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 Hoye
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 *(enter £0 if not applicable)*	£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	**Speech & Language** 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	**EAL** 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	**Pupil Premium & SEND**

	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	**Attendance** 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	**Enrichment Activities** Many, not all, Pupil Premium children have limited access to enrichment opportunities, including trips and clubs.
6	**Deprivation** Deprivation in the local area is higher than the National Average. Support and resources are limited at home.
7	**Covid-19** 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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles	2, 3, 6, 7
Approaches to improving language: Wellcomm CPD for staff. Most impact will be in qualify first teaching.	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 7
Developing the skills of support staff in providing appropriate interventions and scaffolds to support pupils learning.	The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 6, 7
Employment of extra Teaching Assistant	The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils.	3, 6, 7

support so that each class has one dedicated TA to work alongside the class teacher to support pupils who need it. TA's will deliver and support targeted interventions for Pupil Premium pupils, who are SEND, to make better progress against targets.	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Become a Voice 21 school to support the delivery of high quality oracy education.	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://voice21.org/	1, 2, 3, 7

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
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

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: £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

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.	Leave in term time fines will still occur as per 'Working Together to Improve School Attendance' guidance (August 2024). Evidence shows that increased attendance leads to increased levels of achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence	
Topping up or subsidising trips and activities so that more children can access them, enhancing learning	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5

Total budgeted cost: £137,939

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

Outcomes for disadvantaged pupils

Increase the % of Pupil Premium pupils achieving age related expectations in all year groups.
In the academic year 2024/25, the attainment of Pupil Premium pupils reaching age related expectations in Reading, Writing and Maths were:
Reading – 56.7%
Writing – 55.2%
Maths – 62.7%

In 2025/26, based on assessments in the Spring term, achievements were:
Reading – 60.8%
Writing – 56.9%
Maths – 62.7%

Improving the attainment of Pupil Premium pupils continues to be a key priority across the school, with a focus on ensuring that disadvantaged pupils receive high-quality teaching and targeted support to achieve age-related expectations in Reading, Writing and Maths.

Assessment data from Spring 2026 shows a positive picture, with improvements in the percentage of Pupil Premium pupils achieving age-related expectations in Reading and Writing when compared to the end-of-year outcomes from July 2025. In Reading, attainment has increased from 56.7% to 60.8%, an improvement of 4.1 percentage points, whilst Writing has increased from 55.2% to 56.9%, an improvement of 1.7 percentage points. Attainment in Maths has remained consistent at 62.7%.

These outcomes are particularly encouraging as the current academic year's figures are based on Spring Term assessments, with a further term of teaching, learning and targeted intervention still to take place. This provides an opportunity to build on the progress made so far and increase the proportion of Pupil Premium pupils achieving age-related expectations by the end of the academic year.

Whilst the data demonstrates a positive overall picture, we recognise that further work is needed to ensure that attainment continues to improve across all three subjects. Regular assessment, careful tracking of pupil progress and targeted interventions will remain central to our approach, particularly for pupils working just below age-related expectations.

Overall, the current assessment information is encouraging and suggests that our continued focus on supporting disadvantaged pupils is contributing positively to attainment. We will maintain a strong focus on raising standards across Reading, Writing and Maths, ensuring that teaching and interventions are responsive to pupils' needs and that the gap in attainment between disadvantaged and non-disadvantaged pupils continues to narrow.

Increase attendance rates for pupils eligible for Pupil Premium.

Attendance for our Pupil Premium pupils has shown a significant improvement this academic year, with attendance reaching 94.1% by the end of the Spring Term 2025–2026, compared to 92.2% at the previous review. This represents an increase of 1.9 percentage points and demonstrates the positive impact of the strategies and support we have put in place to improve attendance for our disadvantaged pupils.

This year, we have placed a greater emphasis on closely monitoring attendance, enabling us to identify concerns at an earlier stage and provide timely, targeted support to families where needed. Regular tracking and communication with parents and carers have helped us to address barriers to attendance and reinforce the importance of regular school attendance. A supportive and proactive approach has been maintained, ensuring that families experiencing difficulties are offered appropriate guidance and support.

We have also undertaken focused work with the Selly Oak Attendance Team to strengthen our attendance procedures and ensure that our policies and practices are fully aligned with Birmingham's attendance guidance. This has supported a more consistent and robust approach to monitoring and addressing attendance concerns across the school.

Overall, the improvement in Pupil Premium attendance is encouraging and reflects the positive impact of our increased monitoring and early intervention. However, we recognise that improving attendance remains an ongoing priority, particularly for our most vulnerable pupils and families. We will continue to work closely with the Selly Oak Attendance Team, maintain rigorous attendance monitoring and provide early support to families to ensure that this improvement is sustained and attendance rates continue to rise.

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

We have continued to prioritise the development of speech, language and communication skills for Pupil Premium pupils in EYFS and KS1, with targeted interventions having a positive impact on pupils' progress. Our highly skilled Teaching Assistant in Reception has provided consistent support both within the classroom and through focused interventions using the WellComm programme. Pupils identified as having speech and language skills below age-related expectations have received targeted support, helping to improve their confidence, communication with peers and adults, and ability to access the wider curriculum. This support has also continued into Year 1, ensuring consistency and progression.

Where pupils have been identified as having more significant speech and language difficulties, referrals have been made to NHS Speech and Language Therapy services to access specialist support. However, the lack of a directly linked NHS Speech and Language Therapist this year has resulted in longer waiting times for assessments and additional support. Despite this, referrals have continued to be made to ensure pupils' needs are identified and addressed. We anticipate that the allocation of a linked NHS therapist from September 2026 will improve access to specialist advice and support.

Overall, the WellComm programme and targeted interventions continue to have a positive impact on the speech, language and communication development of our Pupil Premium pupils, as well as benefiting other pupils across EYFS and KS1. This provision will continue next academic year, with a focus on early identification and timely intervention.

Pupil Premium pupils will develop increased confidence and improved communication skills through regular, structured opportunities for oracy across the curriculum.

This year, we have placed a significant focus on developing pupils' oracy skills across the school, following our involvement with the Voice 21 programme. Our Oracy Champion, who is also a member of the Senior Leadership Team, has driven this priority by providing staff training, guidance and resources to ensure a consistent approach to developing oracy across the curriculum. Regular, structured opportunities for speaking and listening have been embedded into classroom practice, enabling pupils to develop their confidence and communication skills.

This has had a particularly positive impact on our Pupil Premium pupils, including those with English as an Additional Language (EAL) and those with Special Educational Needs and Disabilities (SEND). Pupils are becoming increasingly confident in expressing their ideas, speaking more clearly and using language for a range of purposes, including explaining, discussing, reasoning and sharing opinions. The increased focus on oracy has also supported pupils in developing their vocabulary and confidence when communicating with both adults and their peers.

Overall, our work with Voice 21 has helped to establish a stronger culture of oracy across the school, ensuring that all pupils, particularly those who are disadvantaged, have regular opportunities to develop their spoken language skills. We will continue to build on this work next academic year, further embedding oracy into everyday teaching and learning.

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

We have continued to offer a wide range of staff-led after-school enrichment clubs, with places prioritised for Pupil Premium pupils in the first instance. Any remaining places have then been offered to the wider school community. The majority of places have been taken up by Pupil Premium pupils, demonstrating positive engagement and increased access to a variety of enrichment opportunities. By keeping costs low and offering a range of activities, we have continued to reduce barriers to participation and ensure that disadvantaged pupils can benefit from experiences beyond the classroom. We will continue to offer these clubs next academic year, reviewing the range of activities available to ensure they meet the interests and needs of our pupils.