



Pupil premium strategy statement

Report from Claire Rawlings (Headteacher), Waterwells Primary Academy for Governing Body meeting on 27/11/24.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Claire Rawlings
Pupil premium lead	Claire Rawlings
Governor / Trustee lead	Diversity, Equality & Inclusion Lead: Jennie Walmsley

Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£161,177.83
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161,177.83

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Children have limited vocabulary on entry to EYFS/Reception. Ongoing impact of Covid on speech and interaction opportunities remains within EYFS/KS1. Increased use of technology/screens at home.
2	Attainment and progress for disadvantaged pupils is an uneven picture across the school. End 2024 data shows greatest attainment gaps in PP/NPP in the following 23-24 yr groups: Reading:

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	<p>Year 1 PP 64/ NPP 88 (-24%) Year 6 PP 69% / NPP 86% (-17%)</p> <p>Writing: Year 1 PP 57% / NPP 88% (-31%) Year 4 PP 38% / NPP 68% (-30%) Year 6 PP 44% / NPP 81% (-37%)</p> <p>Maths: Year 1 PP 71% / NPP 91% (-20%) Year 6 PP 38% / NPP 69% (-31%)</p> <p>Greatest subject need: PP Writing Year group need: Year 2 (last year's Year 1 and *Year 6 leavers) 30% of disadvantaged pupils also have SEND.</p>
<p>3</p>	<p>Wellbeing, mental health and safeguarding concerns. The long-term impact of the Covid-19 pandemic on pupils' and family wellbeing, significant PSED gaps in early years/ KS1 pupils. Disadvantaged and vulnerable children often lack consistency of home life and support for emotional trauma. Parental engagement barrier for identified disadvantaged pupils.</p>
<p>4</p>	<p>Attendance, levels of persistent absence and punctuality. Analysis shows disadvantaged pupils attendance overall is below school average and <96% July 24 – PP attendance 88.8% / NPP 93.3% (Gap: -4.5%) July 23 – PP attendance 88.6%/ NPP 94.7% (Gap: -6.1%)</p> <p>Persistent absence and late arrivals. 57% of PA pupils were PP 22-23. 32% of PA pupils were PP 23-24.</p> <p>Parental engagement barrier for identified disadvantaged pupils with poor attendance.</p>
<p>5</p>	<p>Disadvantaged pupils have limited cultural capital to draw upon and support their learning.</p>

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
<p>Improve outcomes and accelerating progress for children entitled to Pupil Premium funding, targeting Reading, Writing and Maths.</p>	<p>The attainment gap between PP/NPP pupils in target/identified year groups is reduced (see challenge 2). Increased %age of pupil premium pupils making expected and greater than expected progress. Phonics Y1 data meets or exceeds National standard. KS1 reading, writing and maths data meets or exceeds National standard. KS2 reading, writing and maths data meets or exceeds National standard.</p>
<p>Support emotional needs affecting progress and attainment of pupils.</p>	<p>Vulnerable pupil list to be reviewed and numbers to reduce. Increasing numbers of disadvantaged children are able to self-regulate. Improved outcomes on Thrive assessments. Parents to attend support sessions/meetings and opportunities for parental engagement.</p>
<p>Preschool and Reception children have increased vocabulary and improved outcomes in communication and language. Disadvantaged children with under developed language receive targeted intervention to accelerate progress.</p>	<p>Speaking and listening and GLD is in line with National average. Children are exposed to language rich environments. Improved language acquisition.</p>
<p>Improved attendance and reduced persistent absence, particularly disadvantaged pupils.</p>	<p>Pupil premium pupils' attendance is in line with Non pupil premium pupils. Improved punctuality for targeted pupils.</p>
<p>Improved cultural capital and enrichment opportunities for disadvantaged pupils.</p>	<p>Disadvantaged pupils' cultural capital, experiences and opportunities are widened. Increased access and participation in wider curriculum opportunities. <small>SEP</small></p>

Activity in this academic year

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)

Budgeted cost: £7,564.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme for all teachers and support staff to improve teaching and learning: Improve retrieval and metacognition opportunities, opportunities to apply skills and knowledge, teaching for mastery, pre-teaching and exposure to technical, subject specific vocabulary, high quality questioning, formative assessment and scaffolding of learning.</p> <p>Targeted coaching and mentoring, observations of teaching practice with a focus on improving teaching and learning.</p> <p>AHOS lead time to focus on teaching and learning development, support and coaching. (5% x2 – total £7,564.50)</p>	<p>EEF guide to the Pupil premium 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.</p> <p>Consistently high quality teaching is fundamental to diminishing differences.</p> <p>Rosenshine's Principles in action (education research – quality teaching and learning).</p>	<p>1 2</p>
<p>Training and coaching for RWI spell and RWI phonics will be embedded and supported through targeted training from Early reading Phonics and writing leaders/assistant Heads of School.</p> <p>Ruth Miskin subscription includes consultant and reading lead support, development days with review of practice, data analysis and action planning to improve teaching and</p>	<p>Reading is the gateway to knowledge and all children must become fluent readers. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	<p>1 2</p>

pupil progress, Ruth Miskin portal with coaching and training videos. AHOS leads for Early reading & writing.		
Targeted support for early careers teachers. Programme of support and training (Odyssey Teaching School Hub). Allocated weekly mentor sessions, with focus on ECT UCL programme.	EEF 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'.	1 2
EYFS CPD – speech and language. High quality language and interactions. AHOS lead to collaborate with colleagues, support and deliver training.	EYFS framework: 'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial'.	1

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

Budgeted cost: £64,309.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention (Speech link, contribution £1000). Training to be delivered to Teaching assistants to target PP & SEND children through weekly activities. Training for EYFS staff (Pre-school and Reception) on language rich environments and high quality interaction.	Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and	1 2 5

	peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.	
SENDCo (33% - £21,549.75) providing specific support to teachers to write accurate intervention plans on My plan support trackers for SEND/PP children (1/3 of PP pupils). SENDCo analysis/ in consultation with CTs of interventions for the SEND/PP children to ensure they are making progress and the interventions are recorded accurately.	Interventions should be carefully targeted through identification and assessment of need. Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.	2
Dedicated TP support delivering interventions across target year groups for PP pupils. 1 X FT £27,887 (KS1) 1 x 0.6 £13,873.20 (KS2)	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Accelerated progress for children in receipt of interventions and other targeted support.	2 3

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

Budgeted cost: £88,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full time learning mentor (100%) & employment of full time nurture TA (100%) total: 60,321 1 X Thrive practitioner, to deliver specific interventions 1 to 1 to identified pupil premium children. Bespoke 1:1 and small group sessions to address emotional needs including loss and bereavement,	The Thrive approach supported by Trauma informed relational practice should be used to support children and their families. Actively engaging with parents reinforces skills in the home environment.	3 4

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<p>family illness, friendship issues and family breakdown.</p> <p>Drawing and talking therapy with identified PP pupils, 1-1.</p> <p>Update Thrive practitioner training and implement the Thrive approach consistently through the school.</p> <p>Purchase Thrive model resources.</p> <p>Undertake Thrive assessments to review progress and liaise with families to support home action plans.</p> <p>School mental health lead.</p> <p>School MHST coordinator for the Trailblazer project. Complete referrals to Trailblazer MHST.</p> <p>Deliver targeted support to LAC and pupil premium children and their families on child protection and child in need plans.</p> <p>Working with other agencies including Social Care, the Inclusion Team, NHS and Early Help.</p> <p>Provide regular contact with vulnerable families. Team Around the Family/child (TAF/TAC) meetings to support children and their families and ensure basic needs have been identified.</p> <p>Benefit and housing support and sign posting to other agencies.</p> <p>Pastoral support including for service pupil premium pupils (SPP) and guidance for families. Support with transition and integration.</p>	<p>Establishing a school-wide ethos, expectations and routines supports children's social and emotional development.</p> <p>There is an established link between the home learning environment at all ages and children's performance at school.</p> <p>To help mitigate negative impact of challenging times for SPP children.</p>	
<p>Attendance officer (to target disadvantaged families to improve attendance and punctuality). £8,580 1 day allocated / 0.2 (class cover release for NM) + 0.1 of leadership time</p> <p>Attendance Administration support for attendance procedures (15%, £10,887)</p>	<p>A clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. Staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.</p>	<p>4 2</p>
<p>Continue to provide enrichment experiences for learning they would not usually experience including local</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for</p>	<p>5 1</p>

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<p>trips. Support disadvantaged families with access to clubs/ enrichment opportunities for pupils and also to support wellbeing for identified pupil premium pupils. (Approx. £2000) Pupil premium resources (£2500)</p> <p>Forest school lessons – development of social and communication skills for EYFS pupils and wellbeing. (£4,495)</p>	<p>disadvantaged pupils. Social and cultural knowledge can help children make progress.</p>	
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Total budgeted cost: £160,657.45

(£520.38 remaining to allocate)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Information has been taken/compiled using data from statutory assessments, internal data (standardised tests and teacher assessment) and additionally, Thrive/ nurture profile data.

National data

Data July 2024

Reading

EYFS Reading PP 67% / NPP 72% (-5%)

Y1 Phonics PSC PP 86% / NPP 91% (-5%)

Y2 Phonics PSC PP 83% / NPP 95% (-12%)

Y6 SATs PP 56% / NPP 78% (-22%)

KS1 more closely aligned. End KS2 2024 gap wider.

Targeted RWI 1-1 interventions very successful (Coaching, AHOS support and TP allocation).

Writing

EYFS Writing PP 50% / NPP 69% (-19%)

Y6 Writing TA PP 44% / NPP 83% (-39%)

Maths

EYFS Maths 67%PP / 76% NPP (-9%)

Y4 MTC PP 63% / NPP 79% (-16%)

Y6 SATs Scaled score PP 38% / NPP 61% (-23%)

NB: Year 6 cohort. 17 new joiners in Key stage 2.

11 PP new joiners during KS2, 2 PP entered English school system in year 6.

Reading:

In years 2 and 5, high PP % achieving ARE than NPP.

Year 2 PP 75% / NPP 71%

Year 5 PP 83% / NPP 76%

Largest gaps:

Year 1 PP 64/ NPP 88 (-24%)

Year 6 PP 69% / NPP 86% (-17%)

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Writing:

Closed gaps in

Year 2 (-6% difference), Year 3 (-9% difference) and Year 5 (-1% difference).

Largest gaps:

Year 1 PP 57% / NPP 88% (-31%)

Year 4 PP 38% / NPP 68% (-30%)

Year 6 PP 44% / NPP 81% (-37%)

Maths:

Closed gaps:

Year 4 (-12% difference), Year 5 (-1% difference)

Largest gaps:

Year 1 PP 71% / NPP 91% (-20%)

Year 6 PP 38% / NPP 69% (-31%)

Greatest subject need: PP Writing has the largest %age gaps.

Year group need: Year 6 (leavers) and Year 1 (24-25 Year 2 cohort). Ensured 2 TPs allocated to this cohort for 24/25 academic year for additional support and targeted interventions.

30% of disadvantaged pupils also have SEND.

Attendance impact

Reduction in %age gap between PP and NPP pupils, but attendance of PP pupils still remains below that of NPP pupils.

July 24 – PP attendance 88.8% / NPP 93.3% (Gap: -4.5%)

July 23 – PP attendance 88.6% / NPP 94.7% (Gap: -6.1%)

57% of PA pupils were PP 22-23.

32% of PA pupils were PP 23-24.

Reduction in %age of PA of PP pupil by 25%.

Support emotional needs affecting progress and attainment of pupils. Evaluate the long-term impact of the Covid-19 pandemic on pupils' and family wellbeing.

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Employment of Nurture TP has allowed a greater number of pupils to receive wellbeing support. Graduated pathway allows staged approach to support, class based, nurture TP and then for children with higher emotional needs, Thrive practitioner support (learning mentor) or further referral to specialist agencies, including YMM/ TIC+.

Behaviour data is analysed termly, where emotional support has been flexibly targeted as well as allowing provision and lunchtime provision to be reviewed to support pupil needs.

In school monitoring of behaviour shows improvements. Evidence gathered of engaged learners.

Thrive data

Thrive data shows progress made in developmental points for 59% of pupils within Thrive interventions. 10 PP pupils improved data in Thrive assessments and 1 PP pupil remained at the same assessment point. Therefore, 65% of PP children in Thrive intervention, remained or improved in Thrive outcomes.

*We have also utilised the DFE grant to train an additional mental health lead so we now have two staff trained, with a senior leader taking responsibility for the mental health and wellbeing action plan.