

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	210
Proportion (%) of pupil premium eligible pupils	44% (92 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Paula Rudd
Pupil premium lead	Claire Hoyer
Governor / Trustee lead	Ninna Makrinov

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (2025/2026)	£137,865
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this financial year (2025/2026)	£137,865

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. Equally, there has also been a noticeable decline in the language skills of pupils entering Reception, with many children demonstrating limited vocabulary and reduced confidence in verbal communication.
2	<u>EAL</u> 52% (47/91) of our Pupil Premium pupils 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. 32% (29/91) 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. In particular for pupils in Year 5 and Year 4 who missed out on learning opportunities when in Reception and Year 1.

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 2024 data.
Increase attendance rates for pupils eligible for Pupil Premium.	The gap in attendance between Pupil Premium and non-Pupil Premium pupils will continue to be reduced. The persistent absence figures for Pupil Premium pupils will improve even further.
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.
Pupil Premium pupils will develop increased confidence and improved communication skills through regular, structured opportunities for oracy across the curriculum.	Pupil premium pupils will actively participate in structured oracy activities and use subject specific vocabulary. Their confidence will increase during group work and class discussions, alongside improved clarity and coherence in pupil responses over time.
A higher % of pupils are participating in enrichment activities outside of school hours and have an improved access to a range of activities.	An increased number of pupils participate in residentials, 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: £101,939

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, who are SEND, to make better progress against targets.</p>	<p>64% 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>	
<p>Become a Voice 21 school to support the delivery of high quality oracy education.</p>	<p>Investing in Voice 21 provides a structured, research-informed approach to improving oracy across the school, equipping staff with practical tools and training to raise pupil outcomes—particularly for disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p> <p>https://voice21.org/</p>	<p>1, 2, 3, 7</p>

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Wellcomm to accelerate progress with Speech and Language.</p>	<p>EEF research shows that such programmes can add an additional 6 months' worth of progress. This is significant for 4-5 year olds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a full range of attendance incentives and awards to improve the attendance of Pupil Premium pupils	There is a clear link between poor attendance and poor attainment/progress. We are currently reviewing our attendance procedures and incentives/awards. New attendance initiatives will be introduced in September 2025, along with new senior leadership monitoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence	4
To effectively liaise with families where absence is a particular issue in order to improve their child's attendance.	There is a clear link between poor attendance and poor attainment and progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence	4
Z.Lynch (Attendance Officer) has been appointed	Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.	4

<p>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>Leave in term time fines will still occur as per 'Working Together to Improve School Attendance' guidance (August 2024).</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>	
<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>	<p>5</p>

Total budgeted cost: £137,939

Part B: Review of the previous academic year – reviewed April 2026.

Outcomes for disadvantaged pupils

