



Pupil Premium Strategy

2019-2020 Review & Planned Expenditure 2020-2021

APPROVED: NOVEMBER 2020

REVIEW: JULY 2021

1. Review of Expenditure 2019-2020

Every year, we review how we have spent our pupil premium funding to improve classroom pedagogy, provide targeted support and supported whole school strategies. Due to the coronavirus pandemic and partial school closures, not all actions were achieved and some money had to be reallocated to support supported pupils during lockdown.

Furthermore, by March 2020 it was too early to assess the impact of your spending and this has had an impact on the data that we can provide in this report. However, this report will explain how money was spent and the impact that it had at Waterside Primary Academy.

Previous Academic Year				
Priority	Targeted Barriers	Impact	Evaluation	Cost
1. High quality Teaching	A & B	<ul style="list-style-type: none"> • Extensive CPD programme, including: <ul style="list-style-type: none"> ○ Power Maths purchase & training ○ Read Write Inc. purchase & training (see below) ○ Accelerated Reader purchased & training (see below) • Improvement in quality of teaching across the school and performance managed effectively. External monitoring confirms that actions taken to develop the quality of teaching are appropriate and result in rapid improvements being made. • Lesson observations, drop-ins and work scrutiny evidence consistently an improvement in teaching across the school, some with good aspects. • There is evidence of a culture of sharing good practice. • Overall improvement in school learning environment to support learning and inspire children. • Clear 'Waterside Way' curriculum vision shared and agreed by local governing body. 	Despite many positive steps being made, further time and training is required to improve and embed new curriculum structures. Despite new programmes such as Read Write Inc. and Power Maths being introduced, these were just prior to the partial school closures, resulting in little time to put new systems and training into practice. This area will be a focus for the new school year, including further curriculum development.	<p>Power Maths - £5,000</p> <p>Learning Environment Improvement - £2,500</p>

2. High quality phonics programme	A, B & E	<ul style="list-style-type: none"> • New phonics programme in place and all staff trained in school (Read Write Inc.). • External monitoring visits by advisor, English Hub and Ruth Misken mentor confirms that actions taken to develop the quality of phonics teaching are appropriate and result in rapid improvements being made. • All classroom staff understand the RWI approach and can work with children to enable them to apply their phonetic knowledge to writing across the curriculum, developing this knowledge as needed. 	<p>Further time, training and mentoring required to fully embed the programme and make the quality of teaching consistently good over time. These actions will continue in new school year to continue rapid progress in this area and have impact on statutory outcomes.</p>	RWI - £11,000 Deputy Head Oversight one day a week - £8,000
3. High quality Reading provision	A & B	<ul style="list-style-type: none"> • New reading programme (Accelerated Reader) introduced and data shows good progress is being made. • Training for all staff on Accelerated Reader and how to use programme to identify those not making at least expected progress. • New library area created – Woodland library • All books banded and further books and resources purchased to add depth of books within each band. 	<p>Good progress made in this area however further support required to teach reading skills and comprehension in next academic year.</p>	Accelerated Reader & Restocking library £4,500 Teacher & LSA time restocking and re-banding all school books - £2,000
4. Effective EYFS provision	A, B, C & E	<ul style="list-style-type: none"> • The quality of education in Early Years has improved to RI. • External monitoring Bucks EYFS Team confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made. • There are improved interactions and engagements on Tapestry. • The learning environment supports high-quality learning – significant work has taken place on the indoor and outdoor learning environment. 	<p>Significant progress achieved in learning environment and positive working relationships established with the Buckinghamshire Early Years Team. However, further rapid improvements in the quality of education required urgently.</p>	Learning Environment Upgrade - £15,000 Tapestry Subscription - £500

		<ul style="list-style-type: none"> Increased parental engagement, as evidenced by attendance at events such as consultation evenings. 		
5. Staff awareness of barriers to learning	A, B & C	<ul style="list-style-type: none"> Extra provision is in place matched to individual need and evaluation of this demonstrates a positive impact for pupils. LSAs are confident and skilled in identifying and supporting PP pupils. Effective funding applications in place to support children requiring most support. 	The inclusion manager made steady progress in establishing improvement in classroom support for those needing most support. However, this progress needs to be accelerated next year and include further specialist interventions to support catch-up following lockdown and school partial closures. A more robust plan needs to be in place to ensure best value for money with LSA support.	Inclusion Manager Time - £21,000 LSA time - £32,500
6. Improve attendance and punctuality	A, B & D	<ul style="list-style-type: none"> New attendance and punctuality policy approved and in place. Support from county attendance team on ensuring a robust policy. Attendance increased from January 2020 until school closures. Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities. The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increased following opening in February 2020. Vulnerable pupils benefited from Breakfast Club and are better placed to start the school day. 	<p>New policy in place from January and initial signs were positive. However, further time needed to monitor and improve this next year.</p> <p>Breakfast club to recommenced in new school year due to limited time it was open prior to partial school closures.</p>	Headteacher Time - £5,000
7. Increase parental engagement.	E	<ul style="list-style-type: none"> Parental engagement increases, as evidenced by attendance at events such as consultation evenings. The parental survey in July 2020 shows that parents value the communication from the school and the opportunities for involvement – feedback about social media communication has been particularly positive. 	Overall, the communication has significantly improved. However, work will need to take place to ensure that we can get more engagement in school once we can hold in school event again.	Staff Time - £500

3. Unplanned Coronavirus Costs

Added Expenditure 2019-2020	Cost
Family Liaison Officer - Appointment of new family liaison officer to support during school closures. This role also enabled extra capacity as a DSL during closures to assist with welfare calls.	£10,000
School Uniform – Due to new policy being planned to be implemented in the middle of lockdown, we purchased new school uniform for all families.	£950
Learning Environment – Additional worked moved forward to improve learning environment in all classrooms to support high-quality teaching and learning.	£2,500

4. Planned Expenditure 2020-2021

Previous Academic Year		
Priority	Targeted Barriers	Planned expenditure
1. High quality Teaching	A & B	<ul style="list-style-type: none"> • Deputy Headteacher release time for coaching and mentoring of teachers (£10,000) • Headteacher delivering additional PPA (£2,000) • Pathways to Read Programme – Reading (£1,500) • Pathways to Write Programme – Writing (£1,500) • Charanga Music Programme (£350) • R-Time – PSHE (£150) • Jigsaw – PSHE (£1,950) • Discovery RE (£900) • Chris Quigley Curriculum Companions – History, Geography, Art & Design (£375) • Creation of ‘Curriculum Hub’ as a focal point for curriculum development and celebration (£2,500)

2. High quality phonics programme	A, B & E	<ul style="list-style-type: none"> • Ongoing Professional Development days (£600) • Ongoing staff training (£800) • Renewed subscription to Oxford Owls (£650)
3. High quality Reading provision	A & B	<ul style="list-style-type: none"> • Accelerated Reader subscription and training (£1,900) • Media purchased to support Accelerated Reader testing (£2,000)
4. Effective EYFS provision	A, B, C & E	<ul style="list-style-type: none"> • Re-deployment of Deputy Headteacher as EYFS leader (£10,000) • Tapestry annual subscription (£600) • Additional LSA to identify and support needs (£17,500) • Additional staff time to perform home visits (£400) • Professional development of staff e.g. BBC SBS project (£500) • High-quality resources purchased to improve critical thinking and communication skills (£300) • Full-body overalls purchased to increase outdoor provision time (£500)
5. Staff awareness of barriers to learning	A, B & C	<ul style="list-style-type: none"> • Inclusion Manager (£15,000) • Steps behaviour mentor and staff training (£1,000) • Additional LSA time to support overcoming barriers to learning (£20,000) • Professional development of LSAs to deliver high-quality interventions (£1,000) • Purchase of high-quality materials to support interventions (£300)
6. Improve attendance and punctuality	A, B & D	<ul style="list-style-type: none"> • County attendance team support (£500) • Headteacher training and monitoring (£2,000) • Attendance incentive e.g. certificates and awards (£100) • V-PASS Attendance & Lateness Tracking System (£409)
7. Increase parental engagement.	E	<ul style="list-style-type: none"> • Leadership time to develop robust policies and procedures (£1,000) • Community engagement/enrichment activities (£1,000) • Parent Partnership Session (e.g. Reading, Maths etc.) (£1,000)