Waterwells
Primary Academy & Pre-School

Waterwells Primary Academy
Pupil Premium Strategy Statement

Waterwells Primary Academy is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Pupil premium strategy 2025-2028

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	297
Proportion (%) of pupil premium eligible pupils	31.3%
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 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Claire Rawlings
Pupil premium lead	Claire Rawlings
Line manager	Stephen Derry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,539.81
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£138,539.81

Part A: Pupil premium strategy plan

Statement of intent

At Waterwells Primary, our intention is that all pupils, irrespective of background or the challenges they face, achieve, belong, and thrive. The overarching goal of our Pupil Premium strategy is to ensure that disadvantaged pupils make rapid progress, achieve highly, and access the full breadth of our curriculum.

In line with our inclusive ethos, we also account for the needs of all vulnerable pupils—including those with a social worker and young carers—ensuring targeted support is provided regardless of formal disadvantage status.

High-quality, evidence-informed teaching is the cornerstone of our strategy. In line with research from the Education Endowment Foundation (EEF), we deliberately allocate our funding to where it yields the greatest impact: the classroom. This approach is proven to be the most effective lever in closing the disadvantage attainment gap while simultaneously sustaining high levels of achievement for non-disadvantaged peers.

Ultimately, our strategy is designed to ensure that disadvantaged pupils not only achieve academic success alongside their peers, but also develop the resilience, attendance, and cultural capital needed to thrive in their future education and lives.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Educational factors Assessments show that attainment / pupil outcomes for disadvantaged pupils is an uneven picture across the school. End 2026 data shows greatest year group need/ largest gap: 25-26: Year 3 Writing and Year 5 Writing and Maths. (2026: Year 4 writing and Year 6 Writing and Maths). **Noting:** Analysis shows that SEND Overlay is the Primary Gap Driver in Key Years. 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. 31% of disadvantaged pupils have SEND.
2 Attendance	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 26 - PP attendance 93.1% / NPP 96.8% (Gap -3.7%) 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 (SEND, anxiety and mental health) are significant factors in pupil absence.
3 Oracy and language skills	Language acquisition and communication skills Under developed oral language and communication skills (speaking, listening and attention) on entry to EYFS/Reception. 2025 entry data: Pre-school Speaking 47% Listening, attention and understanding 0% Reception Speaking 60% Listening, attention and understanding 57% 2026 Entry data: Reception Speaking 67% Listening, attention and understanding 64%
4 Behaviour	Underdeveloped self-regulation skills leading to emotional regulation interruptions. Schools' suspension rate in 25-26 (2.9%) was slightly above national (25/26 national TBC, 24-25 2.47%). Data shows that disadvantaged pupil suspension rates were higher than non-disadvantaged pupils (24-25, 11/14 = 79%, 25-26 8/10 suspensions = 80%). Self-regulation is observed and assessed to be typically lower on entry in early years.
5 Inclusion, access and belonging	Some disadvantaged pupils have limited cultural capital to draw upon to support their learning. Participation in extra-curricular activities is typically lower.

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
Improved academic outcomes, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.	80%+ of PP pupils with no SEND will achieve expected standards in core subjects - RWM. The attainment gap between PP and NPP pupils in RWM combined across KS2 will remain under 10%.
Improved attendance - pupils will attend school more consistently, with a reduction in persistent absence.	PP attendance improves and is ≥95%. *25/26 National for all pupils = 94.7%. Persistent absence for all is in line with or better than national PA (National PA 25/26 = 13.9% / PP 33.8%). Reduction in PP persistent absence (to <18%).
Pupils in EYFS/Reception will demonstrate improved oral language and communication skills through targeted interventions and enriched language experiences.	Disadvantaged pupils in EYFS/Reception will meet age-related expectations in Communication and Language Early Learning Goals. Staff report improved pupil confidence and participation in structured talk activities (Chatterbugs). Observations and assessments show increased engagement and expressive vocabulary.
Pupils will develop stronger self-regulation and emotional literacy, reducing behavioural incidents and improving engagement.	Suspension rates for disadvantaged pupils will reduce. Pupils show improved self-regulation scores on baseline-to-end assessments (Thrive assessments). Pupil voice and data indicate increased emotional awareness and positive peer interactions - with a reduction in physical incidents.
Pupils will experience a richer curriculum and increased participation in enrichment activities, fostering a stronger sense of belonging and cultural capital.	Disadvantaged pupils' cultural capital, experiences and opportunities are widened. Increased access and participation in extra- curricular/wider curriculum opportunities. Pupil voice surveys show increased sense of belonging and engagement with school life.

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: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching (IC) Professional development: Embed the use of Steplab to create a rigorous, predictable culture of instructional coaching and deliberate practice for all teaching staff. Deliver & sustain coaching cycles and active rehearsal to standardise high-leverage techniques and effective adaptive teaching.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Effective Professional Development Guidance Report. 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, showing an average impact of +4 months' additional progress	1
Training and coaching for RWI phonics will be embedded and supported through ongoing, targeted training/ PD. 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 to develop practice.	The EEF's *Teaching and Learning Toolkit* identifies phonics as a high-impact, low-cost strategy, especially effective for younger pupils and those from disadvantaged backgrounds	1, 3
Oracy PD and implementation of a whole Oracy strategy to promote high quality language and interactions. Oral language approach and targeting KS1 reading comprehension: KS1 storytime (reading aloud and oral discussion).	The EEF's *Teaching and Learning Toolkit* identifies Oral Language Interventions as having a high impact (+6 months) on pupil progress, especially for younger children and those from disadvantaged backgrounds. 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	1, 3

	Reading comprehension strategies are high impact on average (+7 months)	
Dedicated TP support for pre-teaching and classroom adaptive support. MITA training for teaching partners aimed at improving quality and effectiveness of classroom support by: ● 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 *high-quality teaching* is the most important lever for improving outcomes (EEF teaching & Learning Toolkit).	1, 3
Purchase of standardised diagnostic assessments. CPD to ensure assessments are interpreted, administered and analysed correctly. Review data and next steps in pupil progress meetings.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic assessment | EEF	1

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

Budgeted cost**: £30,000**

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: - 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 *phonics approaches have a high impact (+5 months)* for early readers, especially when delivered through structured, systematic programmes	1
Speech and language interventions for target pupils: - Chatterbugs (EYFS) - Speech link	The EEF's *Teaching and Learning Toolkit* identifies oral language interventions as having a high impact (+6 months) on pupil progress, especially for younger children and those from disadvantaged backgrounds.	1, 3

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, *one-to-one tuition delivers an average of +5 months of additional progress* for pupils, especially when targeted at those falling behind	1

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

Budgeted cost: **£55,539.81**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and improve pupil wellbeing, belonging and ability to self-regulate and support classroom access and lesson engagement: - 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 and lego therapy with identified pupils, on 1-1 basis.	Aligned with Education Endowment Foundation (EEF) research, the EEF rates Social and Emotional Learning (SEL) interventions as adding on average (+3 months progress) for low cost, with moderate evidence strength. Thrive model (targeted, measurable intervention) is a structured, evidence-informed approach to supporting emotional development, directly converting emotional support into improved classroom focus, attendance, and educational outcomes.	4, 2
Attendance officer (to target disadvantaged families to improve attendance and punctuality): - Morning group offer (promoting belonging, routine and supporting family partnership/ identified barriers/ underlying causes).	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.	2
Continue to provide enrichment experiences and extra-curricular opportunities: - Additional extra-curricular clubs - PP Discounts for identified partner clubs	The EEF guide to pupil premium, Sept 2025 emphasises that higher achievement is tied to better health and wellbeing*, and that* enrichment activities can help close the disadvantage gap.	4, 5

- Ensuring access support to activity days/ residentials		
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 rates Outdoor Adventure Learning at +4 months, its primary target here is social communication and emotional self-regulation to enable classroom learning	3, 5

Total budgeted cost: £138,539.81

Part B: Review of the previous academic year 2025-26

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.

Summary
Overall, as detailed in the breakdown above, the progress indicators suggest that the school is on track to meet the majority of our goals for its disadvantaged pupils at the end of the three-year strategy.

✓ Good progress ☐ Average progress ☐ Minimal progress

Achieved	On Track	At Risk

INTENDED OUTCOME	Evaluation / Review July 2026
Academic Improved academic outcomes, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.	National data *Data July 2026* *Reading* *EYFS Reading* *PP 50%* *PP NO SEND 80%* *NPP 90%* *Y1 Phonics PSC* *PP 50%* *PP NO SEND 100%* *NPP 96%* *Y2 = 13 pupils Phonics PSC* *PP 71%* *PP NO SEND 100%* *NPP 83%* *Cumulative ALL 93.5%* *PP 97.8% / NPP 96%* *Y6 SATs Scaled score* *PP 78%* *PP NO SEND 82%* *NPP 74%* *End of KS2, PP outcome greater than NPP.* ***Targeted TP support in KS2 / interventions and pre-teaching successful.*** *Writing* *EYFS Writing* *PP 50%*

PP NO SEND 80%
NPP 95%

Y6 Writing TA
PP 78%
PP NO SEND 82%
*NPP 85% (-7%) *24-25 -10%, 23-24 was -39%*

Maths
EYFS Maths
PP 63%
PP NO SEND 100%
NPP 90%

Y4 MTC
PP 75%
PP NO SEND 86%
NPP 100%

Y6 SATs Scaled score
PP 67%
PP NO SEND 71%
NPP 67%
Targeted TP support in KS2 / interventions, pre-teaching and tutoring successful.

25/26	NPP V PP NO SEND			
	Difference Reading	Difference Writing	Difference Maths	D
Rec	-10%	-15%	10%	
Y1	17%	9%	9%	
Y2	13%	7%	1%	
Y3	-3%	-31%	-10%	
Y4	3%	-7%	-12%	
Y5	-9%	-20%	-26%	
Y6	6%	-5%	0%	

NB:

32.5% Pupil Premium (Rec-Y6 = 100/302)

31% of disadvantaged pupils also have SEND.

Intervention Efficacy: Targeted KS2 TA support, pre-teaching, and high-dosage tutoring have proven effective, resulting in strong Y6 Reading results (+6% for PP No SEND) and parity in Y6 Maths.

Impact of Dual Need (SEND/PP): Factoring out SEND reveals specific subject-level trends and gaps across middle KS2 (Y3–Y5).

Focus Area: Maintain early language, phonic, and writing interventions while addressing key middle-KS2 subject gaps to ensure consistent progress into Year 6 (maths fluency and reasoning).

Sustain: Early reading & phonics interventions.
Scale: Dedicated TP pre-teaching and math fluency interventions into Years 3–5.

☐ **Good progress** ✓ **Average progress** ☐ **Minimal progress**

Achieved	On Track	At Risk

Attendance

Improved attendance - pupils will attend school more consistently, with a reduction in persistent absence.

	2023-2024		2024-2025		2025-2026	
	PP NAT FSM: 88.9 PA: 35.7	NPP NAT NON-FSM: 94.2 PA: 15.3	PP NAT FSM: 89.4 PA: 33	NPP NAT NON-FSM: 94.6 PA: 13.4	PP NAT FSM: 89.1 PA:	NPP NAT NON-FSM: 94.7 PA: 12.8
Attendance	88.9	93.3	90.4	96.3	93.1	96.8
Persistent absence PA	32	11.6	25.2	5.1	24.5	6.3
Lates	4.6	1.7	3.8	1.1	3.5	1

Persistent absence for Pupil Premium (PP) pupils has reduced continuously from **32.0% (2023/24)** to **25.2% (2024/25)** and down to **24.5% (2025/26)**, outperforming the national FSM average (35.7% in 23/24; 33.0% in 24/25). The persistent absence gap between PP and non-PP (NPP) pupils has narrowed from 20.4 percentage points in 2023/24 to 20.1 points in 2024/25, and further to 18.2 points in 2025/26, though overall PA rates remain higher for PP pupils. PP attendance has shown steady year-on-year growth—increasing from 88.9% (2023/24) to 90.4% in 2024/25 (the first year above 90%), and reaching **93.1% in 2025/26**, comfortably surpassing the national FSM benchmark of 89.1%. Additionally, PP lates have declined from 4.6% to 3.5%.

Attendance systems and targeted processes are yielding clear data improvements. Maintain progress by tracking identified PP pupils based on 2025/26 attendance patterns and continuing targeted family engagement.

<table>
<tr><td></td><td>

- **Strong Attendance Growth:** PP attendance has climbed by **+4.2 percentage points** across three years (88.9% → 90.4% → 93.1%), outperforming the 2025/26 National FSM average (89.1%) by +4.0 percentage points.
- **Significant PA Reduction:** PP persistent absence fell by **7.5 percentage points** (32.0% → 24.5%), significantly outperforming national FSM benchmarks (35.7% in 23/24 and 33.0% in 24/25).
- **Gap Closure:** The PA gap between PP and non-PP pupils has reduced from 20.4% in 2023/24 down to 18.2% in 2025/26.
- **Punctuality Improvements:** Unpunctuality among PP pupils has declined steadily every year, dropping from 4.6% to 3.5%

Sustain: Attendance Officer relational tracking and morning group provision.

✓ **Good progress** ☐ **Average progress** ☐ **Minimal progress**

Achieved	**On Track**	**At Risk**

</td></tr>
<tr><td>Pupils in EYFS/Reception will demonstrate improved oral language and communication skills through targeted interventions and enriched language experiences.</td><td>

On entry to Reception:
Speaking
On entry: 21% below ARE (79% ARE)
On exit: 14% below ARE (86% ARE) (7% made greater than expected progress).

Listening and attention
On entry: 43% below ARE (57% ARE)
On exit: 11% below ARE (89% ARE) (*32% made greater than expected progress).

Pre-school (no PP)
Speaking
On entry: 53% below ARE (47% ARE)
On exit: 18% below ARE (82% ARE) (35% made greater than expected progress).

✓ **Good progress** ☐ **Average progress** ☐ **Minimal progress**

Achieved	**On Track**	**At Risk**

</td></tr>
<tr><td>**Behaviour**
Pupils will develop stronger self-regulation and emotional</td><td>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</td></tr>
</table>

literacy, reducing behavioural incidents and improving engagement.	practitioner support (learning mentor) or further referral to specialist agencies, including mentoring, 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 Allocating Pupil Premium funding to the targeted Thrive intervention directly supports addressing emotional barriers to learning, enabling vulnerable pupils to access the curriculum and achieve measurable progress in attainment and wellbeing. Across the intervention cohort of 39 pupils, 86% of tracked pupils (30 out of 35) demonstrated positive developmental growth or advanced to higher developmental stages—moving from foundational Being and Doing levels up into Thinking, Power & Identity, and Skills & Structure. By resolving emotional regulation interruptions and stabilising baseline competencies (with individual score gains reaching up to +40%), **Sustain & Refine:** Nurture TP and Thrive support. ☐ **Good progress** ✓ **Average progress** ☐ **Minimal progress** **Achieved** | **On Track** | **At Risk**