

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
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	27 pupils (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3: 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£43983
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	£43983

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 in 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	Some pupil premium children do not always make as much progress as non-pupil premium in EYFS, KS1 and KS2.
2	Attendance and punctuality are critical to ensuring all pupils access learning consistently. Pupils in receipt of Pupil Premium may be disproportionately affected by challenging family circumstances, which may lead to: <i>Reduced attendance or persistent absence, Late arrival to school, Interrupted learning, leading to gaps in progress and attainment</i>
3	Some pupils eligible for Pupil Premium require additional support with physical development, coordination, focus, and self-regulation. These needs can

	affect handwriting, engagement, behaviour, confidence, and access to learning,
4	Some pupils with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
5	Pupils in receipt of Pupil Premium are also more likely to have SEND: (37% of children in receipt of Pupil Premium are also on our SEND Register) requiring effective adaptive teaching and targeted support.
6	Some Pupil Premium pupils do not have the same rich and varied life experiences as their Non-Pupil Premium peers. As a result, their language acquisition and vocabulary development 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
To close the attainment gap between pupil premium children and non-pupil premium children.	<p>Pupil Premium pupils will be supported to achieve age-related expectations at all key stages. With targeted interventions and high-quality teaching, they are expected to achieve in line with, or above, their peers in statutory assessments:</p> <ul style="list-style-type: none"> • EYFS: Good Level of Development (GLD) • Year 1: Phonics Screening Check (PSC) • KS1: SATs – Reading, Writing, and Maths • Year 4: Multiplication Tables Check (MTC) • KS2: SATs – Grammar, Punctuation, and Spelling (GPS), Reading, Writing, and Maths
By the end of the academic year, attendance for pupils eligible for Pupil	<ul style="list-style-type: none"> • Persistent absence, including the percentage of late arrivals to school, will decrease, helping ensure that children are "ready to learn."

<p>Premium (PP) will improve to at least in line with whole-school attendance and the national expectation of 96%.</p> <p>Particular focus will be on reducing persistent absence (PA), (currently 33% of PP pupils are persistently absent), and improving punctuality.</p>	<ul style="list-style-type: none"> Whole school attendance will be maintained above 96%. There will be an improvement in the overall attendance of Pupil Premium pupils, with these pupils attending school on time.
<p>A proportion of pupils eligible for Pupil Premium benefit from targeted support in physical development, coordination, and focus and self-regulation.</p> <p>Developing this will:</p> <ul style="list-style-type: none"> Improve handwriting fluency and posture Develop core strength, balance, and fine motor skills Sustain focus and engagement during learning activities Build confidence, resilience, and readiness to learn 	<p>The Neurowarriers Intervention Programme provides structured, regular movement and exercise activities designed to support the integration of retained primitive reflexes and improve core stability, coordination, and motor control. Research indicates that physical development and movement-based interventions can support readiness to learn, self-regulation, and sustained attention, particularly for disadvantaged pupils.</p>
<p>To meet the pastoral needs of all identified pupils</p> <ul style="list-style-type: none"> Pupils demonstrate improved emotional regulation, using strategies to manage feelings and behaviour in school Pupils show stronger social skills, including positive interactions with peers and adults 	<ul style="list-style-type: none"> With emotional support in place, pupil progress will not be impacted or reduce adverse childhood experiences. Pupils can recognise and manage their feelings and behaviours using strategies learned in school, showing fewer instances of disruption or distress during lessons. Social Skills: Pupils demonstrate positive interactions with peers and adults, including teamwork, cooperation, and respectful communication.

<ul style="list-style-type: none"> Pupils develop confidence and self-belief, participating actively in learning and school activities Pupils experience enhanced wellbeing and readiness to learn, enabling full engagement with the curriculum 	<ul style="list-style-type: none"> Confidence and Self-Esteem: Pupils actively participate in lessons and school activities, showing growing confidence in their abilities. Wellbeing and Readiness to Learn: Pupils arrive ready to engage with learning, demonstrating focus, resilience, and enjoyment in school activities.
<p>Pupils in receipt of Pupil Premium are also more likely to have SEND: (37% of children in receipt of Pupil Premium are also on our SEND Register) requiring effective adaptive teaching and targeted support.</p>	<ul style="list-style-type: none"> Pupil progress meetings demonstrate that identified SEN and PP pupils are meeting expectations Pupils identified on the graduated pathway make progress from their initial starting points, clear adaptive teaching and targeted support is enabling pupils to make progress. Monitoring records including pupil voice demonstrate that pupil present with an increasing level of independence and engagement
<p>To provide wider opportunities for pupil-premium children so that they have can experience and enjoy wider world learning.</p>	<ul style="list-style-type: none"> Pupils have access to a variety of extra-curricular activities and clubs. Pupils talk enthusiastically about the activities they are involved in.

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: £8483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of structured physical activity and movement-based interventions (e.g. Neuro Warriors) Early intervention in EYFS and KS1, with targeted support continuing into KS2 where needed	<ul style="list-style-type: none">Physical Activity (EEF Teaching & Learning Toolkit) Physical activity EEF The EEF reports that physical activity interventions have a positive impact on academic attainment. Wider benefits include improvements in attention, behaviour, engagement and wellbeing.Early Years Physical Development (EEF Early Years Toolkit) Physical development approaches EEF Physical development approaches in the early years show an impact on learning outcomes. The EEF highlights the importance of gross and fine motor development in supporting skills such as handwriting, focus and self-regulation.	3
The school will use the EEF SEND guidance (<i>Special Educational Needs in Mainstream Schools</i>) to quality assure high-quality, inclusive classroom practice for all pupils, with a	Use the EEF SEND Recommendations to quality assure teaching and learning - Special Educational Needs in Mainstream Schools—Recommendations	1, 2, 5

<p>particular focus on those with SEND and in receipt of Pupil Premium.</p> <p>Teaching and learning will be evaluated and strengthened through the consistent implementation of the EEF “Five-a-Day” principles:</p>	<p><i>(flexible grouping, cognitive and metacognitive strategies, explicit instruction, use of technology when appropriate, scaffolding)</i></p> <p><u>Five-a-day-poster 1.1.pdf</u></p>	
<p>Tailored and specific CPD delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. E.g. – ELS, VI-PERS 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><u>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</u></p>	<p>1, 2, 5</p>

Targeted academic support

Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	<p>The EEF (2021) recommends that interventions should be integrated with ongoing learning within the classroom</p> <p>TA Recommendations Summary.pdf</p>	1, 2, 5
<p>Delivery of ELSA (Emotional Literacy Support Assistant) sessions for identified pupils, offering structured, small-group or individual pastoral support focusing on emotional awareness, coping strategies, self-esteem, and social skills.</p> <p>Consistent use of a shared emotional language alongside whole-school approaches (e.g. Zones of Regulation, TEAA)</p>	<ul style="list-style-type: none"> EEF Teaching & Learning Toolkit – Social and Emotional Learning (SEL): Social and emotional learning EEF <p>Interventions demonstrate an impact on academic outcomes. They improve emotional regulation, social skills, behaviour and engagement, supporting access to learning for disadvantaged pupils.</p>	4
Implement Precision Teaching in order to close gaps in phonics, reading and spelling	<p>Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills.</p> <p>What is Precision Teaching?</p>	1, 2, 5

	<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>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of after school clubs led by Class teachers	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4, 6
Funding Support for Wider Curriculum Opportunities	<p>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</p>	6

	<p>pupils understanding of the world and their place in it.</p> <p>Educational trips encourage the development of social, personal and study skills.</p> <p>Stephen Perse Foundation 2018</p>	
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Total budgeted cost: £43983

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 2024 to 2025 academic year.

Teaching

	Watermoor July 2025
EYFS	82%
EYFS PP	0 PP Pupils in EYFS
Year 1 Phonics	90%
Year 1 PP Phonics	60%
Year 2 Phonics	75%
Year 2 PP Phonics	100%
KS1 EXP + Reading	82%
KS1 GDS Reading	27%
KS1 PP Reading	50%
KS1 PP GDS Reading	0%
KS1 EXP + Writing	67%
KS1 GDS Writing	5%
KS1 PP EXP writing	50%
KS1 PP GDS Writing	0%
KS1 EXP + Maths	77%
KS1 GDS Maths	18%
KS1 PP EXP Maths	50%
KS1 PP GDS Maths	0%
KS2 EXP Reading	75%
KS2 GDS Reading	0%
KS2 PP Reading	50%
KS2 PP GDS Reading	0%
KS2 EXP Writing	54%
KS2 GDS Writing	0%
KS2 PP EXP writing	33%
KS2 PP GDS Writing	0%

KS2 EXP Maths	46%
KS2 GDS Maths	0%
KS2 PP EXP Maths	33%
KS2 PP GDS Maths	0%

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