

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
School Name	Watermoor Church of England Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	29 pupils (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Year Plan 1 st Year 2022-2023 2 nd Year 2023-2024 3rd Year 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lois Smith
Pupil premium lead	Beckie Nobbs
Governor / Trustee Lead	Marie Bagot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48144
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£48144

Part A: Pupil premium strategy plan

Statement of intent

Our vision is ‘The smallest of seeds grow and become the largest of plants.’ Our school vision is underpinned by the parable of the mustard seed; our Christian values and ethos will help children to develop resilience, growth mind-set and a positive attitude to learning in order that they reach their fullest potential. “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree.” (Mark 30-32)

Our Pupil Premium Strategy focuses on ensuring that as a school family, our disadvantaged pupils can grow and flourish and achieve their full potential. At Watermoor C of E Primary School our intention, is that all pupils will make good progress and achieve across all curriculum areas, irrespective of the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, including progress and development for those who are already high attainers.

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP / Non-PP achieving the phonics screening check has decreased in Year 1 phonics and meeting the expected standard at Key Stage 1 Writing however, there is a gap between PP and no PP children in Reading at Key Stage 1, Writing at Key Stage 2 and Maths at Key Stage 1 and 2 and the gap is still widening for ‘Greater Depth.’
2	Attendance and poor punctuality due to challenging family circumstances can cause a significant loss of learning time for pupils
3	Some pupils with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
4	Pupils in receipt of Pupil Premium are also more likely to have SEND: (38% of children in receipt of PPG also have SEND)
5	Some pupil-premium pupils do not have rich and varied life experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.

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
<p>Close the gap between Pupil Premium and Non-Pupil Premium pupils for GLD, Phonics Screening, end of KS1 SATs Outcomes and end of KS2 SATs outcomes.</p> <p><i>PP Targets for 2024-2025 set using internal formative assessment</i></p>	<p>Outcomes for pupils in EYFS Profile, PSC, KS1 teacher assessment, KS2 SATs and Y4 MTC are at least in line with national average</p> <ul style="list-style-type: none"> • To ensure that by summer 2025, 78% of children in EYFS (14/18 children) achieve GLD (baseline TBC) • In Summer 2025, 86% Year 1 pupils (33% PP) to attain in the phonic screening check In Summer 2025, • 100% pupils at the end of KS1 (100% PP) attain in the phonic screening check • To ensure that by Summer 2025 in KS1, ARE GDS Reading 83% 22% Writing 70% 13% Maths 83% 22% RWM 70% 13% • To ensure that by the end of Y4, at least 56% of pupils achieve full marks in the MTC. • To ensure that by Summer 2025, the proportion of pupils achieving ARE or above in KS2 is at least: 80% reading (60% PP) 70% writing (40% PP) 83% maths (60% PP) GDS or above: 27% reading (20% PP) 13% writing (0% PP) 27% maths (20% PP) • An overall whole school focus on those most vulnerable pupils eligible for additional funding. • Quality first teaching (QFT) is evident in all classes
<p>Close the gap between Pupil Premium and Non-Pupil Premium pupils in Writing and Maths across all year groups</p>	<ul style="list-style-type: none"> • To ensure that by Summer 2025 in KS1, ARE GDS Reading 83% 22% Writing 70% 13% Maths 83% 22% RWM 70% 13% • To ensure that by the end of Y4, at least 56% of pupils achieve full marks in the MTC. • To ensure that by Summer 2025, the proportion of pupils achieving ARE or above in KS2 is at least: 80% reading (60% PP) 70% writing (40% PP) 83% maths (60% PP) GDS or above: 27%

	<p>reading (20% PP) 13% writing (0% PP) 27% maths (20% PP)</p> <ul style="list-style-type: none"> • KS1 and KS2 writing and maths outcomes in 2025/26 show that 40% of PP pupils met the expected standard for writing 60% of PP pupils in maths which will narrow the gap with reading attainment.
<p>Improve the attendance and punctuality of all pupils including those are who in receipt of PPG and / or SEND</p> <p>SBM / Headteacher and SENDCo work closely together with families to identify, and support to increase attendance</p>	<p>Persistent Absence including % of late arrivals to school decreases which in turn will support children being 'ready to learn.'</p> <p>Whole school attendance is above 96%.</p> <p>Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>
<p>To meet the pastoral needs of all identified pupils</p> <p>Through working with parents, class teacher/SENDCo PP pupils with pastoral needs are identified and planned.</p>	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children with complex family situations will meet national expectations by the end of each academic year.</p> <p>Adults can provide support to identified children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress</p>
<p>Opportunity to experience and enjoy wider world learning</p> <p>To provide learning through a variety of different mediums, using specialists and real-life experiences</p>	<p>Pupils have access to a range of extra-curricular activities and clubs</p> <p>Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular subject leader monitoring and feedback given to staff.	<p>Regular monitoring by all subject leaders and feedback given to staff.</p> <p>EEF Effective Professional Development Oct 21 – ‘Supporting high quality teaching is pivotal in improving children’s out comes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ Using a coaching model and robust monitoring cycle in school can ensure that quality first teaching is happening in every year group in the school.</p>	1, 2, 4
Gain greater impact through the deployment of teaching assistants including TA training and development	<p>Following the EEF guidance on ‘Making the best use out of teaching assistants’ we will use TAs to improve quality first teaching, deliver effective interventions and develop children’s skills such as independence.</p> <p>EEF Recommendation: ‘Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.’</p> <p>‘When the adults change – Paul Dix’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1672272457</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5

<p>Tailored and specific CPD delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. E.g. – ELS, VIPERS and Can Do Maths</p>	<p>CPD provided to all teaching staff to develop and deepen subject knowledge in application of Reading, Writing and Maths teaching approaches</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	<p>1, 2, 3,</p>
---	--	-----------------

Targeted academic support

Budgeted cost: £45100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily targeted phonics interventions for identified pupils who require further phonics support. 1, 3, 4</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Small, focused Nurture Group work to develop resilience and self regulation techniques / strategies including Emotion coaching</p>	<p>‘Emotion Coaching is a way of communicating with a child who is struggling to manage their emotions. Their distress may be shown in a variety of ways— they might seem withdrawn and distracted, behaving rudely or disruptive and unable to join in. John Gottman explains that Emotion Coaching is about helping children to understand the different emotions they experience, why they occur, and how to handle them (Gottman and DeClaire, 1997). Emotion Coaching is particularly concerned with helping children to regulate how they feel, which can then help them regulate how they behave. It focuses attention on the feelings which are driving the behaviour, not just the behaviour itself.</p> <p>Gilbert, Louise; Gus, Licette; Rose, Janet. Emotion Coaching with Children and Young People in Schools (pp. 43-44).</p>	<p>1, 2, 3, 4</p>

<p>Socially speaking Develop pupil social skills to improve positive learning times and reduce disruption through miscommunication</p>	<p>‘Emotion Coaching is a way of communicating with a child who is struggling to manage their emotions. Their distress may be shown in a variety of ways—they might seem withdrawn and distracted, behaving rudely or disruptive and unable to join in. John Gottman explains that Emotion Coaching is about helping children to understand the different emotions they experience, why they occur, and how to handle them (Gottman and DeClaire, 1997). Emotion Coaching is particularly concerned with helping children to regulate how they feel, which can then help them regulate how they behave. It focuses attention on the feelings which are driving the behaviour, not just the behaviour itself.</p> <p>Gilbert, Louise; Gus, Licette; Rose, Janet. Emotion Coaching with Children and Young People in Schools (pp. 43-44).</p>	<p>1, 2, 3, 4</p>
<p>Fizzy – small group to develop gross motor and organisational skills to develop behavioural skills</p>	<p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>1, 2, 3, 4</p>
<p>The delivery of Play Therapy to maintain and target support for individuals</p>	<p>Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.</p> <p>What is play Therapy and its impact?</p>	<p>4, 5</p>
<p>Implement Precision Teaching in order to close gaps in phonics, reading and spelling</p>	<p>Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills.</p> <p>What is Precision Teaching?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 4</p>

	Complement high quality teaching with carefully selected small-group and one-to-one interventions EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf	
--	--	--

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

Budgeted cost: £1044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of after school clubs led by Class teachers	After school clubs increase social development and soft skills. Through offering a range of clubs throughout a child's journey through school, can help build on their social skills and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Funding Support for Wider Curriculum Opportunities	Trips that offer pupils a unique cultural learning experience provides opportunities for them to be involved in new environments and is key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a pupils understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills. Stephen Perse Foundation 2018	3, 4
Pastoral Teacher to support and improve children's attendance and punctuality.	Good attendance at school is essential, it is linked to improved academic performance, developing learning opportunities as well as supporting friendships, social skills, life skills and cultural awareness. School Attendance Evidence Attendance interventions rapid evidence assessment	1

Total budgeted cost: £48144

Part B: Review of the previous academic year: Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching

	Watermoor July 2024
EYFS	68%
EYFS PP	0% (67% of SC achieved GLD)
Year 1 Phonics	88%
Year 1 PP Phonics	75%
Year 2 Phonics	78% (1 pupil absent for assessment)
Year 2 PP Phonics	50%
KS1 EXP + Reading	79%
KS1 GDS Reading	10%
KS1 PP Reading	60%
KS1 PP GDS Reading	0%
KS1 EXP + Writing	52%
KS1 GDS Writing	7%
KS1 PP EXP writing	40%
KS1 PP GDS Writing	0%
KS1 EXP + Maths	62%
KS1 GDS Maths	3%
KS1 PP EXP Maths	40%
KS1 PP GDS Maths	0%
KS2 EXP Reading	53%
KS2 GDS Reading	18%
KS2 PP Reading	50%
KS2 PP GDS Reading	0%
KS2 EXP Writing	35%
KS2 GDS Writing	6%
KS2 PP EXP writing	0%
KS2 PP GDS Writing	0%
KS2 EXP Maths	29%
KS2 GDS Maths	6%
KS2 PP EXP Maths	0%
KS2 PP GDS Maths	0%
KS2 EXP GPS	47%
KS2 GDS GPS	18%
KS2 PP EXP GPS	
KS2 PP GDS GPS	0%

Intended outcome	Success criteria	Achieved Outcome
<p>Close the gap between Pupil Premium and Non-Pupil Premium pupils for GLD, Phonics Screening, end of KS1 SATs Outcomes and end of KS2 SATs outcomes.</p>	<p>In July 2024:</p> <p>50% of pupils in receipt of PPG (1 child) will achieve a Good Level of Development in the EYFS Profile</p> <p>100% of children in receipt of PPG will achieve the expected standard in the Y1 Phonics Screening Check</p> <p>80% of children in receipt of PPG will achieve the expected standard in the Y2 Phonics Screening Check</p> <p>50% of children in receipt of PPG will achieve ARE in Reading at the end of KS1, with at least 17% achieving GDS</p> <p>50% of children in receipt of PPG will achieve ARE in Writing at the end of KS1</p> <p>50% of children in receipt of PPG will achieve ARE in Maths at the end of KS1, with at least 17% achieving GDS</p> <p>50% of children in receipt of PPG will achieve ARE in Reading at the end of KS2</p> <p>50% of children in receipt of PPG will achieve ARE in Writing at the end of KS2</p> <p>50% of children in receipt of PPG will achieve ARE in Maths at the end of KS2</p> <p>Quality first teaching (QFT) is evident in all classes</p>	<p>See attached data outcomes</p>

<p>Continue to improve pupil's oracy skills in order to ensure children have the confidence and skills to communicate effectively</p>	<p>Pupil voice and visits to lessons will show that pupils will use a breadth of vocabulary reflecting their learning and experiences.</p> <p>Pupils will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Pupils will be able to accept another's point of view even when it differs from their own.</p> <p>Pupils will be able to present their ideas to a given audience</p>	<p>Pupils talk confidently about their learning and experiences during pupil voices drawing upon and sharing a breadth of learning</p>
<p>Improve the attendance and punctuality of all pupils including those are who in receipt of PPG and / or SEND</p>	<p>Persistent Absence including % of late arrivals to school decreases which in turn will support children being 'ready to learn.'</p> <p>Whole school attendance is above 96%.</p> <p>Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>	<p>Continuing to close the gap in attendance between pupils in receipt of PPG and all pupils including decreasing the level of persistent absence including lateness in order to ensure that pupils are 'ready to learn' and flourish continues to be a RAP priority for 24-25</p>
<p>To meet the pastoral needs of all identified pupils</p>	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children with complex family situations will meet national expectations by the end of each academic year.</p> <p>Adults can provide support to identified children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress</p>	<p>Effective delivery of bespoke and where appropriate bespoke interventions which were effective, ensured barriers were overcome in order to close the gap of both pupils' attainment and support pupils SEMH needs</p> <ul style="list-style-type: none"> • Socially Speaking • Zones of Regulation • Language for Behaviour and Thinking • Language for Behaviour and Emotions • Toe by Toe • Precision Monitoring • SNIP • Fizzy • Write from the Start

		<ul style="list-style-type: none"> • Early Identification of Social, Emotional and Mental Health Support leading to an increasing in referrals through Trailblaze to ‘Young Minds Matter
<p>Opportunity to experience and enjoy wider world learning</p> <p>To provide learning through a variety of different mediums, using specialists and real-life experiences</p>	<p>Pupils have access to a range of extra-curricular activities and clubs</p> <p>Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</p>	<p>All pupils have access to a range extra-curricular activities, clubs and events.</p> <p>Pupils attend events held with the local secondary school and town council.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Play Therapist	Wendy Mitchell Play Therapy