

Water Mill Primary School

Pupil Premium Strategy Statement

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	208
Proportion (%) of pupil premium eligible pupils	43% (90 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025 April 2026 April 2027
Statement authorised by	Paula Rudd
Pupil premium lead	Claire Hoye
Governor / Trustee lead	Ninna Makrinov

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (2024/2025)	£114,945
Recovery premium funding allocation this financial year (2024/2025)	£11,817
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this financial year (2023/2024) <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>	£126,762

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Water Mill Primary School is that all pupils, irrespective of their background or the challenges they face, make at least good progress across all subject areas. We believe that only by having the highest expectations of all learners, can the highest possible standards be achieved.

We will identify the challenges faced by our disadvantaged pupils and intend to support them by addressing their individual needs and barriers to learning. Carefully planned quality interventions in small groups will enable us to ensure disadvantaged pupils make at least good progress and attain in line with their peers.

High quality teaching underpins our strategy. This approach has been proven to have the greatest impact on closing the disadvantaged gap, whilst simultaneously benefitting our non-disadvantaged pupils in school. With a focus on expert teaching and training needs, it is the intention that the attainment gaps between disadvantaged and non-disadvantaged pupils will narrow and that our pupil premium children will achieve well above the age related expectations in the core subjects.

We will use the most effective evidence based research and recommendations to inform our actions and to guide our decisions to maximise our impact on improving outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech & Language</u> Speech and Language skills in Reception are often lower for pupils eligible for Pupil Premium than for other pupils.
2	<u>EAL</u> 48% of our pupils who have English as an additional language. Emersion in the English language is important for these pupils and extensive support is provided in class in order to develop a pupil's language and understanding.
3	<u>Pupil Premium & SEND</u> Many Pupil Premium pupils also have Special Educational Needs and Disabilities to consider. 27% (25/94) of our Pupil Premium pupils have Special Educational Needs.

4	<u>Attendance</u> Attendance is lower (on average) for Pupil Premium pupils than non-Pupil Premium pupils. Persistent absence is strongly linked to Pupil Premium pupils, as is punctuality.
5	<u>Enrichment Activities</u> Many, not all, Pupil Premium children have limited access to enrichment opportunities, including trips and clubs.
6	<u>Deprivation</u> Deprivation in the local area is higher than the National Average. Support and resources are limited at home.
7	<u>Covid-19</u> Impact of Covid-19 (and other absences) on pupils' development.

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
Increase the % of Pupil Premium pupils achieving age related expectations in all year groups.	Improved progress and attainment against July 2023 data.
Increase attendance rates for pupils eligible for Pupil Premium.	The gap in attendance between Pupil Premium and non-Pupil Premium pupils will be reduced. The persistent absence figures for Pupil Premium pupils will improve.
Improve the speech and language skills of Pupil Premium pupils in EYFS and KS1.	Pupils eligible for Pupil Premium in EYFS and KS1 make accelerated progress with their Speech, Language and Communication skills through the use of intensive interventions.
A higher % of pupils are participating in enrichment activities outside of school and have an improved access to a range of activities.	An increased number of pupils participate in residential, enrichments and clubs after school activities, music lessons and subsidising Pupil Premium pupils will allow a greater % of children to participate.

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: £93,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all teachers to ensure teaching remains good or better in every classroom.	<p>The EEF states that good teaching is the most important lever school have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</p>	2, 3, 6, 7
Approaches to improving language: Wellcomm CPD for staff. Most impact will be in qualify first teaching.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 7
Developing the skills of support staff in providing appropriate interventions and scaffolds to support pupils learning.	<p>The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 6, 7
Employment of extra Teaching Assistant	<p>The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils.</p>	3, 6, 7

<p>support so that each class has one dedicated TA to work alongside the class teacher to support pupils who need it.</p> <p>TA's will deliver and support targeted interventions for Pupil Premium pupils, including targets identified on ITPs for those with SEND needs.</p>	<p>26% of our SEND pupils are in receipt of PP funding. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Targeted Intervention Teaching Assistant to support Pupil Premium pupils and pupils with SEND to make better progress against targets.</p>	<p>26% of our SEND pupils are in receipt of Pupil Premium funding. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use of Wellcomm to accelerate progress with Speech and Language	EEF research shows that such programmes can add an additional 6 months' worth of progress. This is significant for 4-5 year olds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Use of Reading Eggs online software to support learning both at home and school.	Online software to support Reading at home and school. Giving opportunities for parents to support pupils at home and enabling them to gain an understanding of curriculum content. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
Teachers and teaching assistants will provide interventions appropriate to the pupils needs	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. This can add 5+ months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 6, 7

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement our full range of attendance awards to encourage our high expectations for attendance at school.	There is a clear link between poor attendance and poor attainment/progress. We will be introducing some new attendance incentives for both pupils and their families. These will include ½ termly popcorn and pizza afternoons for pupils with above 98% attendance. Termly, parents will be able to win £75 worth of food vouchers, providing their child's attendance	4

	<p>is above 98%. There will be a weekly trophy and PE session for the class with the highest attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</p>	
<p>To effectively liaise with families where absence is a particular issue in order to improve their child's attendance.</p>	<p>There is a clear link between poor attendance and poor attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</p>	4
<p>Z.Lynch (Attendance Officer) has been appointed half a day per week to work with children and families as a family support worker and attendance officer. She will meet with parents and children to support targets at home and school.</p>	<p>Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.</p> <p>We are continuing to implement fines for term time holidays as a way to improve our attendance levels further and to discourage term time holidays.</p> <p>Evidence shows that increased attendance leads to increased levels of achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</p>	4
<p>Topping up or subsidising trips and activities so that more children can access them, enhancing learning</p>	<p>Part funding these activities we are ensuring that these visits and activities can take place enriching the education of pupils taking part. The fund also allows for Pupil Premium pupils to participate in events that parents might not be able to afford, for example residential visits. Research suggests that participation in such events increases confidence and that this improved confidence subsequently improves attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5

Total budgeted cost: £117,939

Part B: Review of the previous academic year – reviewed April 2025.

Outcomes for disadvantaged pupils

Increase the % of Pupil Premium pupils achieving age related expectations in all year groups.

In the academic year 2023/24, the attainment of Pupil Premium pupils reaching age related expectations in Reading, Writing and Maths were:

Reading – 59%

Writing – 44.3%

Maths – 63.9%

In 2024/25, based on assessments in the Spring term, achievements were:

Reading – 64.2%

Writing – 61.2%

Maths – 55.2%

Looking at these figures now, we can see that due to the quality first teaching and intervention support put in place so far is having an impact on the attainment of this group of pupils in Reading and Writing.

In Maths, the percentage of pupils is lower than last academic year (at this point in the year) and this could be down to our PUMA assessments at the end of the spring term covering all aspects of the maths curriculum, meaning pupils are being assessed in some areas that may not have yet been taught, which means pupils may achieve lower scores. At the end of the academic year, pupils will have covered all of the maths curriculum and therefore attainment will increase.

It is important to mention that this is only half way through the year for 2024/25 and these figures could fluctuate when assessments are completed in July 2025.

Increase attendance rates for pupils eligible for Pupil Premium.

As this statement is reviewed, the attendance of our pupil premium pupils to date is 92.2%. Our non-pupil premium pupils' attendance is 92.07%, which means the groups are in line with each other. Therefore this does show that our initiatives this year, have had an impact on the attendance of this group of pupils.

Water Mill whole school attendance is currently 92.8%, which means both groups separately are marginally lower than the whole school figure.

This year in particular, we have seen an increase in holiday's taken in term time. For Pupil Premium Pupils between September 2024 and May 2025, 17 pupils have been absent with 182 sessions missed. In comparison with September 2023 and May 2024, 13 pupils were absent with 134 sessions missed. Term time holidays are increasing year on year and this is having a significant impact on our attendance.

Improve the speech and language skills of Pupil Premium pupils in EYFS and KS1.

Pupils eligible for Pupil Premium in EYFS and KS1 have made accelerated progress with their Speech, Language and Communication skills through the use of intensive intervention. The Teaching Assistant in Reception is highly skilled in providing a consistent level of support in class and also through intervention support using the Wellcomm programme. Pupils with assessments lower than expected on entry to Reception have received a robust package of care to ensure improvements in their language skills have been made. This can also be said for pupils in Year 1. This has had a huge impact on their ability to communicate with their peers and with staff, but also in their ability to access the curriculum. Each year we see an increase in the impact of this programme for not only our Pupil Premium pupils, but for other pupils too. This will be continued next year in September 2025 for our new cohort of pupils.

A higher % of pupils are participating in enrichment activities outside of school hours and have an improved access to a range of activities.

From September 2024, we have increased the amount of enrichment activities that we offer. These have been offered to Pupil Premium children in the first instance, requiring a small cost, and then offered to the rest of the school if places have not been taken. The majority of pupils attending these clubs have been Pupil Premium pupils. The impact this year is that a higher number of pupils have been able to access enrichment activities, due to the low cost and frequency of activities available. The after school clubs will be continued until July 2025, where we will review the offer for the following year.