

## Pupil premium strategy statement

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, 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

School name	<b>Waterloo Primary Academy</b>
Pupils in school	582
Proportion of disadvantaged pupils	51.55%
Pupil premium allocation this academic year	£403,500
Academic year or years covered by statement	2021-2022
Publish date	30 July 2021
Review date	30 July 2022
Statement authorised by	Mark Hamblett
Pupil premium lead	Mark Hamblett
Governor lead	Philip Thompson

### Disadvantaged pupil progress scores for last academic year (last data set 2018-19)

Measure	Score
Reading	<b>0.1</b>
Writing	<b>-0.25</b>
Maths	<b>-0.16</b>

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>Improve reading, writing and maths outcomes at end of KS2, ensuring children in receipt of PPG are achieving in line with national expectations (58% 2019)</li> <li>Improve achievement at greater depth</li> </ul>

Priority 2	<ul style="list-style-type: none"> <li>Accelerate language acquisition and early reading from starting point to support ARE in reading.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>Enhance SEND offer, including SEMH, to ensure all children have an accurate provision, which ensures good progress and development.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Significant levels of low attainment on entry.</li> <li>Baseline assessments demonstrate that attainment of PPG children when they start school is well below ARE; poor speech and language skills on entry to Nursery and Reception for a significant number of children eligible for PPG.</li> <li>High rates of pupil mobility</li> <li>Social and emotional needs of PPG pupils and readiness to learn; the families of a number of pupil premium children have or are receiving support from social care of associated agencies. Some families refuse to engage with external support which falls short of statutory intervention.</li> <li>Children's lack of life experiences ( Cultural Capital)- ensure our curriculum (LMTW) provides children with a rich variety of knowledge-gaining teaching experiences</li> </ul>
Projected spending	<b>£300,000</b>

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve better than national average progress scores (+) in KS2 Reading for all PAGs (Prior Attainment Groups)	July 2022
Progress in Writing	Achieve better than +0.1 (-0.25 in 2019) for PPG children progress in writing.	July 2022
Progress in Mathematics	Achieve strong maths progress above national (above +2)	July 2022

Phonics	Minimum of 85% of all children to achieve Y1 phonic screening	July 2022
Other	Improve attendance of PPG children to at or above national averages	July 2022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all staff are expert in teaching of reading and, language acquisition and vocabulary.
Priority 2	<p>Provide high quality support and intervention for children with SLCN through expert Speech and Language Therapist and continuation of in-house speech &amp; language support to upskill all staff in effective provision for language and vocabulary acquisition.</p> <p>AK &amp; TT to provide additional intervention including YN &amp; YR</p> <p>Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>
Priority 3	School to become a nurture accredited setting.
Barriers to learning these priorities address	<p>Promote and instil a reading culture across the school based on competence of interest.</p> <p>Impoverished language and cultural capital.</p> <p>Gaps in wrap around provision to ensure all barriers removed.</p> <p>Increasing number of no and low English on entry.</p>
Projected spending	<b>£70,000</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Develop and enhance an accurate cultural capital offer
Priority 2	Refine NRA procedures to ensure earliest identification of need and bespoke curriculum offer.
Barriers to learning these priorities address	Pupil mobility
Projected spending	<b>£33,500</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time and capacity is available to provide CPD and coaching to teaching colleagues	Use of TA4/TA3 to support and provide capacity. Use of Heads of Year/Phase and TLR post holders
Targeted support	Regular and robust Talk for Writing / LMTW training ensuring consistency and high quality provision for all children	TLR post holders release time focused on monitoring and intervention of T4W to ensure provision is effective across the whole school
Wider strategies	Develop accurate and robust NRA practices.	Working with LA and other schools with high numbers of NRAs exploring best practice within LA and outside of LA.