

‘Pupil premium strategy statement – Waterbeach Community Primary School 2025-26

This statement details our school’s use of pupil 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	521
Proportion (%) of pupil premium eligible pupils	19.9%
9	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Neil Lloyd
Pupil premium leads	Nicole Brace
Governor / Trustee lead	Lisa Wakley-Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 25 – Mar 26: £100,698 ~ based on 107 FSM + 4 PLAC Apr 26 – Aug 26: £66,246 (estimated) ~ based on 98 FSM + 4 PLAC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	TOTAL: £166,944

Part A: Pupil premium strategy plan

Statement of intent

Waterbeach Community Primary School recognises the high level of challenge that disadvantaged children face in their everyday lives. We aim to ensure that no members of our community face barriers to opportunities to make good progress in learning and we aim to ensure our children have access to otherwise unavailable experiences that will enrich their lives.

We recognise that the best learning outcomes for all pupils are as a result of excellent teaching and our strategy involves targeting our funding towards initiatives that will enhance the quality of learning in our school through effective teaching, access to necessary resources and support allocated according to need.

We believe in developing a “growth mindset”, where children learn from their mistakes and build the resilience needed in today’s world. Underpinning all our work are the principles of empowerment, enjoyment and equity, ensuring that all our children have Learning, Laughter and Friendship at the heart of their lives in Primary School.

Challenges

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

Challenge number	Detail of challenge
1	Average overall attainment for disadvantaged children is lower. Rates of progress are slower in maths, reading and writing.
2	Children show lack of exposure to and use of enriched language and vocabulary. This is highlighted on entry to Foundation stage in Communication, Language and Literacy observations. It continues throughout the children’s time in school and is often reinforced by lack of exposure to real life experiences.
3	Many children show signs of poor mental health, anxiety and a need for nurture and improved wellbeing. They can lack confidence, showing low self-esteem and motivation which in turn impedes learning.
4	Attendance patterns for disadvantaged children show high absence rates and poor punctuality.

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
Gaps in attainment will be narrowed. Children will be more confident in number use and calculations.	<ul style="list-style-type: none"> – Year on year data will show that the gap between disadvantaged children and their peers is closing. – Times tables check will show that year 4 pupils are working in line with their peers
Phonics scores will be maintained at national levels.	<ul style="list-style-type: none"> – Monitoring will show the established effective phonics sessions using the Little Wandle scheme will be faithful and consistent and high-quality – Year on year data will show that the gap between disadvantaged children and their peers is closing. – Phonics outcomes for chn as measured by EYFS reading (GLD) and CLL as well as in Y1 screening will be in line with national average.
Pupils' attendance will have improved so that it is in line with that of all children in school.	<ul style="list-style-type: none"> – The gap between attendance of disadvantaged children and their peers will continue to narrow and approach to be in line with that of their peers – Punctuality will have improved. – There will be acceptable reasons for any high level of absence and the new policy will be enacted with support from AIO and good practice – Parents/families of PA children will be offered support in line with new policy and guidance.
Children entitled to PPF will access a range of experiences/ resources which parents would otherwise have been unable to support.	<ul style="list-style-type: none"> – There will be a register showing funded activities for all the children who are eligible. This will include residential trips, provision of clothes and/ or uniform, clubs and/ or music lessons. – Parents will be fully informed about opportunities – Access to clubs, experiences, residential and other opportunities is audited
Children's general mental health and wellbeing will be improved so that children	<ul style="list-style-type: none"> – Growth Mindset will continue to be a focus through school curriculum – this

show they are supported to attend and able to make good progress in school demonstrating a growth mindset in their approach to learning.	<p>will be shown in all classrooms and in the practice of adults across the school.</p> <ul style="list-style-type: none"> – School counsellor feedback will show that children are being supported and moving forward in their learning. – Children attending nurture group sessions will show improvement in attitude to schooling. – The work of our ELSA will show how children with need have settled into learning
Children’s communication and language skills will improve as this will enhance their learning.	<ul style="list-style-type: none"> – <i>Welcomm</i> to be used to assess all children in early years and key stage one and interventions for any identified children.
School staff will have a better awareness of the individual barriers and challenges that individual children face.	<ul style="list-style-type: none"> – Early years staff to complete home visits prior to children starting in Reception. – Class teachers and a DSL/DDSL to complete home visits for any children that start at school in Years 1 – 6.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued professional development for staff on:</p> <p>Maths</p> <p>Introduction of new, school-wide consistent and effective approach to maths teaching (Ark</p>	<p>These approaches will improve universal provision for all pupils</p>	<p>1 and 2</p>

<p>mastery curriculum) incl. Planned implementation of new scheme of learning and effective use of concrete resources £2,220</p> <p>Effective teaching pedagogy incl. but not limited to: environment design, effective spaced learning practice and improved understanding of cog. load and schemata</p> <p>- Little Wandle training – coaching sessions to ensure clarity and consistency of good practice across the school. £1,250</p>	<p>EEF – TEACHING AND LEARNING TOOLKIT –</p> <p>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.</p>	
<p>CPD for Assistant Headteacher (Pastoral) - Train the Trainer £330</p> <p>CPD for all staff on therapeutic thinking approach to behaviour management across the whole school This training was incomplete during the 2023-24 cycle. The AHT [Pastoral] is leading complete training with the whole staff: How to record and respond to incidents as teachable moments. A consistent approach by all staff and which empowers children to act as ‘upstanders’</p>	<p>recommendations include teaching SEL skills explicitly and integrating them into everyday classroom practice. (EEF)</p> <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. (EEF) Staff to feel skilled and confident to log and to respond to incidents consistently, confidently and effectively.</p> <p>PPF and Assessment leaders use evidence from effective PD (e.g. the work of Marc Rowland) which allows all teachers to have a good knowledge of individual pupil learning needs and how to move them forward in learning. (EEF report on effective PD)</p>	<p>1, 2 and 3</p>

<p>fosters belonging in a community.</p> <p>Cost of access to Therapeutic Thinking training – TA hours to attend all INSET and after-school training £825 per day</p> <p>Budget for TA training to attend hour of PD after school £550 per session</p> <p>Funding for CPD on effective teaching using the neuroscience of learning</p> <p>Revise effective use of marking and feedback with a newly-assigned assessment leader.</p>	<p>All staff access relevant specialist training on working with PPF-eligible children</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused interventions during school time £26,500</p>	<p>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions +4 months Phonics - +5 months</p>	<p>1 and 2</p>
<p>Wellbeing sessions including school counsellor, ELSA and Nurture Group time £30,300</p>	<p>EEF Teaching and Learning Toolkit – Social and Emotional Learning - +4 months</p>	<p>3</p>
<p>Times Table Rockstars £200</p>		
<p>Welcomm Language Intervention £17,000</p>	<p>EEF Communication and Language approaches - +7</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School trips financed for children. £10,000</p>	<p>Wider strategies – supported in the EEF Guide to the use of Pupil Premium to support the whole child in their community. This ensures that children develop good emotional and social skills.</p>	2 and 3
<p>Funding for access to clubs or set of music sessions. £7,500</p>		2 and 3
<p>Free school uniform, other clothing and additional resources: £1,500</p>		2
<p>Funding the Assistant Headteacher (Pastoral) for 4 days a week to ensure that vulnerable children have consistent support PPF funding subsidising role £63,455</p>	<p>NSPCC – Promoting children and young people’s wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021). EEF – many aspects of the research show importance of good Inclusion management – teaching assistant deployment, resources to meet the specific needs of the disadvantaged pupils with SEND.</p>	1,2 and 3
<p>Funding salary for admin staff member – the additional role structure, set out last year, allows the attendance officer more focus on attendance via weekly monitoring with the head and effective communication with staff and with parents. This is having an impact (see below). £10,577</p>	EEF working with parents to support children’s learning	4

<p>Explore funding release time for staff member to work with school council to focus on pupil safety and belonging</p> <p>Supply for half day release fortnightly</p> <p>£2,200</p>	<p><u>NEU case studies</u></p>	<p>3 and 4</p>
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Total budgeted cost: £179,087

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Extra support given in the foundation stage classes ensured that the cohort was given more support. Y1 teachers assessing children coming up from Reception all saw an improvement in phonics performance, early reading and oracy.

PPF funding has been used for eligible children to access clubs and music lessons – including wrap-around care supporting parents with work and travel commitments and Rocksteady music club which allowed children to rehearse, learn instruments and perform live. Items of school uniform were purchased for eligible children. School trips were paid for all pupil premium children, at a time when some parents were struggling to manage to meet costs. It has been seen to subtly support many families who have not wanted to withdraw children but have recognised that they would not be able to send their children without this facility. The impact of this is that the children have not stood out against the children whose families could afford such trips, uniform and after school activities.

Attendance continued to be closely monitored throughout the year. The consistent approach by the pastoral administrator in following up absences, alongside the “welfare” check approach to visit homes raised awareness of the need for children to be in school. Our PAT dog, Bailey, has also enabled children eligible for PPF to access school more readily – overcoming anxiety and concern during morning transitions from home to school. School attendance has remained at national average but attendance was 2.3% lower for PPF-eligible children (93.6%) than their peers (95.9%) – this is marked improvement from last year when the gap was 6% and the PPF-eligible children’s attendance was 89%; we need to continue the work we’re doing.

Our ELSA has continued to be available to children for support. We now have lunchtime nurture groups supporting children who have suffered from anxiety, poor mental health and/or social anxiety are supported by specialist adults. In lunchtime, afternoon groups and 1:1 sessions, she has worked with children throughout the year addressing a variety of emotional and social difficulties enabling them to access learning in a more positive and effective way. Recruitment of additional trained ELSAs has added further capacity.

Our school counsellor has supported the work of disadvantaged children as well as supporting social care in their work with children who have had specific needs linked to child protection. This has been very effective in giving the children a place where they can talk to an impartial person. Again, the impact of this has been seen in the confidence and engagement of these children.

Analysis of data at the end of Summer 2025 shows that:

The gap between disadvantaged children who are eligible for free school meals has not decreased and this remains as a concern for the school.

8% of PPF-eligible children achieved GLD in EYFS compared with 64% of non-PPF-eligible peers.

Phonics data shows that of the 17 eligible pupils who completed the phonics screening in Year 1, 58% of PPF achieved the expected standard (non-PPF pupils 84%) showing that while our over-arching phonics outcomes are improving year-on-year, there is still a large discrepancy between PPF-eligible children and their peers.

Key stage 2 data at the end of 2024 showed that of the 14 children eligible for pupil premium funding, 30% achieved the combined standard in reading, writing and maths – an increase on

the previous year's 21%. 67.3% of non-PPF-eligible children attained combined ARE. The average standardised reading score was 100 (non-PPF: 107) and the average maths score 97 (non-PPF 103).

Externally provided programmes

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

Programme	Provider
n/a	