

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	420
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Louise Willis
Pupil premium lead	Naomi Rathbone, DHT
Governor / Trustee lead	Sarah Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	169,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year	169,280
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Waterside Primary School staff and governance recognise that every child has their own individual academic and emotional needs and are valued, respected and entitled to develop their full potential. It is our intention that all pupils, irrespective of their background or the challenges they face, make good and better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We always consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- . ensure disadvantaged pupils are challenged in the work that they're set
- . act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>To increase the attendance of Pupil Premium pupils so that it meets or exceeds the attendance of non-PP pupils and aligns with national expectations.</p> <p>Attendance for Pupil Premium (PP) pupils is below that of non-PP pupils.</p> <ul style="list-style-type: none">• PP attendance: 93.7%• Non-PP attendance: 94.9%• National attendance benchmark: 95% <p>PP pupils are disproportionately represented in persistent absence.</p> <ul style="list-style-type: none">• PP persistent absence rate: 18.1 %• Non-PP persistent absence rate: 10.2% <p>Lower PP attendance results in reduced access to high-quality teaching, targeted interventions, and wider school experiences.</p> <p>Barriers contributing to lower attendance include:</p> <ul style="list-style-type: none">• socio-economic pressures affecting routines, punctuality, and transport• variable parental engagement or confidence in school• health, wellbeing, or anxiety-related issues <p>Current systems require strengthened early identification, timely intervention, and improved follow-up with families to close the attendance gap.</p>
2	<p>To close the GLD gap in Early Years by raising PP attainment in word reading, writing, and number, so outcomes match or exceed those of non-PP pupils and meet or surpass national expectations.</p> <p>Current outcomes show a gap between PP and non-PP pupils achieving a Good Level of Development (GLD).</p> <ul style="list-style-type: none">• PP GLD: 68.8%• Non-PP GLD: 77.3%• National GLD benchmark: 75% (by 2028) <p>PP pupils are performing below their peers in key Early Learning Goals linked to early literacy and numeracy:</p>

	<ul style="list-style-type: none"> • Word Reading: PP 68.8% vs non-PP 81.8% • Writing: PP 68.8% vs non-PP 77.3% • Number: PP 68.8% vs non-PP 79.5% <ul style="list-style-type: none"> • % of PP pupils below age-related expectations on entry for maths: 83% • % of PP pupils below age-related expectations on entry for literacy: 100% • % of PP pupils below age-related expectations on entry for communication and language: 67% <p>Many PP pupils enter Early Years with lower starting points in:</p> <ul style="list-style-type: none"> • vocabulary and early language • phonological awareness • fine motor control affecting mark-making and writing • early mathematical understanding (e.g., counting, number sense) <p>Socio-economic factors contribute to the gap, including:</p> <ul style="list-style-type: none"> • limited access to books, early play resources, and language-rich environments • reduced early learning experiences outside the home • variable parental confidence or capacity to support reading, writing, and number skills <p>Without targeted intervention, the early disadvantage widens as pupils move into KS1, affecting long-term attainment and confidence.</p>
3	<p>To close the phonics attainment gap by ensuring PP pupils make accelerated progress so that their Phonics Screening outcomes meet or exceed those of non-PP pupils and align with national expectations.</p> <p>There is a significant gap between Pupil Premium (PP) and non-PP pupils in the Phonics Screening Check (PSC).</p> <ul style="list-style-type: none"> • PP PSC pass rate: 68.8 % • Non-PP PSC pass rate: 90.2% • National PSC benchmark: 81% <p>Internal assessments show that PP pupils are more likely to be working below expected levels in:</p> <ul style="list-style-type: none"> • phoneme–grapheme correspondence • blending and segmenting skills • reading fluency

	<ul style="list-style-type: none"> • retention of previously taught sounds <p>A proportion of PP pupils enter school with lower starting points in early language and communication, which affects phonics progress.</p> <ul style="list-style-type: none"> • % of PP pupils below age-related expectations on entry: 83% <p>Barriers contributing to the phonics gap include:</p> <ul style="list-style-type: none"> • limited access to books and reading resources at home • fewer language-rich interactions and early reading experiences • reduced parental confidence in supporting phonics • attendance or punctuality issues affecting consistency of phonics teaching <p>Without targeted intervention, early decoding difficulties lead to long-term challenges in reading fluency, comprehension, and wider curriculum access.</p>
4	<p>To close the gap in KS2, with a particular focus on the Year 3 cohort, by raising PP attainment in reading, writing, and maths, so outcomes match or exceed those of non-PP pupils and meet or surpass national expectations.</p> <p>Current outcomes show a gap between PP and non-PP pupils in Year 3:</p> <p>Reading</p> <p>PP: 50% Non-PP: 82.5%</p> <p>Writing</p> <p>PP: 55% Non-PP: 77.5%</p> <p>Maths</p> <p>PP: 55% Non-PP: 82.5%</p> <p>In Year 3, PP pupils are performing below their peers in reading, writing and maths</p>
5	<p>The vast majority of disadvantaged pupils enter school with limited cultural capital, leading to lower baseline language skills and fewer real-life experiences than their peers. This restricts vocabulary development and background knowledge, making it more difficult for pupils to access learning in reading, writing and maths.</p>

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 overall attendance for disadvantaged pupils Disadvantaged pupils (PP) demonstrate sustained improvement in attendance, reducing the gap between their attendance and that of non-PP peers.	Attendance gap narrowed The attendance of disadvantaged pupils improves to within 1% of non-PP pupils Disadvantaged pupils' attendance moves closer to or exceeds the national figure for similar pupils.
Reduction in persistent absenteeism among disadvantaged pupils The proportion of disadvantaged pupils classified as persistently absent (90% or below) decreases through targeted intervention and early help strategies.	Decrease in persistent absenteeism Percentage of PP pupils who are persistently absent falls from 18.1% to 12% Persistent absence among PP pupils is no higher than the whole-school rate.
Strengthened engagement with families to support regular attendance Parents and carers of disadvantaged pupils feel supported, informed, and engaged in improving their child's attendance through consistent communication, tailored support, and partnership approaches.	Increased family engagement with attendance processes At least 80–90% of PP families participate in attendance meetings, workshops, or support plans. Improved parent satisfaction/engagement feedback regarding communication and support for attendance. Evidence of timely Early Help referrals and attendance action plans for high-need cases.
Improve early word reading skills Disadvantaged pupils make accelerated progress in early phonics and word recognition, so they are better prepared for KS1 reading expectations.	The proportion of disadvantaged children achieving <i>age-related expectations</i> in early word reading (ELG: Comprehension/ Word Reading) increases from 68.8% to 75% Gaps between disadvantaged pupils and their peers in phonological awareness

	<p>and word reading skills reduce from 13% to 5%</p>
Improve early writing skills Disadvantaged pupils develop secure early writing skills, including phoneme-grapheme correspondence, fine-motor control, and early sentence formation.	<p>The proportion of disadvantaged children achieving <i>age-related expectations</i> in early writing skills increases from 68.8% to 75%</p> <p>Gaps between disadvantaged pupils and their peers in phonological awareness and word reading skills reduce from 8.5% to 5%</p>
Improve early number skills Disadvantaged pupils secure foundational number skills, including counting, number recognition, subitising, and early calculation.	<p>The proportion of disadvantaged children achieving <i>age-related expectations</i> in early writing skills increases from 68.8% to 75%</p> <p>Gaps between disadvantaged pupils and their peers in phonological awareness and word reading skills reduce from 10.7% to 5%</p>
Improved phonics attainment for disadvantaged pupils Disadvantaged (PP) pupils make accelerated progress in phonics so that their outcomes move closer to, or exceed, those of non-PP peers.	<p>The phonics attainment gap between PP and non-PP pupils narrows (e.g., from 18% to below 10%).</p> <p>PP pupils achieve outcomes in line with or better than national averages for disadvantaged pupils.</p>
Improve reading, writing and maths in Year 3 Disadvantaged (PP) pupils, in year 3, make accelerated progress in reading, writing and maths so that their outcomes move closer to, or exceed, those of non-PP peers.	<p>The proportion of disadvantaged children achieving <i>age-related expectations</i> in reading skills, in year 3, increases from 50% to 75%</p> <p>The proportion of disadvantaged children achieving <i>age-related expectations</i> in writing skills, in year 3, increases from 55% to 75%</p> <p>The proportion of disadvantaged children achieving <i>age-related expectations</i> in maths skills, in year 3, increases from 55% to 75%</p>

<p>Disadvantaged pupils show increased confidence, engagement and participation in classroom learning and discussion.</p>	<p>Lesson observations and learning walks show disadvantaged pupils using a wider range of vocabulary and contributing confidently to discussions.</p> <p>Pupil voice indicates increased confidence and enjoyment in learning.</p>
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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: £19,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Systematic Synthetic Phonics (SSP) Delivery</p> <p>Ensure consistent, high-quality delivery of the school's selected SSP programme.</p> <p>Additional support in lower-attaining groups: extra adults during phonics lessons to maintain smaller group sizes for PP pupils.</p> <p>Regular fidelity checks, coaching, and team-teaching to secure consistency across staff.</p>	<p>EEF identifies systematic phonics as one of the most effective approaches to early reading, especially for disadvantaged learners. High-quality delivery and consistency across staff maximise impact.</p> <p>EEF links: Phonics (+5 months); Teaching & Learning Toolkit</p>	2, 3, 4
<p>Continuous Professional Development (CPD) on Phonics & Early Reading</p>	<p>EEF stresses that high-quality teaching has the strongest impact on disadvantaged pupils. Professional development ensures fidelity and skill consistency.</p>	2, 3, 4

<p>Provide training sessions, coaching, and ongoing CPD on high-quality SSP delivery.</p> <p>Ensure all teachers and TAs understand phoneme articulation, blending strategies, assessment of decoding gaps, and effective modelling.</p> <p>Run practice clinics and peer observations.</p>	<p>EEF links: <i>Professional Development; Phonics</i></p>	
<p>Half-Termly Phonics Assessment & Diagnostic Screening</p> <p>Carry out half-termly phonics assessments and weekly GPC checks for PP pupils.</p> <p>Use diagnostic tools to pinpoint gaps and feed directly into planning and intervention.</p> <p>Provide time for staff to analyse assessment data and adjust groupings.</p>	<p>EEF states that timely, high-quality feedback and diagnostics guide precise teaching, enabling rapid closing of phonics gaps.</p> <p>EEF links: Feedback (+6 months); Assessment for Learning</p>	2, 3, 4
<p>Staff CPD on modelling writing and high-quality feedback</p> <p>Provide training for teachers and TAs to improve modelling of writing</p> <p>Focus on scaffolding, oral rehearsal, and precise feedback</p>	<p>EEF Links: Improving Literacy in KS1 – high-quality interactions, Feedback (+6 months)</p>	2,4
<p>High-quality maths mastery teaching</p> <p>Structured mastery approach</p> <p>Daily number fluency sessions</p> <p>Use of manipulatives (ten frames, double-sided counters, Numicon)</p>	<p>EEF Links: Improving Mathematics in EY/KS1</p>	2, 4

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

Budgeted cost: £95,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics Intervention Groups (Small-Group Tuition)</p> <p>Provide daily or weekly phonics catch-up for PP pupils who are below age-related expectations.</p> <p>Sessions focus on GPC recognition, blending, segmenting, and fluency development.</p> <p>Interventions delivered by trained TAs or teachers using structured programmes aligned with the main SSP.</p>	<p>Small-group, structured phonics interventions accelerate progress and close specific decoding gaps.</p> <p>EEF links: Small Group Tuition (+4 months); Teaching Assistant Interventions</p>	2, 3
<p>Additional 1:1 Phonics Tutoring for At-Risk PP Pupils</p> <p>Provide short, sharp daily 1:1 tutoring for PP pupils at greatest risk of not passing the Phonics Screening Check.</p> <p>Focus on precision teaching, overlearning, and practise-to-mastery approaches.</p> <p>Intervention reviewed every 3 weeks for impact and adjustments.</p>	<p>1:1 tutoring yields rapid improvement, especially when short, frequent, and aligned with class teaching.</p> <p>EEF Links: One-to-one tuition (+ 5 months)</p>	2, 3
<p>Early language and vocabulary intervention</p> <p>Targeted language enrichment groups</p> <p>Use of high-quality storybooks and dialogic reading</p>	<p>EEF Links: Preparing for Literacy, Oral Language Interventions (+6 months)</p>	2, 4

Staff trained in modelling vocabulary and extending talk		
<p>Fine-motor and early writing intervention programme</p> <p>Provide daily fine-motor provision (funky fingers, threading, construction)</p> <p>Create enhanced provision areas</p> <p>Provide 1:1 and small group writing support using phonics application</p>	<p>EEF Links: Early Years Toolkit – Early Literacy Approaches (+4 months)</p>	2, 4
<p>Targeted number interventions (subitising, counting, early operations)</p> <p>Provide short daily number intervention groups</p> <p>Use of structured programmes (Fluency Bee)</p> <p>Ongoing diagnostic assessment to identify gaps</p>	<p>EEF Links: Early Numeracy Approaches (+6 months)</p>	2, 4
<p>Effective use of teaching assistants</p> <p>TA training on scaffolding, questioning, prompting</p> <p>Structured intervention delivery</p> <p>Clear roles within continuous provision to maximise impact</p>	<p>EEF Links: EEF – Making the Best Use of TAs</p>	2,3,4

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

Budgeted cost: £54,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child Protection and Welfare Officer</p> <p>Child protection and welfare officer to provide targeted casework for disadvantaged pupils with declining attendance or persistent absence.</p> <p>Daily check-ins, home visits, personalised support plans, barrier analysis, and multi-agency coordination (Early Help, safeguarding, SEND).</p> <p>Early intervention triggered at 95% attendance to prevent escalation to persistent absence.</p>	<p>EEF guidance highlights the importance of <i>building relationships, improving pupil self-regulation, and strengthening parental engagement</i> to improve attendance. Close mentoring and family-based intervention are shown to support positive behavioural routines and increase school connectedness.</p>	1
<p>Breakfast Club subsidy for disadvantaged pupils</p> <p>Provide fully funded or subsidised places for PP pupils to attend breakfast club.</p> <p>Ensures pupils start the school day on time, fed, settled, and ready to learn.</p> <p>Attendance Mentor tracks punctuality improvements linked to participation.</p>	<p>EEF identifies that structured before-school provision can improve attendance, behaviour, and readiness to learn. It also removes logistical barriers and supports families experiencing morning routine challenges.</p>	1
<p>Targeted Family Support and Engagement Programme</p> <p>Provide structured parental engagement: attendance workshops, 1:1 meetings, home visits, and tailored attendance action plans.</p>	<p>EEF evidence shows that <i>simple, personalised communication strategies and support for parents</i> can positively impact attendance and learning behaviours. Improving parent-school relationships is an essential feature of successful attendance strategies.</p>	1

<p>Offer Early Help referrals and signposting to external support services.</p> <p>Deliver termly attendance “nudge” communications and personalised outreach.</p>		
<p>Pastoral and SEL intervention groups for PP pupils</p> <p>Small-group SEL support targeting pupils whose emotional regulation, anxiety, or unmet needs affect attendance.</p> <p>Weekly intervention sessions focusing on resilience, confidence, belonging, managing stress, and readiness for learning.</p> <p>Close communication with mentors and the Attendance Officer to track progress and reduce anxiety-related absence.</p>	<p>EEF evidence shows that SEL interventions can improve behaviour, relationships, and pupil engagement, leading to increased attendance and reduced avoidance behaviours.</p>	1
<p>Rewards, Incentives & Recognition for Attendance</p> <p>Provide age-appropriate attendance incentives such as certificates, assemblies, badges, celebration breakfasts, and weekly recognition.</p> <p>Ensure rewards are inclusive and focus on <i>improvement</i> as well as <i>overall attendance</i>.</p>	<p>EEF evidence shows that behaviour interventions that reinforce positive routines and motivation can contribute to better attendance. Low-cost, high-frequency reinforcement supports habit building.</p>	1
<p>Parental Engagement Programme for Early Reading and maths</p> <p>Provide phonics/maths and early writing workshops for parents/carers of PP pupils.</p>	<p>EEF guidance notes that supporting parents to help learning at home has strong positive effects when simple, structured, and consistent.</p> <p>EEF links: Parental Engagement (+4 months); Communication & Literacy</p>	2, 3

<p>Supply take-home phonics/maths/ early writing packs, and guidance.</p> <p>Weekly reading logs checked with follow-up conversations for PP families.</p> <p>Reminders fostering regular at-home reading habits.</p>		
<p>Rich Curriculum Experiences to Build Cultural Capital</p> <p>Planned enrichment activities (visits, visitors, themed days, real-life experiences).</p> <p>High-quality texts and stories used to broaden pupils' knowledge of the world.</p> <p>Explicit teaching of background knowledge prior to reading and writing tasks.</p>	<p>EEF Links:</p> <p>Reading Comprehension Strategies (+6 months)</p> <p>Early Years & Literacy Guidance – building knowledge and vocabulary</p>	5

Total budgeted cost: £169,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The actions and impact for attainment for 2024/25 compared to the previous year are as follows:

Outcomes for attainment

Actions: Teaching EYFS

- Development of communication and language skills through a vocabulary rich curriculum.
- Focus on the fundamental early skills in writing and maths
- Targeted group interventions
- PDMs adaptive teaching
- PDMs schematic play in EYFS

Impact:

EYFS PP attainment	2022/2023	2023/2024	2024/2025
GLD	30.7%	58.3%	68.8%
Communication and Language	69%	78%	75%
Literacy	30.7%	58.3%	68.8%
Maths	30.7%	58.3%	68.8%

Attainment of PP pupils has improved from 2022/23 to 2024/25; however, the target in the next strategy will be 75% or above in all four areas.

Actions: Teaching KS1/KS2

- Targeted group interventions
- PDMs- adaptive teaching
- PDMs- building schemas through retrieval practices
- PDMs- cognitive load
- PDMs- Assessment for learning- cold calling, no opt out, ask 5, low stake quizzes, live marking.
- (June 2024) EEF- the 5 a day principle- high quality teaching: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology.
- SENCO coaching and mentoring with staff and TSAs
- PDMs- Red to Blue

Impact:

	2022/2023	2023/2024	2024/2025
Phonics	78.6%	75%	68.8%

KS1 PP attainment	2022/2023	2023/2024	2024/2025
Reading	61.1%	62.5%	55.6%
Writing	33.3%	62.5%	50%
Maths	61.1%	62.5%	50%

- This is a complex cohort- there are a high number of PP/SEND pupils and a high number of PP with complex needs.
- In Reception this cohort PP data: 30.7% literacy, 30.7% maths, 30.7% GLD- progress is being made. **Target current Year 3 cohort in next strategy** to ensure accelerated progress.
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TARGET 2025: R 80%, W 77%, M 80%

KS2 PP attainment	2022/2023	2023/2024	2024/2025
Reading	65%	74.1%	76.2%
Writing	55%	66.7%	85.7%
Maths	85%	81.5%	81%
	2022/2023	2023/2024	2024/2025
MTC 20+	47%	62.5%	71.4%

- Target met for writing and maths

To help gauge the performance of our disadvantaged pupils we compared them to non-disadvantaged pupils. The data is as follows:

PP/ non-PP KS2 2024/2025

End of KS2	Non-PP	PP
Reading	71.1%	76.2%
Writing	76.3%	85.7%
Maths	78.9%	81%
RWM combined	63.2%	76.2%
GPS	89.5%	95.2%

- PP gap closed for all subjects
- PP outperformed non-PP pupils

Actions: Targeted academic support

- Targeted group morning interventions
- Implementation of digital technology- all pupils now have an ipad

Impact:

- Through lesson observations, pupil voice and book scans, data has shown that the use of digital technology has improved the 'love for learning' and pupil engagement especially in maths and foundation subjects. (TTRockstars) (See MTC data)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The actions and impact for 2024/25 are as follows:

Actions: Wider strategies

- Child protection and welfare officer- target PP attendance
- Development of outdoor learning opportunities
- Implementation of Pupil Parliament
- Implementation of the Citizenship program
- Training Red to Blue ambassadors
- Targeting Attendance- education welfare officer
- Enrichment days
- Planning trips and visits

2024/25	Non-PP	PP
2022/2023	94.7%	93.2%
2023/2024	94.8%	93.28%
2024/2025	95%	93.6%

- Marginal gains are being made with PP attendance; however, this needs to remain a **focus in the next strategy**

Impact

- Through lesson observations, pupil voice and book scans, data has shown that pupils use meta-cognitive strategies linked to Red to Blue more frequently and this is impacting how they learn- building resilience and improving low level behaviour.