority Introduction of The Good Junk Food Project Class teachers to sign post PP to after school activities Phonics, reading, writing and maths workshops, target PP families Community events to continue and build Sheffield Music Service to provide singing lessons to PP children	In the Autumn term 32% of pupil premium children accessed after school provision. By the Summer term 50% of pupil premium children to access after school provision		
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3. Prior Year attainment		
Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths Y6	27%	17%
% achieving expected standard or above in reading Y6	45%	20%
% achieving expected standard or above in writing Y6	45%	20%
% achieving expected standard or above in maths Y6	36%	17%
% achieving expected standard or above in reading, writing and maths Y2	52%	22%
% achieving expected standard or above in reading Y2	58%	30%
% achieving expected standard or above in writing Y2	55%	22%
% achieving expected standard or above in maths Y2	68%	41%

% achieving expected standard or above in phonics Y1	81%	88%
% achieving expected standard or above in GLD	57%	55%

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website

In-school barriers

A.	Significantly low attainment on entry to Nursery and Reception
B.	High mobility factors including newly arrived pupils
C.	Poor oral language skills
D.	Many children have little or no access to books, reading or toys at home
E.	Without good systems in place many pupils would display challenging behaviour

External barriers

A.	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 96%).
B.	Poor home learning environments
C.	Significant majority living out of catchment (79% of PP children living out of catchment)
D.	High levels of social and economic deprivation
E.	Low aspirations and expectations of what pupils could achieve

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that 92% of pupils eligible for PP achieve GLD (September starters)
B.	Higher rates of progress across all key stages for pupils eligible for PP More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	PP pupils make at least 3.5 steps progress by end of year. Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability. Measured by Y1 – 6 half termly assessments in R W M and end of KS outcomes
C.	Increased attendance rates for pupils eligible for PP Improved PA rates for PP pupils	Continue to reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to 95%

D.	Raise levels of aspiration and pupil involvement in extra-curricular activities	Aspiration discussions in Celebration assembly Aspiration bench for pupils Links with Children's University Visits to Sheffield University Involvement in work day
E.	Increase PP family engagement with learning	Parental feedback data – target over 98% satisfaction Family Learning programme – attendance Attendance at curriculum events / admit meetings / parents' evenings Levels of after school activity involvement increase Increased number of Children's University awards (gold level and above)

6. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i Quality of teaching for all

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Improve oral language skills in Nursery and Reception but also across all age groups.	<p>Tower Hamlets Progression in language structures</p> <p>Structured progression in Writing - Teresa Heathcote</p> <p>Stories for talking</p> <p>LEAP</p> <p>REAL/REAM</p> <p>Maths Mastery</p> <p>Quality First Teaching – Every Second Counts</p>	<p>EEF June 2018 highlights the impact of classroom talking, particularly the impact on disadvantaged pupils.</p> <p>Ofsted report on Pupil premium 2016 highlights the need for strategic planning for PP pupils at points of transition</p> <p>Documents cited in this report...</p> <p>DFE – Supporting the attainment of disadvantaged pupils, articulating success and good practice (DFE Nov 2015)</p> <p>Supporting the attainment of disadvantaged pupils – a briefing for school leaders</p> <p>Pupil premium – Ofsted 2016</p> <p>Education Endowment Foundation (EEF July 2017)</p>	<p>Continue to embed use of TH progression in language structures in all classrooms – pupil use of higher order questions rather than display.</p> <p>Training – all new staff September INSET 20178 (Teresa Heathcote)</p> <p>Opportunities within the Academy Day for pupils to extend their vocabulary skills, within Tier 1/2/3 approach</p> <p>LEAP induction training for TAs (BB) EYFS input (HR) – Oct 2018</p> <p>External training where required.</p> <p>Focussed monitoring / evaluation by SLT built into evaluation calendar</p>	<p>CH</p> <p>BB/HR</p> <p>AWW</p>	July 2019	£15,000

<p>Higher rates of progress across all key stages for pupils eligible for PP</p> <p>More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally</p>	<p>Quality First Teaching and Every Second Counts</p> <p>Catch up afternoon TA support in every classroom</p> <p>Maths Mastery -Reception and Year 1</p> <p>Maths Mastery and White Rose Maths KS1/2</p> <p>Half termly tracking of PP outcomes with RAPs for teachers</p> <p>Whole school focus on metacognition and self-regulation strategies TBC</p> <p>Times Tables discrete daily teaching</p>	<p>EEF teaching and learning toolkit suggests high quality feedback (+8months) is an effective way to improve attainment. This along with a Mastery approach (+ 5 months) is an approach that will be embedded across the school.</p> <p>Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research)</p> <p>Academy Council PP champion meets with team on a regular basis offering challenge and support</p> <p>TA PP champion appointed</p>	<p>More able co-ordinator part of SLT</p> <p>MA PP pupils identified and tracked as a distinct group – reports to RD and AC meetings</p> <p>MA PP pupils given the opportunity to take on additional responsibilities ie. Market Stall</p> <p>Mathletics - integral part of breakfast club provision</p> <p>Weekly after school provision for MA PP pupils</p> <p>Targeted additional adult support in every classroom</p> <p>RSL to attend OCL regional group</p> <p>Purchase additional home reading books</p> <p>Extend library loans £2,000</p> <p>Participation in cross school MA writers / maths projects</p> <p>Visit to the Town Hall</p> <p>Visit to Sheffield University</p>	<p>MN</p> <p>MN</p> <p>JM</p> <p>MN/LS</p> <p>LS</p> <p>JM</p> <p>AVW</p> <p>CH</p> <p>CH/MN</p> <p>AVW</p>		<p>£40,000</p>
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ii Targeted support

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
<p>Low oral language skills across all age groups.</p>	<p>Quality First Teaching and Every Second Counts</p> <p>5 Minute Box</p> <p>REAL/REAM approach</p> <p>Stories for talking</p> <p>LEAP</p> <p>Time to Talk</p>	<p>Some pupils need targeted support to catch up. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively)</p>	<p>Target groups timetabled for interventions</p> <p>5 minute box for group of target pupils daily (TAs)</p> <p>TH language structures embedded in all classrooms</p> <p>Stories for talking embedded within KS1 teaching</p> <p>BB to train EYFS practitioners in LEAP</p>	<p>All teachers</p> <p>CH</p> <p>CH</p> <p>HR/CH</p> <p>CH</p> <p>BB</p>	<p>July 2019</p>	<p>£25,000</p>

<p>Higher rates of progress needed across all key stages for pupils eligible for PP to enable the difference to diminish More able PP pupils need to continue to make good progress</p>	<p>Develop metacognition and self-regulation strategies that encourage pupils to plan, monitor and evaluate their learning following appropriate Trust training</p> <p>Quality First Teaching and Every Second Counts</p> <p>Catch up afternoon TA support in every classroom</p> <p>Maths Mastery -Reception and Year 1</p> <p>Maths Mastery and White Rose Maths KS1/2</p> <p>Half termly tracking of PP outcomes with RAPs for teachers</p> <p>Whole school focus on raising boys attainment</p> <p>Embed P4C across all year groups</p>	<p>We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff reflects EEF and NFER research. Holding all staff to account through not accepting low or variable performance. Introduce aspiration interventions for HA pupils including visit to University. A need to develop metacognition and self- regulation strategies - EEF research July 2018 (+8 months) Mastery learning (+5 months) EEF research highlights the raising of big questions – through P4C and debates, stimulating discussions etc.</p>	<p>Training for all new staff on higher order thinking skills and use of questioning in lessons Question prompts to be given to all staff to use in lessons / Blooms questions for Maths Mathletics integral part of breakfast club provision Catch up Pirate Write intervention Year 3 Weekly after school club for HA pupils Embed effective feedback across all year groups – PLM updates Teresa Heathcote writing INSET September 2018 Teresa Heathcote Reading PLM November 2018</p>	<p>CH/JM</p> <p>CH</p> <p>LS</p> <p>CH</p> <p>CH RF/MN</p> <p>AVW</p> <p>AVW</p>		<p>£30,000</p>
<p>Low levels of aspiration and pupil involvement in extra-curricular activities</p> <p>Low levels of engagement in learning from PP families</p>	<p>Family Learning Programme Workshops for parents RWM</p> <p>Rich and varied extra-curricular provision</p> <p>The Real Junk Food Project</p> <p>Additional Food Bank and Clothing Stall for families in need.</p> <p>Christmas Fayre</p> <p>Target support from Pastoral team</p> <p>Comfort Club</p>	<p>NFER research – school provides strong social and emotional support, including through working with families. 71% of vulnerable pupils are PP pupils</p> <p>Research evidence shows “worklessness” is a priority need in areas of deprivation. EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds. Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how</p>	<p>Family learning programme including crèche facilities Coffee mornings supported by local family workers Market Stall Targeted pupil support daily from pastoral manager Daily comfort club for target group led by TA each lunchtime Raising aspirations through Sparkle and Shine, bench, University links Families will access food bank and clothing stall</p>	<p>GB/LS</p> <p>LS</p> <p>LS LS</p> <p>AVW</p> <p>All</p>	<p>July 2019</p>	<p>£20,000</p>

	<p>Sparkle and Shine weekly community assembly</p> <p>Birthday tea and cakes with the Principal</p> <p>Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc.</p> <p>Continue with Care home visits across KS2</p> <p>Community Allotments visits for every class</p> <p>9 Habits home learning</p>	pupils' personal development and welfare needs are equally valued and used as indicators of development				
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Lower attendance rates for pupils eligible for PP High PA rates for PP pupils	<p>Sol Attendance system</p> <p>Designated Attendance officer</p> <p>Pastoral team of three</p> <p>Good Junk Food Project</p> <p>Daily breakfast Club provision</p> <p>Collection Service for pupils</p> <p>Assistance with transport costs</p> <p>Comprehensive Incentives and rewards system</p> <p>Punctuality Parrot</p>	<p>NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.</p> <p>NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils. Identified PP PA group with specified actions</p> <p>High % of PP pupils living out of catchment</p> <p>High % of holidays taken during term time</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we</p>	<p>Designated attendance officer well briefed on target group - track weekly</p> <p>Introduce specific incentives for target group of PP pupils</p> <p>Numerous rewards including trophies, medals, certificates, Pizza parties and termly shopping voucher draw for parents</p> <p>Free breakfast club for all PP pupils daily</p> <p>Support for families in breakfast club from pastoral team</p> <p>Weekly market stall providing fresh fruit and vegetables at very low cost</p> <p>Meet and greet at Nursery and main gate (pastoral team)</p> <p>Collection service for families in need - pastoral team</p>	<p>EB</p> <p>EB</p> <p>EB</p> <p>EB</p> <p>LS</p> <p>LS</p> <p>EB</p>	July 2019	£29,240

		do – especially important for pupils from disadvantaged backgrounds. Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development	Assistance with transport costs Weekly SOL coded attendance information for class teachers	EB LS EB		
Low levels of aspiration and pupil involvement in extra-curricular activities Lower levels of engagement with learning of PP families	Family Learning Programme Workshops for parents RWM Rich and varied extra-curricular provision The Good Junk Food Project Target support from Pastoral team Comfort Club Sparkle and Shine weekly community assembly Birthday tea and cakes with the Principal Continue to extend community opportunities – Garden Party, Fabulous Finish, Bedtime Stories etc. Credit Union financial support for families	EEF Teaching and learning tool kit shows social and emotional learning (+4) NFER research – school provides strong social and emotional support, including through working with families. 71% of vulnerable pupils are PP pupils Research evidence shows “worklessness” is a priority need in areas of deprivation. EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds. Ofsted PP report 2016 – highlights the importance of leaders at all levels prioritising the achievement of disadvantaged pupils and how pupils’ personal development and welfare needs are equally valued and used as indicators of development	Designated Pastoral Manager Food bank available for families in need Signposting to available support Family learning programme Ongoing feedback from parents Children’s University - involvement of families – graduation for pupils achieving gold at City Hall Comprehensive out of school activity programme Free uniform to all new pp pupils including PE kit Christmas gift to all pupils Weekly birthday tea events Piano lesson free for PP pupils Horse riding –subsidised for PP pupils Introduction of violin and singing lessons subsidised for PP pupils Variety of educational visits – subsidised for PP pupils Junk Food Project - Market Stall - enterprise Residential UKS2 subsidised for PP pupils Set up savings scheme for parents		July 2019	£25,433
					TOTAL COST	£184,673
7. Additional detail						

- The academy is in one of the most deprived areas in the country and in the bottom 1% most deprived areas of Sheffield. 50% of our pupils are classed as disadvantaged which is well above the national average. The academy also admits a number of asylum seekers who are not yet able to access benefits.
- 35% of our pupils are EAL which includes a significant influx of Roma / Slovakian pupils who are newly arrived to the UK. Since opening the ethnic makeup of the Academy has changed dramatically from being predominantly White British to now 44%.
- 20% of pupils have SEN support with over half of them having been identified as having a speech, language and communication need. The number of pupils with autism is higher than national. Currently there are two pupils with an EHC plan and four pupils with a “my plan”.
- In order to provide our pupils with the best possible education we have invested in a dedicated pastoral team consisting of Inclusion leader, Attendance Officer and Pastoral Manger. The Inclusion leader is a member of the Academy Leadership Team.
- The Assistant Principal – Joanne Monaghan is the nominated pupil premium champion. Barbara Blackburn is the nominated TA for PP pupils
- Steve Bates is the nominated Academy Council link for pupil premium pupils.