

Waterwells Primary Academy **Pupil Premium Strategy Statement**



Pupil premium strategy statement

Report from Claire Rawlings (Headteacher), Waterwells Primary Academy for Governing Body meeting on 02/12/25.

This statement details our school's use of pupil 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	327
Proportion (%) of pupil premium eligible pupils	30.6%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Rawlings
Pupil premium lead	Claire Rawlings
Governor / Trustee lead	Diversity, Equality & Inclusion Lead: Sarah Travell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,598.76
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>	£149,598.76

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve, belong and thrive.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, ensuring pupils make good progress and achieve well across all subject areas.

We will also 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. Our limited resource is therefore primarily directed where it can make the biggest impact - in the classroom. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit 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.

The strategy is informed by research and evidence on what works to improve outcomes for disadvantaged pupils, such as those from the Education Endowment Foundation (EEF).

Challenges

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

Challenge number	Detail of challenge
1 Oracy and language skills	Language acquisition Under developed oral and language skills on entry to EYFS/Reception.
2 Attainment	Educational factors Assessments show that attainment / pupil outcomes for disadvantaged pupils is an uneven picture across the school. End 2025 data shows greatest year group need/ largest gap: 25-26: Years 1, 3 and 5 (2024-25: Rec, Year 2 and 4).

GB-25-2 Pupil premium strategy statement

	<p>PP subject attainment 2025 focus areas: Reading: Y1, Y3 Writing: Y1, Y3, Y6 Maths: Y1, Y3, Y5</p> <p>Noting: Data shows that PP/no SEND gap is significantly lower than PP/NPP differences and in some cases, outcomes for PP pupils with no SEND are higher than NPP. 30% of disadvantaged pupils also have SEND. 2025 %age of PP who are PP & SEND: Y1= 50% PP also SEND (3/6) Y2= 29% PP also SEND (4/14) Y3 = 37.5% PP also SEND (6/16) Y4 = 38.5% PP also SEND (5/13) Y5 29.2% PP also SEND (7/24) Y6 = 25% PP also SEND (4/16)</p>
<p>3 Behaviour</p>	<p>Whilst the schools' suspension rate is below national, data shows that disadvantaged pupil suspension rates were higher than non-disadvantaged pupils (24-25, 11/14 = 79%). Self-regulation is observed and assessed to be typically lower on entry in early years.</p>
<p>4 Attendance</p>	<p>Attendance, levels of persistent absence and punctuality. Analysis shows that while the overall attendance level is improving, and improving for both disadvantaged and non-disadvantaged pupils, disadvantaged pupils attendance remains below school average and <96% July 25 – PP attendance 90.5% / NPP 96.3% (Gap -5.8%) July 24 – PP attendance 88.8% / NPP 93.3% (Gap -4.5%) July 23 – PP attendance 88.6%/ NPP 94.7% (Gap -6.1%) Observations, data and meetings indicate that SEMH needs is a significant factor in pupil absence.</p>
<p>5 Inclusion, access and belonging</p>	<p>Some disadvantaged pupils have limited cultural capital to draw upon to support their learning. Participation in extra-curricular activities is typically lower.</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>Pupils in EYFS/Reception will demonstrate improved oral language and communication skills through targeted interventions and enriched language experiences.</p>	<p>Disadvantaged pupils in EYFS/Reception will meet age-related expectations in Communication and Language Early Learning Goals.</p> <p>Staff report improved pupil confidence and participation in structured talk activities (Chatterbugs).</p> <p>Observations and assessments show increased engagement and expressive vocabulary.</p>
<p>Improved academic outcomes, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<p>The attainment gap between PP and NPP pupils in Reading, Writing, and Maths will reduce.</p> <p>80%+ of PP pupils with no SEND will achieve expected standards in core subjects.</p> <p>Data shows improved progress rates for PP pupils in Y1, Y3, and Y5, with targeted interventions documented and evaluated.</p>
<p>Pupils will develop stronger self-regulation and emotional literacy, reducing behavioural incidents and improving engagement.</p>	<p>Suspension rates for disadvantaged pupils will reduce.</p> <p>Pupils show improved self-regulation scores on baseline-to-end assessments (Thrive assessments).</p> <p>Pupil voice and wellbeing surveys indicate increased emotional awareness and positive peer interactions.</p>
<p>Improved attendance - pupils will attend school more consistently, with a reduction in persistent absence.</p>	<p>PP attendance improves and is in line with NPP pupils.</p> <p>Attendance is in line with or better than national average for 'all' pupils.</p> <p>Reduction in PP persistent absence (PA).</p> <p>Persistent absence for all is in line with or better than national PA.</p>
<p>Pupils will experience a richer curriculum and increased participation in enrichment activities, fostering a stronger sense of belonging and cultural capital.</p>	<p>Disadvantaged pupils' cultural capital, experiences and opportunities are widened.</p> <p>Increased access and participation in extra-curricular/wider curriculum opportunities.</p> <p>Pupil voice surveys show increased sense of belonging and engagement with school life.</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: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research School writing CPD programme:</p> <ul style="list-style-type: none"> ○ Improving teacher subject knowledge and understanding ○ High quality teaching – implementation of effective modelling, scaffolding and deconstruction 	<p>EEF guide to the Pupil premium ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. Consistently high quality teaching is fundamental to diminishing differences. The EEF’s <i>Effective Professional Development</i> guidance report emphasizes that high-quality CPD is pivotal to improving pupil outcomes, especially for disadvantaged learners. It highlights that: Improving subject knowledge and pedagogy is essential for effective teaching. CPD should focus on deepening teachers’ understanding of content and how pupils learn it.</p>	<p>1, 2</p>
<p>Training and coaching for RWI phonics will be embedded and supported through targeted training/CPD.</p> <p>Ruth Miskin subscription includes consultant and reading lead support, development days with review of practice, data analysis and data and practice informed action planning to improve teaching, target pupil groups and pupil progress. Use of Ruth Miskin portal with coaching and training videos with training pathways created for staff.</p>	<p>The EEF’s <i>Teaching and Learning Toolkit</i> identifies phonics as a high-impact, low-cost strategy, especially effective for younger pupils and those from disadvantaged backgrounds</p>	<p>1, 2</p>
<p>Oracy CPD and implementation of a whole Oracy strategy to promote high quality language and interactions.</p>	<p>The EEF’s <i>Teaching and Learning Toolkit</i> identifies oral language interventions as having a high impact (+6 months) on pupil progress, especially for younger children and those from disadvantaged backgrounds.</p>	<p>1</p>

Oral language approach and targeting KS1 reading comprehension: KS1 storytime (reading aloud and oral discussion).	EEF Reading comprehension - High impact for very low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies are high impact on average (+7 months)	
Instructional coaching (IC) CPD and implementation – focused on sustained coaching with opportunities for feedback and reflection to improve teaching.	EEF guide to the Pupil premium 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. Consistently high quality teaching is fundamental to diminishing differences. IC is listed on the DFE menu of approaches.	2
MITA training for teaching partners aimed at improving quality and effectiveness of classroom support by: <ul style="list-style-type: none"> Developing pupils' independent learning skills Ensuring high quality adult interactions, including effective questioning and high pupil participation Intervention training 	The EEF Deployment of Teaching Assistants March 2025 Recommends: Promoting independent learning skills is a key recommendation. TAs should scaffold learning and encourage pupils to take ownership. The EEF stresses that <i>high-quality teaching</i> is the most important lever for improving outcomes (EEF teaching & Learning Toolkit).	1, 2

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TP support delivering high quality, structured interventions across target year groups to improve academic outcomes for disadvantaged pupils: <ul style="list-style-type: none"> Reading and comprehension (RWI 1-1 tutoring and Language for thinking). 	EEF - Small group and one-to-one support, when delivered using structured, evidence-based programmes, can be highly effective for disadvantaged pupils. RWI 1:1 tutoring is a phonics-based intervention. The EEF Teaching and Learning Toolkit shows that <i>phonics approaches have a high impact (+5 months)</i> for early readers, especially when delivered through structured, systematic programmes	1, 2
Speech and language interventions for target pupils: <ul style="list-style-type: none"> Chatterbugs (EYFS) Speech link 	The EEF's <i>Teaching and Learning Toolkit</i> identifies oral language interventions as having a high impact (+6 months) on pupil progress, especially for younger children and those from disadvantaged backgrounds.	1, 2

GB-25-2 Pupil premium strategy statement

Training to be delivered to teaching assistants to target PP & SEND children through weekly activities.		
1-1 Maths tuition for identified pupils (identified through pupil progress meetings)	According to the EEF Teaching and Learning Toolkit, <i>one-to-one tuition delivers an average of +5 months of additional progress</i> for pupils, especially when targeted at those falling behind	2

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and improve pupil wellbeing, belonging and ability to self-regulate:</p> <ul style="list-style-type: none"> - Thrive practitioner to deliver 1-1 and small group Thrive interventions for identified pupils. Use of Thrive model resources, action planning, Thrive assessments and updated training. - School mental health lead. - School MHST coordinator for the Trailblazer project and referrals to Trailblazer MHST/ Navigation Hub. - Nurture TP to deliver Drawing and talking therapy with identified disadvantaged pupils, on 1-1 basis. 	<p>EEF rates Social and Emotional Learning (SEL) interventions as having a moderate impact (+3 months) for very low cost, with moderate evidence strength. Thrive model (targeted, measurable intervention) is a structured, evidence-informed approach to supporting emotional development</p>	3, 4
<p>Attendance officer (to target disadvantaged families to improve attendance and punctuality):</p> <ul style="list-style-type: none"> - Morning group offer (promoting belonging, routine and supporting family partnership/ identified barriers/ underlying causes). 	<p>The EEF emphasises that improving attendance is a multifaceted mission, requiring consistent communication, data-informed planning, and relational strategies. EEF's Rapid Evidence Assessment on Attendance Interventions highlights that responsive, targeted approaches—like those delivered by attendance officers—can be effective when they address individual barriers to attendance.</p>	4
<p>Continue to provide enrichment experiences and extra-curricular opportunities:</p> <ul style="list-style-type: none"> - Additional extra-curricular clubs - PP Discounts for identified partner clubs - Ensuring access support to activity days/ residential 	<p>The EEF guide to pupil premium, Sept 2025 emphasises that higher achievement is tied to better health and wellbeing, <i>and that</i> enrichment activities can help close the disadvantage gap.</p>	3, 5

GB-25-2 Pupil premium strategy statement

Forest school lessons with a focus on development of social and communication skills (collaboration, resilience, self-regulation) pupil wellbeing, enrichment and belonging (increasing engagement and attendance).	EEF Teaching and Learning Toolkit includes Outdoor Adventure Learning (NB: the average impact is rated as +4 <i>months</i> , though wider evidence base required).	3, 5
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Total budgeted cost: £150,000

Part B: Review of the previous academic year 2024-25

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.

INTENDED OUTCOME	REVIEW July 2025		
<p>Improve outcomes and accelerating progress for children entitled to Pupil Premium funding, targeting Reading, Writing and Maths.</p>	<p>National data <i>Data July 2025</i></p> <p><i>Reading</i> EYFS Reading PP 33% / NPP 83% (-50%)</p> <p>Y1 Phonics PSC PP 64% / NPP 83% (-19%) Y2 = 10 pupils Phonics PSC PP 64% / NPP 71% (-17%) / cumulative PP 94% / NPP 95%</p> <p>Y6 SATs PP 84% / NPP 80% (+4%) End of KS2, PP outcome greater than NPP. Targeted TP support in KS2 / interventions and pre-teaching successful.</p> <p><i>Writing</i> EYFS Writing PP 33% / NPP 79% (-46%) 50% also PP/SEND Y6 Writing TA PP 63% / NPP 73% (-10%) *23-24 was -39%</p> <p><i>Maths</i> EYFS Maths 33%PP / 79% NPP (-46%) 50% also PP/SEND Y4 MTC PP 63% / NPP 79% (-16%) Y6 SATs Scaled score PP 63% / NPP 76% (-13%) *23-24 = 38% / NPP 61% (-23%) Targeted TP support in KS2 / interventions, pre-teaching and tutoring successful.</p> <p>Cohort specific needs rather than subject specific needs. Smallest gaps PP v NPP: 24/25 Y1, Y3, Y6. Largest gaps PP/NPP: 24/25 Reception, Y2, Y4 and Y5. PP no SEND gap however, is generally lower than when comparing PP/NPP.</p>		
	24/25	NPP V PP/No SEND	
		Difference Reading	Difference Writing Difference Maths

GB-25-2 Pupil premium strategy statement

	<table border="1"> <tr> <td>Rec</td> <td>16%</td> <td>12%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>Y1</td> <td>3%</td> <td>10%</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Y2</td> <td>17%</td> <td>22%</td> <td>27%</td> <td>37%</td> </tr> <tr> <td>Y3</td> <td>0%</td> <td>-4%</td> <td>0%</td> <td>-4%</td> </tr> <tr> <td>Y4</td> <td>12%</td> <td>15%</td> <td>18%</td> <td>21%</td> </tr> <tr> <td>Y5</td> <td>-1%</td> <td>5%</td> <td>-4%</td> <td>8%</td> </tr> <tr> <td>Y6</td> <td>10%</td> <td>4%</td> <td>8%</td> <td>10%</td> </tr> </table>	Rec	16%	12%	12%	12%	Y1	3%	10%	0%	7%	Y2	17%	22%	27%	37%	Y3	0%	-4%	0%	-4%	Y4	12%	15%	18%	21%	Y5	-1%	5%	-4%	8%	Y6	10%	4%	8%	10%
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<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>On entry to Reception:</p> <p>Speaking On entry: 30% below ARE On exit: 17% below ARE (13% made greater than expected progress).</p> <p>Listening and attention On entry: 37% below ARE On exit: 17% below ARE (20% made greater than expected progress).</p> <p>Pre-school Speaking On entry: 36% below ARE On exit: 9% below ARE (27% made greater than expected progress).</p>																																			
<p>Improved attendance and reduced persistent absence, particularly disadvantaged pupils.</p>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2022-2023</th> <th colspan="2">2023-2024</th> <th colspan="2">2024-2025</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>88.6</td> <td>94.7</td> <td>88.8</td> <td>93.3</td> <td>90.5</td> <td>96.3</td> </tr> <tr> <td>Persistent absence PA</td> <td>31</td> <td>11.4</td> <td>32</td> <td>11.6</td> <td>25</td> <td>5.1</td> </tr> <tr> <td>Lates</td> <td>3.9</td> <td>1.7</td> <td>4.6</td> <td>1.7</td> <td>3.8</td> <td>1.1</td> </tr> </tbody> </table> <p>Persistent absence for PP pupils has reduced from 32% 2023/24 to 25% 2024/25, and a reduction in difference between PP/NPP (2023/24 20.4% to 2024/25 19.9%), though the overall difference still remains much higher for PP pupils than non PP pupils. PP pupils' attendance is steadily increasing overall and in 24/25, is the first year above 90% overall. Attendance systems and processes in place and targeted. Improvements seen in data. Maintain with tracking of identified PP pupils based on 2024/25 attendance and target specific pupils/families.</p>		2022-2023		2023-2024		2024-2025		PP	NPP	PP	NPP	PP	NPP	Attendance	88.6	94.7	88.8	93.3	90.5	96.3	Persistent absence PA	31	11.4	32	11.6	25	5.1	Lates	3.9	1.7	4.6	1.7	3.8	1.1	
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GB-25-2 Pupil premium strategy statement

<p>Support emotional needs affecting progress and attainment of pupils.</p>	<p>Employment of Nurture TP has allowed a greater number of pupils to receive wellbeing support.</p> <p>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+.</p> <p>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.</p> <p>In school monitoring of behaviour shows improvements. Evidence gathered of engaged learners.</p> <p>Thrive data</p> <p>Thrive data shows progress made in developmental points for 62% of pupils within Thrive interventions. 13 PP pupils improved data in Thrive assessments and 2 PP pupils remained at the same assessment point. Therefore, 65% of PP children in Thrive intervention, remained or improved in Thrive outcomes.</p> <p>*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.</p>
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