



### PPG Review & Strategy 2020-21

#### Summary information

School	Waterloo Primary Academy				
Total number of pupils	610	Number of pupils eligible for PP	311	Total PP budget (£1345 per eligible child)	£418,295

#### Current attainment (KS2)

	Pupils eligible for PPG (Waterloo)	Pupils not eligible for PPG (Eng average)
Year 1 Phonics Screening Check	58.7%	82%
KS1: Attainment		
% achieving expected in reading	50%	72.5%
% achieving expected in writing	43.5%	70%
% achieving expected in maths	47.8%	70%
% achieving greater depth in reading	2.2%	40%
% achieving greater depth in writing	0	30%
% achieving greater depth in maths	2.2%	28%
KS2: Attainment		
% achieving in reading, writing and maths	56.1%: (R66.7%, W68.4%, M70.2%)	61%
Progress in reading	0.10	0.34
Progress in writing	-0.25	0.55
Progress in maths	-0.16	-0.06





### 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

### Desired outcomes

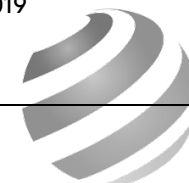
	Desired outcomes and how they will be measured	Approach
A.	Absence & persistent absentee rates are at least in line with national.	Introduction of new attendance policy and procedures. Employment of two family support workers to work with families in need.
B.	Pupils with identified social, emotional 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
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

### 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. First day absence telephone calls. Attendance celebrated in weekly newsletter.	JB / KH / MH	September 2019





			Letters sent home to warn of low attendance. Penalty notice/court appearance.		
<b>Total budgeted cost</b>					£139,431
<b>ii. Targeted support</b>					
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.	JB / KH / MH with MW SEND input	
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.	Monitor take-up and attendance of trips (either fully or part subsidised)	JB / KH / MH	
<b>Total budgeted cost</b>					£139,431
<b>iii. Other approaches</b>					
Barrier to be removed	Desired Outcome	How will the school ensure it is implemented well?	Monitoring steps	Staff lead	When will you review implementation?
Slow progress by PP children	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	Trained staff will deliver high-quality interventions planned at improving attainment in reading, writing, phonics or mathematics.	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.  Some aspects of monitoring are delegated to SPLang lead.	MW / AK / LG	





**Waterloo**  
Primary Academy

## Pupil Premium Strategy Statement 2020-21

A learning community that empowers everyone to achieve amazing things

**Total budgeted cost**

£139,431





### 1. Review of expenditure

#### i. Quality of 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 'catchup' 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 'catchup' or exceed prior attainment standards	No data available. In 2020-2021, national testing was cancelled. No attainment data.		

#### 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.	All pupils and families on the caseload of The Haven staff are supported effectively	Increased number of needs/caseload identified due to pandemic. Pupils and families supported effectively, however there are still some who could be supported further.		
Pupils have a breadth of experiences that enable them to contextualise their learning	Improved experiential learning opportunities for all pupils (cultural capital)	Minimal, due to disruption caused by Covid-19 pandemic.		

#### 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.	Improved absence rates for PPG pupils & reduced persistent absenteeism	Attendance rates for all pupils affected by Covid 19 pandemic.		

### 2. Additional detail

End of year data Summer 2020 unable to be obtained to demonstrate impact of PPG funding due to Covid-19 pandemic resulting in widespread school closures (20 March to 02 September 2020).

School data (teacher assessments should provide an indication to expected performance and impact) however much teaching time has been lost. During the school closure, welfare checks have been made and work provided online, however this can't replace the direct work and intervention which would have been completed throughout the course of the school year, resulting in accurate assessments of the children's attainment and progress being made.

