Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 (2025/26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Water Orton Primary
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	20% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers *(3-year plans are recommended)*	Autumn 2024-Autumn 2027
Date this statement was published	Sept 2025
Date on which it will be next reviewed	Sept 2026
Statement authorised by	Emma Smith
Pupil premium lead	Leanne Mach
Governor / Trustee lead	Dan Bird

(Numbers of pupils entitled to Free School Meals (FSM) and therefore Pupil Premium (PP) are rising in our school. There has been a significant increase since 2019 (when only 9% of pupils were entitled)

Funding overview for 2025/26 (Projected)

Detail £79090	Amount
Pupil premium funding allocation this academic year	£79,090 *Including* *3 pupils previously in care (£7590)* *Service pupils – 1 (£335)*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total income for this academic year	£79,090

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- To ensure high quality teaching for all
- To narrow the gap between disadvantaged and non-disadvantaged pupils, both academic and in terms of the experiences they have
- Enhance oral language skills, improve fine motor skills, increase basic numeracy skills and ensure children have access to high quality adult support through targeted intervention programmes.
- To address SEMH / C and I needs and support our children's well-being to enable them to access learning at an appropriate level.

We aim to do this through:

- Knowing all our pupils well, especially our disadvantaged pupils
- Ensuring that our planned curriculum and teaching and learning experiences meet the needs of all pupils, irrespective of background or challenges they face.
- Ensuring high quality teaching, with a focus on areas in which disadvantaged pupils require the most support and adjustments to meet the needs of disadvantaged pupils.
- Ensuring that appropriate additional provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are carefully assessed and addressed.
- Providing SEMH support in class for those who need it and providing regulation structures for all
- Increasingly address and remove barriers faced by our children in receipt of PP, e.g. attendance, poor literacy
- Working towards proportional representation for disadvantaged pupils across a range of measures in school including pupil voice, sports teams, and extra curriculum clubs.

Achieving these objectives:

- Adopting the tiered approach recommended by the EEF, which places focus on high quality teaching, e.g. CPD
- Ensuring all teaching is good or better, ensuring that the quality of teaching experienced by all children is improved, particularly for reading and for phonics.
- 1-1 support if required
- Additional learning support if required
- Accelerating progress, moving children to at least ARE
- Supporting access to additional activities – ensuring equity in representation

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving FSM will be in receipt of PP interventions at one time.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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, ensuring that they make better than expected progress including those who are already high attainers.
In the intended outcomes detailed above, 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 are 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	A disproportionate number of disadvantaged pupils enter school below age related expectations in speech and language.
2	A disproportionate number of disadvantaged pupils enter school with poor early reading, early number and fine motor skills.
3	A disproportionate number of disadvantaged pupils come into school with social, emotional or behavioural difficulties which affects their ability to access the curriculum. This often impacts in attendance. Historically this has been especially apparent when pupils join the school mid-year and is evident for pupils as they transition to secondary school. Many of our children entitled to PP also have additional needs. This is particularly apparent in our year 3 cohort currently where 44% of our PP children have an EHCP. 67% are on the SEND register.
4	Children who are eligible for PP have less access to additional educational activities than non-PP peers.
5	There is a disadvantage gap in some year groups in school.
6	Disadvantaged pupils do not read as well as their peers.

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
Children make good progress in Communication and Language ELGs.	An increased proportion of children are working at ARE in Communication and Language (from September to July)
Children make good progress in reading, Maths and fine motor/writing.	Children make good progress in reading. (EYFS and KS data) Children to make good progress in Maths (EYFS and KS data) Children make good progress in writing. (EYFS and KS data) Children make good progress in phonics (Phonics data)
Children are supported in school and by appropriate agencies to overcome social, emotional and behavioural difficulties.	Children are well supported by additional staff and other external professionals. Children's social and emotional difficulties do not prevent them being able to access learning as they are better able to regulate their emotions.
Families are supported in school and by appropriate agencies through the Early Help process to overcome social, emotional and behavioural difficulties. Increase rates of attendance for identified pupils/families. Improved access to wider school experiences	In school attendance gaps of pupils eligible for PP is reduced and the gap is closed. Reduction in the number of persistent absence and lateness. Parents are well supported by the Early Help process. All disadvantaged pupils have fair access to trips, clubs and events as non-disadvantaged

	pupils. They are represented proportionally in clubs and through pupil voice.

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: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for leaders in reading, writing, maths and specialists in SEND to support and coach peers, especially ECTs to ensure good or better teaching. Ensure that leaders at all levels are able to access up to date and relevant training to support others therefore improving outcomes for all pupils. Introduce 'Walk Thus' approach – evidence based support for teaching and learning	Supporting high quality teaching is pivotal in improving children's outcomes. Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	6/5
Further embed the use of the synthetic phonics scheme for the whole school. Phoneme match reading books for all pupils in R and 1 and for those pupils who require this in subsequent years. Ensure that new staff are well trained.	Evidence cited in 'The Reading Framework' indicates that a systematic, whole school approach using 1 scheme supports rapid progress in decoding and therefore supports reading development overall. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk)	2/6
Time to Talk Training for Rec/1 staff and the implementation of Wellcomm.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. On average, oral language approaches have a high impact on outcomes – 6 additional months progress.	1/2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Improve the effectiveness of feedback. We will fund release time for the Assessment and Curriculum leads to support staff CPD and embed strategies.	Evidence shows that feedback approaches have a positive impact on attainment and progress. Ensure that disadvantaged pupils receive additional, high quality feedback in lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2/5/6
Use assessment to inform practice and identify any gaps in learning. Purchase NFER tests from years 3-6 and provide release time for staff to analyse tests on a question level for those in year 5 and 6.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	5/6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition in small groups and individuals for year 5 and 6, delivered by an experienced teaching assistant.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	6/5
Fine motor skills additional support for identified pupils	EEF research suggests that slow or effortful handwriting takes most of children's focus	1/2

Additional TA support for identified pupils to support accelerated progress in handwriting Use of TAs to develop gross motor/fine motor skills Dough disco for Rec and Year 1	and limits the amount of thought that can be given to the content of their writing.	
Special educational needs are addressed and provision meets needs. TA led interventions are planned carefully and reviewed regularly.	Evidence-based interventions in use to support children with a range of needs. SENCO monitoring attainment and progress of SEN children.	1/2/6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation used in all classes and available for all parents to access from home via the school website	Good evidence from research that self- regulation and the ability to identify and understand emotions and the impact they have on learning and well-being. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	3
Monitor attendance and punctuality of key children Support families by providing information and offering early morning support (calm club / staggered drop off)	Improved attendance and punctuality allow for the best opportunity for progress to increase and attainment to rise	3
Learning mentor time spent on Secondary school transition	Children with additional social and emotional needs and their families will feel supported during their last year at primary school. Help with applications, strong links and communication with secondary schools and the organisation of additional visits to secondary schools will support smooth transition and reduce anxiety.	3
'Early Help' provided to support children and families with specific needs for example, attendance issues.	Good attendance at school speeds progress and improves attainment. It also enables children to form strong relationships with peers and adults.	3

A named member of staff with dedicated time each week will support disadvantaged pupils and their families.		
1:1 support for individual pupils to support SEMH / C and I needs (especially in years 3 and 4) Thrive TA Nurture room ongoing development - Acorn Room, learning pods and sensory room.	Evidence from previous years demonstrates the short term 1:1 support to develop routines improves individuals to access learning and reduces disruption for others. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Eligible pupils will have access to wider experiences to support with curriculum learning Funding for music tuition and educational visits and after school clubs All pupils in year 3 and 4 will learn to play a musical instrument. All pupils in year 3/4 will learn basic first aid.	Good evidence from research that learning a musical instrument supports academic progress. Wide evidence that access to educational visits improves curriculum learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Parents offered £50 uniform voucher each year. Preloved uniform accessible to all and offered to PP families sensitively and in person.	All children entitled to PP will have the appropriate uniform and will not feel different from their peers. Parents feedback that this support is invaluable to them. This approach is also used as an incentive to encourage families to apply for pupil premium where they might not have done as parents see a direct financial benefit.	4
Teaching assistants delivering specific programmes to meet the needs of individual pupils e.g. Anger Gremlin. Play therapy accessed through the Early Help process Family support Therapies in 'Evergreen' resource provision Art therapy	When children feel confident, secure and in control of their emotions they are more likely to learn well and make strong progress 1:1 support will enable children to be in class learning with their peers allowing relationships to develop with peers and adults. Smoother transitions into school, including improved punctuality and attendance Children able to access a wider range of lessons as a result of the support	1/2/3

Named and allocated member of staff for every disadvantaged child.	Children better able to regulate their emotions and provided with opportunities to manage difficulties with more support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Teaching assistant allocated to support all new pupils and their families with transition into school mid-year.	Parents have a member of staff they know well in early days and weeks and feedback from families from a trial period was positive	3
Contingency fund	Fund allocated to support pupils if unexpected issues arise or if new pupils join our school.	

Total budgeted cost: £ 106,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

A disproportionate number of disadvantaged pupils enter school below age related expectations in speech and language. A disproportionate number of disadvantaged pupils enter school with poor early reading, early number and fine motor skills. A disproportionate number of disadvantaged pupils enter school with poor early reading, fine motor and number skills.
25% of the 12 children entitled to PP in the reception year achieved a Good Level of Development by the end of their reception year in 2025. Of the pupils not achieving GLD 6 have SEND needs and each made significant individual progress against targets.

Children will have equal access to wider experiences in comparison with peers
All PP children were given the opportunity to have funded music tuition and help with funding for educational visits and residential visits as well as after school clubs. All pupils in year 3 and 4 learn to play a musical instrument.
16 families received a £50 per child contribution towards school uniform. Year 6 leavers events and mementoes were subsidised for all PP children to allow all to feel involved and none to be disadvantaged. 1 pupil received full funding for residential visits to allow them to attend. 9 pupils received support with the financial cost of the visits.
Where required the school pupil premium lead sought to secure full funding for families to ensure that pupils were able to attend events. Local charities were accessed to provide this support.

Social and emotional issues are addressed and additional to or different from provision will support children with needs in this area, particularly those who have recently transferred to the school.
Pupils eligible for pupil premium who have social and/or emotional needs had access to support and made observable progress in social skills and emotional presentation
Children transitioned in school smoothly with minimum disruption, including those in the resource provision 'Evergreen'. The Thrive approach supports children with SEMH difficulties and our Nurture Provision Acorn has improved attendance and reduced fixed term exclusions.

Families who are eligible for PP will have access to pastoral support, Early Help and attendance support as needed.
Early Help was provided as needed. This has allowed the pupil premium lead to build relationships and target support to families in need.
Attendance and punctuality for Key Pupils increased following work by the school team. There is demonstrable impact on attendance figures for individual pupils.

Contingency: The school's contingency reserve was spent to support a pupil in significant need. (Details not published here to retain privacy)

Headline figures disadvantaged pupils 2025

	EYFS GLD 2025	KS1 2025 Phonics	KS2 R W and M	KS2 GPS	KS2 2025 Reading	KS2 2025 Writing	KS2 2025 Maths
School disadvantaged	25% (of 12 children)	50% (of 4 pupils)	63% EXS 0% GDS	60% EXS 30% GDS	50% EXS 20% GDS	60% EXS 20% GDS	50% EXS 10% GDS
School all pupils	71%	83%	65% EXS 6% GDS	52% EXS 13% GDS	58% EXS 20% GDS	73% EXS 16% GDS	56% EXS 2% GDS
National all pupils (2024)	68%	80%	61% EXS	73% EXS	74% EXS	72% EXS	72% EXS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle
Power Maths	Pearson
Big Cat reading	Collins
NELI	Nuffield
Little Wandle	Collins
White Rose Maths	White Rose Education
Thrive	Supporting Education Group
Picture News	
Amazing People	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funds were spent to support access to education in resource provision including trips, experiences and support for parents with preparation for transition to secondary.
What was the impact of that spending on service pupil premium eligible pupils?	1 child – unable to comment due to small cohort.