

# Pupil premium strategy statement 2022-25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
Waterloo Primary School	
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022- 2025
Date this statement was published	31.12.24
Date on which it will be reviewed	Full Governors- 4.12.23 – then termly
Statement authorised by	Governing Body
Pupil premium lead	Mrs R Baldwin
Governor / Trustee lead	Miss T Hirsch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207200

# Part A: Pupil premium strategy plan

## Statement of intent

At Waterloo Primary School we are committed to ensuring that teaching and learning opportunities meet the needs of all pupils and allows them to make progress and achieve. Nationally, pupils classed as disadvantaged, achieve academic outcomes which are lower than their non disadvantaged peers. We intend to improve the levels of progress for disadvantaged pupils and close gaps in attainment. In order to address this at our school, we are striving to increase attendance, develop the skills of staff and children, extend learning opportunities, narrow the vocabulary gap, lower levels of anxiety and increase self-awareness of emotions.

## Challenges

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

Challenge number	Detail of challenge
1	Language acquisition
2	Punctuality and Attendance
3	Pupil well being
4	Gaps in learning
5	Increased love of reading, support and provision of quality texts
6	Increase % of pupils working at expected and greater depth for combined reading, writing and maths by the end of KS2
7	Ensure pupils are secondary ready
8	Ensure cultural capital opportunities are accessible to children

## 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
1) Pupils demonstrating a wider vocabulary in line with peers to enable pupils to achieve higher academic standards	<ul style="list-style-type: none"><li>• Continue to monitor progress through Well Com &amp; SSTEWS (Sustained shared thinking and emotional wellbeing scale)</li><li>• Pupils with limited language and vocabulary identified and accessing the NELI project</li></ul>

	<ul style="list-style-type: none"> <li>• Pupils referred to Speech &amp; Language Therapist (SALT)</li> <li>• Staff appropriately trained in strategies to support language acquisitions e.g. WellComm</li> <li>• Lowest 20% of PP pupils achieving better outcomes from their baseline – particularly in spoken language and reading (daily reading)</li> <li>• Introduction of Oracy Project – Voice 21</li> <li>• Pupils accessing ASD Resourced units have improved communication skills.(SALT and training for staff)</li> <li>• Improved access to quality reading books-with new texts purchased</li> <li>• EAL pupils eligible for Pupil Premium accessing targeted intervention to improve language</li> </ul>
2) Attendance in line with national	<ul style="list-style-type: none"> <li>• The appointment of a 32 hour each week Early Help Worker (EHW) for Pastoral/Attendance</li> <li>• PP pupils attendance closely monitored by EHW &amp; DHT and supported by Team Around the School &amp; Early Help</li> <li>• Action Plans in place and appropriately monitored with less persistent absence</li> <li>• Member of Office Staff monitoring first day response</li> <li>• Home visit numbers reduced</li> <li>• Punctuality increased</li> <li>• Case studies highlight improved attendance and educational outcomes. (NFER)</li> </ul>
3)Pupil well being supported	<ul style="list-style-type: none"> <li>• Pupils accessing Emotional Literacy Support Assistants (ELSA), Education Mental Health Practitioner (EMHP) or Well YP support support, Play Therapy</li> <li>• Staff have benefited from Educational Psychology supervision)</li> <li>• CPD for staff has been provided and embedded</li> <li>• Well Being Room – “The Rainbow Room” operating to support pupils throughout the day with staff appropriately trained e.g. Listening Lunch, ELSA, NHS Mental Health trainee practitioner– pupils report positive experiences at current time.</li> <li>• Pupils accessing a wider range of activities before and after school (After School Clubs register)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils accessing music lessons in school delivered by peripatetic tutors – supporting staff CPD.</li> <li>• Pupil mentoring in place termly</li> <li>• EAL pupils eligible for Pupil Premium accessing after school clubs</li> </ul>
4) Reduction in Gaps in Learning	<ul style="list-style-type: none"> <li>• Additional TA support provided to each phase group to support intervention and improved progress</li> <li>• Release of Mastery Maths Specialist Teacher to support quality first teaching and learning across school – as a result – high quality maths provision for school,</li> <li>• Pupils receiving tutoring support through NTP Academic Mentoring make good progress from starting points</li> <li>• 1:1 reading opportunities in place for children who require this support on a daily basis</li> <li>• L’Explore reading assessment secure across school and pupil progress evident. Pupils taught missed key learning objectives through the Recovery Curriculum and targeted intervention group</li> <li>• Staff hours/numbers increased to provide appropriate support under the direction of the teacher</li> <li>• Pupils working in booster groups</li> <li>• Improved access to technology &amp; on line platforms</li> <li>• EAL pupils eligible for Pupil Premium with discrete Teaching Assistant support to develop language acquisition</li> <li>• Use of IDL for Maths and English (subscriptions)</li> </ul>
5) Love of reading firmly embedded across the school	<ul style="list-style-type: none"> <li>• Reading Scheme implemented follows Phonics Bug/Bug Club to Y6 – all pupils accessing home reading book weekly.</li> <li>• High number of trained volunteers to hear the pupils identified as the lower 20% - providing opportunities to share texts, vocabulary, modelling of reading etc. Improved outcomes</li> <li>• Reading for Pleasure evident through access to “Sunshine Room”/Library and reading at home with appropriately challenging texts</li> <li>• Pupils accessing the Public Library opposite school</li> <li>• L’Explore termly Assessments embedded in Y1-Y6 – and pupils requiring dedicated intervention receiving support. Sufficient staff trained across school</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers managing the support and timing of intervention through increased Teaching Assistants and hours across a year group</li> <li>• Quality texts purchased and being read to children across the school</li> </ul>
6) Increased outcomes for pupils in all areas of English and maths with improved progress from starting points to ensure the gap has narrowed between pupils who have been identified as disadvantaged.	<ul style="list-style-type: none"> <li>• Higher attainment of Pupil Premium children including through observation and book scrutiny.</li> <li>• Phonics secure across school – fidelity to one scheme both for school and home reading.</li> <li>• Improved fluency of reading and increased speed due to opportunities to practise with an adult.</li> <li>• All volunteers appropriately trained in supporting pupils</li> <li>• More able mathematics targeted as appropriate.</li> </ul>
7) Pupils ready and secure to move to KS3 in all areas of the curriculum and emotionally.	<ul style="list-style-type: none"> <li>• Additional teacher in Y6 to target identified pupils across the year group ensuring pupil confidence and better outcomes.</li> <li>• All staff secure in curriculum delivery and teaching strong across KS2</li> <li>• Fully utilise support from Secondary colleagues across subjects e.g. Spanish, Music, Dance &amp; PE across KS2 in 2024-25</li> <li>• Provide opportunities for Secondary colleagues to scrutinise books and observe lessons to maximise progress in Y7.</li> </ul>
8) Opportunities classed as cultural capital for a child are provided to enrich life experience	<ul style="list-style-type: none"> <li>• Subsidised trips</li> <li>• Planned learning opportunities through the curriculum in place</li> <li>• Children’s University in place &amp; more opportunities for personal development, enrichment opportunities for pupils within the school day including lunchtime</li> <li>• All Y6 visiting Liverpool University to raise aspiration through tour of campus and lecture theatres.</li> </ul>
9) Improved outcomes for pupils with EHCP in ASD resourced units provision following training from specialist consultancy, implementation of pilot therapeutic programme & links with specialist schools.	<ul style="list-style-type: none"> <li>• All staff trained in the use of Attention Autism &amp; pupils clearly benefiting from improved communication</li> <li>• Curriculum embedded in the Resourced Units given the range of abilities within the provision following 3 years working with specialist provider (moderation support also in place)</li> <li>• Staff implementing SHINE therapeutic intervention following training</li> </ul>

	<ul style="list-style-type: none"><li>• Staff released to work alongside specialist primary school e.g. Team Teach</li><li>• ASD Manager in place– providing additional support for our pupils and as a resource for other schools.</li><li>• Training in place for all staff weekly</li></ul>
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## Activity in this academic year 2024-25

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)

#### Evidence from Education Endowment Fund

#### Key

Impact = in terms of months gained e.g. +3

Budgeted cost: £ 138,000 (includes staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building on the Urley intervention – fully develop the implementation of NELI & Wellcom– through training staff and– improving the quality of teaching	.EEF + 6 Oral language intervention	1
Additional staff for Reception to support early targeted intervention & SEMH to ensure pupils are ready	.EEF + 6 Oral language intervention	1,4,6
Additional Support Staff in each year group for targeted intervention	EEF +4 Teaching Assistant Interventions	4,6
Basic Skills Classes each morning for SEND pupils operating significantly behind national.	EEF +4 Small group tuition	4,6,7
Sensory Training for staff	Quality CPD from National Provider	6
Emotional Literacy Support Assistants supervision and training	EEF +4 Social and emotional learning	3
CPD for staff in Phonics, Mastery in Reading,	EEF +5 months (Phonics)	5

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

Budgeted cost: £49,400 (excludes some staffing costs already identified above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor Support in upper KS2	EEF +5 One to One tuition	4, 6, 7
1:1 support	EEF +5 One to One tuition	4, 6, 7
Fidelity to one Phonics Scheme across school – including home reading	EEF +5 Phonics	5
Interventions under direction of class teacher e.g. Mastery in Reading	EEF +5 Mastery Learning	4,5,6,
Teaching Assistant in each year group for additional support	EEF +4 Teacher Assistant Interventions	1,4,5,7
L'Explore intervention	Extensive research from Karolinska Institute in Stockholm <a href="https://www.lexplore.com/gb/">https://www.lexplore.com/gb/</a>	4,5,
Additional teacher for small group tuition	EEF +4	
Well Com – delivered by TA's in Reception and Y1 & Lower KS2	EEF +6 Oral language interventions	1
Reading Champions	EEF +5 One to One Tuition Additional Reading intervention for KS2 EEF + 6	5
Reading Incentives	EEF +4 Parental Engagement	5
Google Classroom as required	EEF +4 Parental Engagement	7

EAL intervention using additional, trained staff	EEF +6 Oral language intervention	1,3,8
SATs companion annual subscription & 30x Chrome books	EEF +5 Homework to address gaps in learning Secondary ready	4,6,7,
Purchase of new iPads	EEF +5	4,6,7

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

Budgeted cost: £ 47500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants in place and delivering 1:1 support	Intervention depends on need of child EEF +4 - Behaviour interventions EEF +2 - Mentoring EEF +4 - Social and emotional learning EEF +7 - Self-regulation & metacognition	3
Early Help Worker for Attendance	Improved attendance enables child to access learning	2
First Day Response	Pupil attendance improves	2
Breakfast Club if required	If required for Pupil premium pupils to access school and improve attendance	2
Listening Lunch	EEF +4 -Social and emotional learning	3
Well Young Person Project	EEF +4 - Social and emotional learning	3
Pastoral lead in place – Early Help Worker in place Deputy Headteacher	Intervention depends on need of child EEF +4 - Behaviour interventions EEF +2 - Mentoring EEF +4 - Social and emotional learning EEF +7 - Self-regulation & metacognition	2, 3
Train pupil mental health champions training for pupils and mental health first aiders	EEF +4 - Social and emotional learning EEF +7 - Self-regulation & metacognition	2,3
Implementation of Academic Resilience training	Intervention depends on need of child EEF +4 - Behaviour interventions EEF +2 - Mentoring	2,3

	EEF +4 - Social and emotional learning EEF +7 - Self-regulation & metacognition	
Increase in wider choice of after school activities	EEF +3 – Extending the school day	3
Increased access to cultural capital experiences following Recovery Curriculum	EEF + 4	8

**Total budgeted cost: £234900.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

July 2024 was the end of the second year of our 3 year strategy

We have analysed the performance of our school's disadvantaged pupils from 2023-24, drawing on both national assessment data and our own internal formative and summative assessments.

Attainment in Writing, once again is affected by the transient population with progress in Writing at -2.1 from KS1. Disaggregated data (pupils joining upper KS2) indicates the progress measure for pupil premium increases to -0.58 for end of KS2 which sits within the average progress measure.

The appointment of the Early Help Attendance Officer was just beginning to make impact (Appointed Jan 2023) but historic absence and the pandemic had a significant impact on progress for this cohort.

Despite a significant investment in catch up intervention using a highly trained Academic Mentor and additional tuition in small groups, gaps in Maths were particularly evident for our Y6 pupils at the end of 2023 following loss of learning during the pandemic. Also a significant number of pupils (42%) were new to the school and therefore historic gaps in learning and our lack of awareness of their engagement during the pandemic proved challenging for our staff.

SAT's companion was purchased as an additional resource to provide pupils with additional support out of school. This has continued for 2023-24. In addition, we will be using Pupil Premium funding to increase targeted mathematics intervention from January 2024 for our Y6 pupils to ensure they are Secondary ready.

Pupils were assessed using NFER tests in Autumn, Spring and Summer from Y1- Y6, together with Teaching Assessment and end of Key Stage Assessments.

Pupils in Year 1 and Year 2 also undertook a Phonics Screen Test.

Pupils in EYFS undertook the Baseline.

Appointed ASD Unit Manager (with Special School background) to support the development of teaching and learning in our Resourced Unit provision. Play Therapy support continues for pupils in the ASD Resource Units.

## Externally provided programmes

Programme	Provider
L'Explore- New AI Reading Analytics	L'Explore Analytics UK

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year? 2023-24	1:1 Tutoring after school
What was the impact of that spending on service pupil premium eligible pupils?	Pupils gained confidence and made progress.

