

Pupil premium strategy statement – Waterloo Primary Academy

1. Summary information					
School	Waterloo Primary Academy				
Total number of pupils	610	Number of pupils eligible for PP	325	Total PP budget	£429,000

2. Current attainment		
	<i>Pupils eligible for PP (Waterloo)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	64%	70 %
Progress in reading	0.33	0.3
Progress in writing	2.6	0.2
Progress in maths	1.46	0.3

3. Barriers to future attainment		
Barriers		
A.	Low attendance and persistent absences	
B.	Pupils and their families have social & emotional difficulties, including medical, mental health issues and poor oral language skills	
C.	Pupils have limited experiences beyond their home life and immediate community	
D.	Slow progress by PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Approach</i>
A.	Absence & persistent absentee rates are at least in line with national.	Introduction of new attendance policy and procedures. Employment of two family support workers to work with families in need.
B.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including speech and language specialists, educational psychologists and behaviour champions
C.	Pupils have a breadth of experiences that enable them to contextualise their learning	Provision of a range of initiatives to extend children’s experiences such as access to sporting clubs, eco trips and outward bound enriching school trips and adventure holidays. Introduction of new ‘real-life’ curriculum, which focusses on world issues and the roles and responsibilities that we all need to adopt, to create a healthy, peaceful and sustainable world.

D.	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards	Outstanding or good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up via pupil progress meetings. Deployment of year leaders to enhance the effectiveness of our education offer.
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5. Planned expenditure

The three headings below enable Waterloo 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

Barrier to be removed	Desired Outcome	How will the school ensure it is implemented well?	Monitoring steps	Staff lead	When will you review implementation?
Low attendance and persistent absences	Absence & persistent absentee rates are at least in line with national.	Regular monitoring of attendance by SLT and pastoral team including purchased PWO service from LA.	Absence rates monitored daily/weekly/half-termly/termly. Weekly attendance meetings with PWO. First day absence telephone calls. Attendance celebrated in weekly newsletter. Letters sent home to warn of low attendance. Penalty notice/court appearance. Home visits from Pastoral Team Transport provided for children to enable them to attend school.	AA / SJ / MH	September 2018
Total budgeted cost					£50,000
ii. Targeted support					
Barrier to be removed	Desired Outcome	How will the school ensure it is implemented well?	Monitoring steps	Staff lead	When will you review implementation?

Pupils and their families have social & emotional difficulties, including medical, mental health issues and poor oral language skills	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	All families identified as needing support through school or other signposted services are supported through appropriate means. Other agencies involved with families use school as a hub in order to maximise efficiency.	Colour-coded spreadsheet of service-users used as tracking guide. Support with CAMHS referrals. Support with Trinity Hospice scheme for LAC children particularly.	SJ / MH	September 2018
		Provision of lunchtime nurture groups to support children who struggle socially and emotionally. Introduction and staffing (a Behaviour Mentor and support TA) of a 'Reflection Room' which will enable a safe and calm learning environment for pupils who find learning in a traditional classroom difficult. Counselling from a trained councillor within the RR. Educational Psychologist bought in to assess and provide support and guidance for pupils who are struggling academically, socially or with mental health.			
Pupils have limited experiences beyond their home life and immediate community	Pupils have a breadth of experiences that enable them to contextualise their learning	Lack of funds will not be a barrier to children accessing experiences. Vulnerable children offered funded places on Waterloo Sports Camp in the summer holidays, Eco trip (residential) and Waterpark (outdoor education residential). Funded music lessons.	Monitor take-up and attendance of trips (either fully or part subsidised). Monitor pupil's social development (communication, teamwork, resilience). Development of resilience and confidence (performing in assemblies, achievement awards etc)	MH / SJ	
Total budgeted cost					£50,000
iii. Other approaches					
Barrier to be removed	Desired Outcome	How will the school ensure it is implemented well?	Monitoring steps	Staff lead	When will you review implementation?

<p>Slow progress by PP children</p>	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards</p>	<p>Trained staff will deliver high-quality interventions planned at improving attainment in reading, writing, phonics or mathematics.</p> <p>Funding a non-class-based teacher to support pupils in reading.</p> <p>Purchasing multi-media storage software to record and celebrate achievements which cannot be easily showcased in books.</p>	<p>Tracking of intervention takes place regularly – reporting data to SLT. SENCo takes overall responsibility for monitoring standards of interventions including observations of staff delivering interventions.</p> <p>Some aspects of monitoring are delegated to SPLang lead.</p> <p>Raise the profile and value of education, leading to a greater pride in work and a drive to do well.</p>	<p>MW / AK</p>	<p>September 2018</p>
Total budgeted cost					<p>£395,000</p>

6. Review of expenditure				
i. Quality teaching for all				
Barrier to be removed	Desired Outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.	<p>Reading: Disadvantaged pupils' progress score -0.26. This gap has narrowed by 2.31 points since 2016.</p> <p>Writing: Disadvantaged pupils' progress score is 1.70. The school gap has narrowed since 0.31 points since 2016</p> <p>Maths: Disadvantaged pupils' progress score is 0.91. The school gap has narrowed since 0.53 points since 2016</p>	Support provided by additional members of staff is invaluable, interventions will continue (but continually reviewed), robust appraisal of LSAs to ensure the highest quality professional practice.	£395,000
ii. Targeted support				
Barrier to be removed	Desired Outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Supporting the whole child and family	For almost all families, they experience only positive outcomes through working with our highly skilled family support team and signposted services.	The Haven and all staff associated with will continue and services to be reviewed.	£40,00
Pupils have a breadth of experiences that enable them to contextualise their learning	Supporting the whole child through high quality experiences	Positive learning culture is embedded and children feel nurtured in order to learn. Children are able to access the world outside their immediate locality.	Music lessons, trips and sports camp to continue. Pupils have opportunities to engage in activities which wouldn't be an option otherwise.	£10,000
iii. Other approaches				
Barrier to be removed	Desired Outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Absence & persistent absentee rates are at least in line with national.	Increased attendance and reduced persistent absenteeism.	Attendance increased to highest ever, attendance almost always 96%+ Needs constant monitoring.	Other strategies will always be a focus as a driver to increase attendance and reduce absenteeism. 100% attendance party is a goal for some, other ways of addressing parental disengagement via PWO.	£40,000

Safeguarding concerns over holiday periods.	To keep pupils off the streets, and in a safe environment during holiday periods.	Funded vulnerable pupils places in holiday sports camps (on the school premises).	Effective. Pupils spend less time displaying challenging behaviour in the community, and are protected from inappropriate influences. Parents know where their children are.	£10,000
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7. Additional detail

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