# 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 | 2024 - 2027 |
| Date this statement was published | April 2026 |
| Date on which it will be reviewed | 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 (2026/2027) | £134,850 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this financial year (2026/2027)** | £134,850 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Water Mill Primary School, our ambition is for all pupils, regardless of their background or the challenges they may face, to achieve well and make at least good progress across all areas of the curriculum. We are committed to maintaining high expectations for every learner and ensuring that all pupils have the opportunities, support and encouragement they need to succeed.

We recognise that disadvantaged pupils may face a range of barriers to learning, including challenges relating to speech, language and communication, attendance, additional learning needs and access to wider experiences. Our approach is centred on identifying these barriers early and responding effectively to the individual needs of our pupils. Through carefully planned, targeted interventions, high-quality support and regular assessment, we aim to accelerate progress and enable disadvantaged pupils to achieve in line with their peers.

High-quality teaching remains at the heart of our Pupil Premium Strategy, recognising that this has the greatest potential to improve outcomes for disadvantaged pupils whilst benefiting all learners. We are committed to developing staff expertise through high-quality professional development, ensuring that teaching is consistently effective, inclusive and responsive to pupils' needs. Alongside this, we will continue to prioritise the development of oracy, language and communication skills, recognising their importance in enabling pupils to access the curriculum and become confident, articulate learners.

We also recognise the importance of supporting pupils' wider development and wellbeing. Improving attendance, strengthening relationships with families and ensuring equitable access to enrichment opportunities are key priorities within our strategy. We aim to remove barriers to participation and provide experiences that develop pupils' confidence, aspirations and personal development.

Our decisions and actions will be informed by evidence-based research, ongoing assessment and careful evaluation of impact. We will regularly review the effectiveness of our provision, adapting our approaches where necessary to ensure that Pupil Premium funding is used effectively and makes a meaningful difference.

Ultimately, our aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, raise standards in Reading, Writing and Maths, and ensure that all pupils are equipped with the knowledge, skills and confidence needed for the next stage of their education.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Speech & Language**<br>Speech and language skills on entry to Reception are often less well developed for pupils eligible for Pupil Premium compared to their non-disadvantaged peers. In addition, there has been a noticeable decline in the communication and language skills of children entering Reception more generally, with an increasing number demonstrating limited vocabulary, difficulties expressing themselves clearly and a lack of confidence in verbal communication. |
| 2 | **EAL**<br>59.4% (63 out of 106) of our Pupil Premium pupils have English as an Additional Language (EAL). Regular immersion in the English language is essential in supporting these pupils to develop their vocabulary, comprehension and confidence in communication. Extensive support is provided within the classroom through targeted language development, modelling of spoken English and opportunities for meaningful interaction, enabling pupils to strengthen their understanding and access the wider curriculum more effectively. |
| 3 | **Pupil Premium & SEND**<br>A significant proportion of our Pupil Premium pupils also have Special Educational Needs and Disabilities (SEND), with 28.3% (30 out of 106) identified as having additional needs. These pupils may face further barriers to learning and require a carefully planned, individualised approach to ensure their needs are effectively met. Targeted interventions, appropriate classroom adaptations and additional support are provided to enable these pupils to access the curriculum, develop their confidence and make progress in their learning. |
| 4 | **Attendance**<br>Attendance remains a key area for improvement for our Pupil Premium pupils, with current attendance at 94.1%, compared to 95.4% for non-Pupil Premium pupils. This represents a gap of 1.3 percentage points, highlighting the continued challenges faced by some disadvantaged pupils and their families in maintaining regular school attendance. Persistent absence and punctuality remain particular concerns within this group, creating additional barriers to learning and potentially impacting on pupils' attainment and progress. Close monitoring, early identification of attendance concerns and targeted support for families remain priorities to improve attendance, reduce persistent absence and narrow the gap between disadvantaged and non-disadvantaged pupils. |
| 5 | **Enrichment Activities**<br>Some pupils eligible for Pupil Premium have fewer opportunities to access enrichment activities, including educational visits, extracurricular clubs and wider experiences beyond the classroom. Financial constraints and other barriers can limit participation, potentially impacting on pupils' confidence, social development and opportunities to develop new interests and skills. Ensuring equitable access to a wide range of enrichment opportunities remains a priority, enabling disadvantaged pupils to benefit from experiences that enhance their learning and personal development. |

| | |
|---|---|
| 6 | **Deprivation**<br>Levels of deprivation within the local community are higher than the national average, with some families experiencing financial hardship and additional challenges that can impact on pupils' learning and wellbeing. For some Pupil Premium pupils, access to educational resources, learning opportunities and support at home may be limited, creating additional barriers to academic progress. As a result, the school plays a vital role in providing targeted support, access to resources and additional opportunities to ensure that disadvantaged pupils are supported to achieve age-related expectations and make good progress in their learning. |

## 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 |
|---|---|
| Improve attainment in Reading, Writing and Maths for Pupil Premium pupils across all year groups. | The percentage of Pupil Premium pupils achieving age-related expectations in Reading, Writing and Maths increases from the previous academic year. The attainment gap between disadvantaged and non-disadvantaged pupils narrows. Regular assessment and tracking demonstrate that Pupil Premium pupils are making good progress from their individual starting points, with targeted interventions supporting those at risk of falling behind. |
| Improve attendance and punctuality for Pupil Premium pupils and reduce persistent absence. | Attendance for Pupil Premium pupils improves from the current figure of 94.1%, with the gap between disadvantaged and non-disadvantaged pupils narrowing. The percentage of Pupil Premium pupils identified as persistently absent reduces, alongside improvements in punctuality. Regular monitoring identifies attendance concerns early, and targeted support for families demonstrates a positive impact on individual attendance patterns. |
| Improve speech, language and communication skills for Pupil Premium pupils in EYFS and KS1. | WellComm assessments demonstrate measurable improvements in pupils' speech, language and communication skills from their starting points. Pupils receiving targeted interventions make good progress, with an increasing proportion achieving age-related expectations. Early identification ensures that pupils requiring additional support receive timely intervention, with referrals to NHS Speech and Language Therapy services made where appropriate. |

| | |
|---|---|
| Develop pupils' oracy skills, vocabulary and confidence in spoken communication across the curriculum. | Pupil Premium pupils demonstrate increased confidence and competence when speaking, listening and communicating for a range of purposes. Voice 21 approaches are consistently embedded across the school, with classroom observations, pupil voice and assessment demonstrating improvements in vocabulary, verbal reasoning and participation in discussions. Pupils with EAL and SEND are supported to participate confidently in structured speaking and listening activities. |
| Improve progress and outcomes for Pupil Premium pupils with Special Educational Needs and Disabilities (SEND). | Pupil Premium pupils with SEND make measurable progress from their individual starting points, with progress towards personalised learning targets evidenced through regular assessment and review. Appropriate classroom adaptations and targeted interventions enable pupils to access the curriculum more effectively. Monitoring demonstrates that support is responsive to pupils' needs and contributes to improved engagement, confidence and learning outcomes. |
| Increase access to enrichment opportunities and wider experiences for Pupil Premium pupils. | A high proportion of Pupil Premium pupils participate in extracurricular clubs, educational visits and enrichment activities throughout the academic year. Participation is regularly monitored to ensure disadvantaged pupils are well represented and barriers to access are identified and addressed. Pupil voice demonstrates that enrichment opportunities have a positive impact on confidence, social interaction, engagement and personal development. |

## 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: £103,726

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To provide ongoing, high-quality CPD for all teaching staff to strengthen classroom practice, ensuring | The Education Endowment Foundation (EEF) identifies high-quality teaching as the most important factor within a school's control for improving outcomes for disadvantaged pupils. Investing Pupil Premium funding in sustained, | 2, 3, 6 |

| | | |
|---|---|---|
| consistently good or better teaching across the school and improving outcomes for all pupils. | evidence-informed professional development strengthens teaching practice, benefits all learners and has a particularly positive impact on pupils eligible for Pupil Premium.<br><br>https://educationendowmentfoundation.org.uk/news/classroom-practice-key-to-inclusive-teaching | |
| To improve pupils' speech, language and communication skills through the consistent delivery of targeted WellComm interventions, building on staff training undertaken in the previous year. This will address identified language gaps, accelerate progress and improve outcomes. | The Education Endowment Foundation (EEF) identifies oral language interventions as a highly effective approach, with pupils making an average of six months' additional progress. Building on WellComm training completed previously, staff will deliver targeted interventions to address identified speech, language and communication needs. This will help close language gaps, accelerate progress and improve outcomes, particularly for pupils eligible for Pupil Premium.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 2, 3 |
| To provide targeted CPD for support staff to develop their skills in delivering effective interventions and using appropriate scaffolding strategies, enabling pupils to become more independent learners. | The Education Endowment Foundation (EEF) highlights the positive impact of well-structured teaching assistant interventions on pupil outcomes, particularly for those who are not making expected progress. Developing support staff's skills in delivering targeted interventions and using effective scaffolding strategies will help pupils overcome barriers to learning, develop independence and close attainment gaps. Ensuring that interventions are closely aligned with classroom teaching will maximise their impact, particularly for pupils eligible for Pupil Premium.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2, 3, 6 |
| To provide additional teaching assistant support, ensuring that every class has a dedicated TA working alongside the class teacher to deliver targeted support, address barriers to learning and provide appropriate scaffolding.<br><br>Teaching assistants will deliver targeted interventions and tailored support for pupils eligible for Pupil Premium who also have SEND, | The Education Endowment Foundation (EEF) highlights the positive impact of well-structured teaching assistant interventions on pupil progress, particularly when targeted support is closely aligned with classroom teaching.<br><br>With 60% of our pupils with SEND also eligible for Pupil Premium, providing high-quality, tailored support is a key priority. Dedicated teaching assistants will deliver structured 1:1 and small-group interventions, alongside appropriate scaffolding and challenging learning opportunities, to address individual needs, develop independence and enable pupils to make measurable progress towards their targets. | 3, 6 |

| | | |
|---|---|---|
| addressing individual barriers to learning and enabling them to make measurable progress towards their personalised targets. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
| To embed the Voice 21 approach consistently across the school, ensuring that high-quality oracy teaching is integral to everyday classroom practice. | As an established Voice 21 school, we will continue to embed a structured, evidence-informed approach to oracy across the curriculum. Ongoing staff development and the consistent use of effective oracy strategies will strengthen classroom practice, develop pupils' speaking and listening skills, and increase confidence and participation in learning. This will particularly benefit disadvantaged pupils by addressing language barriers and improving access to the wider curriculum.<br><br>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21<br><br>https://voice21.org/ | 1, 2, 3 |

## 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 |
|---|---|---|
| To use WellComm consistently across the school to identify speech, language and communication needs early and deliver targeted interventions that accelerate progress, close language gaps and improve outcomes. | The Education Endowment Foundation (EEF) identifies oral language interventions as a high-impact approach, with pupils making an average of six months' additional progress. This is particularly significant for children aged 4–5, when early language development is crucial to future learning. Using WellComm to identify speech, language and communication needs and deliver targeted support will help close language gaps, strengthen communication skills and improve outcomes, particularly for pupils eligible for Pupil Premium.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |
| Teachers and teaching assistants will deliver targeted, evidence-informed interventions tailored to pupils' individual needs, addressing barriers to learning, closing | The Education Endowment Foundation (EEF) highlights the positive impact of targeted academic support, particularly for pupils who are not making expected progress. Well-structured one-to-one and small-group interventions, closely aligned with classroom teaching, can accelerate learning and help close attainment gaps. Providing tailored support through teachers and teaching assistants | 2, 3, 6 |

| | | |
|---|---|---|
| attainment gaps and accelerating progress. | will enable pupils to overcome barriers to learning and make sustained progress, particularly those eligible for Pupil Premium.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | |

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

Budgeted cost: £14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To work proactively with families where attendance is a concern, identifying and addressing barriers to regular school attendance through targeted support and effective communication. | The Education Endowment Foundation (EEF) identifies parental engagement, effective communication and personalised support as promising approaches to improving school attendance. Its research highlights the importance of understanding individual barriers to attendance and implementing targeted interventions that respond to the needs of pupils and their families. By working proactively with families, monitoring attendance closely and providing timely support, we aim to reduce persistent absence and improve attendance, particularly for pupils eligible for Pupil Premium, ensuring greater consistency in learning and improved educational outcome.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | 4 |
| Z. Lynch (Attendance Officer) has been allocated half a day per week to provide targeted attendance and family support. She will work closely with pupils and their families to identify and address barriers to attendance, build positive relationships and agree achievable targets for both home and school. | Evidence highlights the strong relationship between regular school attendance and improved educational outcomes. Some families require additional support to establish positive routines, manage behaviours and overcome barriers that affect their child's attendance and readiness to learn. Providing targeted family support and early intervention will help strengthen home-school relationships, improve attendance and reduce persistent absence, particularly for pupils eligible for Pupil Premium. The Department for Education's Working Together to Improve School Attendance (August 2024) guidance emphasises the importance of schools working collaboratively with families to identify and address barriers to attendance, alongside the appropriate use of statutory measures, including penalty notices for unauthorised term-time absence.<br><br>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance | 4 |

| | | |
|---|---|---|
| | https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | |
| To subsidise the cost of educational trips, visits and enrichment activities, ensuring that financial barriers do not prevent pupils eligible for Pupil Premium from participating. This will provide equitable access to a wider range of learning experiences. | The Education Endowment Foundation (EEF) recognises the potential benefits of outdoor adventure learning in developing pupils' confidence, resilience, motivation and teamwork skills, which can positively influence their engagement with learning. Subsidising educational visits, residential trips and enrichment activities ensures that financial barriers do not prevent pupils eligible for Pupil Premium from accessing these valuable experiences. Providing equitable opportunities will broaden pupils' experiences, support their personal and social development and enhance learning beyond the classroom.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 5 |

## **Total budgeted cost: £**134,726

# Part B: Review of the previous academic year – reviewed April 2027.

## Outcomes for disadvantaged pupils