

Pupil Premium Strategy Statement – Waterloo Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	409
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Maciver
Pupil premium lead	Tanasha Robinson
Governor / Trustee lead	Trudi Hirsch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £216,180.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£ 216,180

Part A: Pupil premium strategy plan

Statement of intent

At Waterloo Primary School, our intention is that all pupils, whether they are primarily based in mainstream provision or specialist provision, irrespective of their background or the challenges they face, make good progress in line with their peers 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are previously known to social care, are young carers or pupils who we believe to be economically disadvantaged but have not been identified as pupil premium eligible. The activities that we have outlined in this statement are intended to support the needs of any vulnerable child, regardless of whether they are disadvantaged or not.

Our approach will be responsive to both shared challenges and individual needs and grounded in robust diagnostic assessment rather than assumptions about disadvantage, recognising that pupils may face multiple, overlapping barriers. The approaches we have adopted complement each other to help pupils excel.

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 attainment gap and, at the same time, will benefit every pupil in our school.

To ensure that the approaches in this strategy are effective, we will:

- Act early to intervene at the point where 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.
- Ensure all teaching is good or better, therefore ensuring that the quality of teaching experienced by all children is improved.
- Ensure that appropriate provision is made for children who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- Recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any child or group of children the school has legitimately identified as being socially disadvantaged.
- Allocate Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	KS2 Reading, Writing and Maths combined outcomes show a persistent attainment gap between Pupil Premium and non-Pupil Premium pupils 31% (2022–23), 34.8% (2023–24), and 37% (2024–25) of pupil premium pupils achieved the expected standard in Reading, Writing and Maths, compared with 53.8%, 71.4%, and 65.6% respectively for non-Pupil Premium pupils. These outcomes are also below national averages for disadvantaged pupils.
2	Analysis of the Phonics Screening Check outcomes shows a persistent attainment gap between pupil premium and non-pupil premium pupils in both Year 1 and Year 2. In 2024–25, 52.6% of pupil premium pupils passed the check in Year 1, and 64.7% passed in Year 2. Nationally, around 67% of disadvantaged pupils meet the expected standard in Year 1 and approximately 89% do so by Year 2. This indicates that our disadvantaged pupils are not yet achieving in line with national expectations.
3	End-of-year assessments show fewer disadvantaged pupils achieved a Good Level of Development than non-pupil premium peers: 40% compared with 53.15% in 2024–25. This gap is linked to weaker early language acquisition and lower school readiness among pupil premium pupils, including unmet toileting skills, underdeveloped communication, and below-age PSED levels.
4	Pupil premium pupils consistently have lower attendance than their peers, with rates of 92.4%, 90.6%, and 91.7% from 2022–25, compared with 94.6%, 95%, and 95.6% for non-pupil premium pupils. While above the national pupil premium average of 89.4%, attendance for pupil premium pupils remains below the overall expectation of 95%, reflecting the national trend. Data shows that this gap is linked to social and emotional barriers, including family mental health, financial hardship, housing instability, and food insecurity, with high demand for emotional support, neglect interventions and Early Help.
5	<p>A proportion of pupil premium pupils face multiple, overlapping barriers, with 7.7% to 38.9% of pupil premium pupils in a year group being identified as having SEND. Progress analysis across Reading, Writing, and Maths indicates that pupil premium pupils with SEND do not consistently achieve the expected six steps of progress per year and make less progress than their non-pupil premium peers with SEND.</p> <p>Observations and pastoral discussion indicate that many pupil premium pupils require Social, Emotional, and Mental Health (SEMH) support, with 31% having emotional concern logs. Nationally, SEMH needs are</p>

	<p>rising: in 2025, 23.6% of pupils receiving SEN support and 16% with an Education, Health and Care Plan have SEMH as their primary need.</p> <p>https://assets.publishing.service.gov.uk/media/68d65e5dc908572e81248d43/Identifying_and_supporting_children_and_young_people_with_social_emotional_and_mental_health_needs_a_rapid_evidence_review.pdf</p>
6	<p>Teacher observations and homework records show that there is inconsistent engagement from parents in reinforcing basic skills at home, including reading and times tables. Data highlighted that 53 homework logs were related to PP pupils, indicating that a number of disadvantaged pupils were not engaging with home learning.</p>
7	<p>Limited access to enrichment and extracurricular activities is reducing pupil premium pupils' cultural capital, engagement, and curriculum progress. Observations show disadvantaged pupils, particularly those with SEND, miss trips, clubs, and hands-on experiences essential for vocabulary, background knowledge, communication, and social development. For pupils on engagement or semi-formal pathways, enrichment is critical for accessing the curriculum. Its absence narrows learning opportunities, making the curriculum less motivating, practical, and equitable.</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 attainment of Reading, Writing and Maths combined among disadvantaged pupils, ensuring they make at least expected progress and achieve in line with their non-disadvantaged peers.	<p>Teacher assessments, internal assessments, and national assessments demonstrate that the percentage of pupil premium pupils achieving the expected standard in Reading, Writing, and Maths combined increases year-on-year and moves closer to or exceeds the national average for all pupils.</p> <p>The attainment gap between pupil premium and non-pupil premium pupils narrows,</p>
Accelerated progress for all SEND pupils across all phases in core subjects where they are working below the expected standard, ensuring they make at least expected progress and reduce the attainment gap with their peers.	<p>Teacher assessments, internal assessments, and national assessments demonstrate that SEND pupils working below expected standards make expected progress or accelerated</p>

	<p>progress across the year.</p> <p>The attainment gap between pupil premium SEND and non- pupil premium SEND pupils reduces in Reading, Writing and Maths.</p>
Increased Good Level of Development attainment for disadvantaged pupils, ensuring they achieve in line with their peers and move closer to or exceed the national average.	<p>Teacher assessments demonstrate that pupil premium pupils' Good Level of Development attainment moves closer to or exceeds the national average for all pupils.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows annually.</p>
Improved phonics attainment among disadvantaged pupils, ensuring they achieve in line with national expectations and close the gap with their peers.	<p>National assessments demonstrate that pupil premium pupils' phonics outcomes move closer to or exceed the national average for all pupils in Year 1 and Year 2.</p> <p>The gap between disadvantaged and non-disadvantaged pupils in phonics outcomes narrows annually.</p>
Improve and sustain attendance for disadvantaged pupils to ensure that it is closer to national expectations and the attendance of non-disadvantaged pupils.	<p>The % attendance of each pupil premium pupil that was below 96.5% attendance in 2024/25 improves each year.</p> <p>The attendance gap between pupil premium pupils and their non-disadvantaged peers is reduced by at least 1.3% points per year, in order to get to a position where there is no gap.</p> <p>The percentage of pupil premium pupils who are persistently absent is below 21 %, and the figure is in line with non-pupil premium pupils.</p>
Increased parental engagement with home learning to reinforce pupils' basic skills,	<p>Higher participation rates of pupil premium pupils in home learning activities are recorded.</p> <p>Teacher assessments show progress in reading, times tables, and spellings for</p>

	pupils whose parents actively engage with home learning.
Improved enrichment opportunities, leading to increased engagement with the curriculum and higher attainment.	<p>The percentage of disadvantaged pupils accessing a broad range of enrichment opportunities, including Music All Minds, school trips, and extra-curricular activities, increases annually and is in line with that of non-pupil premium pupils.</p> <p>Teacher assessments, internal assessments and National assessments show that disadvantaged pupils make measurable progress in academic attainment across all subjects.</p>

Activity in this academic year

The following 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)

Budgeted cost: £ 93, 785.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted CPD for teaching assistants to improve intervention delivery, support SEMH and academic progress.	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-a-ssistant-interventions</p>	1,2,3,5
CPD for teachers and cover supervisors to embed a whole-school Voice 21 approach	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.	1,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1765093026	
Allocate release time for the English Lead to deliver targeted CPD and coaching in high-quality reading and writing practices, guided by EEF Reading House and evidence-based writing strategies.	<p>Supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
Provide CPD with a writing specialist to improve writing plan design and strengthen teaching pedagogies.	<p>Supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 5
Allocate weekly release time for the phonics Lead to deliver targeted CPD and coaching in high-quality phonics teaching	<p>Supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2
Provide CPD to develop a Key Stage 2 writing moderator, ensuring accurate	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/educ</p>	1

and consistent pupil writing assessment.	ation-evidence/guidance-reports/effective-professional-development https://d2tic4wvo1iusb.cloudfront.net/production/documents/leadership-planning/recruitment-and-retention_scoping-summary-key-findings_v.3.0.0.pdf?v=1761051953	
Provide CPD for and implement the “Squiggle While You Wiggle” handwriting scheme in Early Years and provision classes, providing structured opportunities to strengthen fine motor control, letter formation, and early literacy skills and number formation.	<p>Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. In turn, this supports writing composition.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1765091547</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1765091547</p>	1, 3
Provide CPD and implement the Letter Join handwriting scheme across KS1 and KS2 where appropriate	<p>The Writing Framework (July 2025) emphasises the importance of progressive development and handwriting as a key transcription skill for fluent and legible writing.</p> <p>https://www.letterjoin.co.uk/news.html</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1765442213</p>	1,5
Provide CPD and implement Rapid Phonics KS2 SSP to strengthen phonics and reading.	<p>Pupils with a reading age of 8 or below will likely need the support of a systematic synthetic phonics programme,</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,5
Release the Maths lead to research, develop and implement a multi-sensory pre-formal, semi-formal, and formal curriculum	<p>For pupils who are working consistently and over time below or very near the start of their national curriculum, curricula NEED TO be different rather than differentiated, because the way such pupils learn is different, and often very, very different from neurotypical, conventional developing learners for whom a national curriculum is designed.</p> <p>https://equals.co.uk/informal-curriculum/</p>	1,5

within the Autism provision.		
Provide mastery-focused Maths coaching to enhance teaching, pedagogy, and pupil outcomes, and release teachers to observe best practice and share strategies.	<p>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-planning-support/1-high-quality-teaching</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ee-f-guidance-reports/early-maths/EEF_Maths_EY_K_S1_Summary_of_Recommendations.pdf</p>	1,5
Implement diagnostic Maths materials and an online summative assessment system aligned with the curriculum to identify pupil needs, target teaching, and support interventions, while reducing teacher workload.	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1765098455</p> <p>There is wide agreement that marking and feedback are a significant burden for teachers and take up a large amount of their time. There is also agreement that these tasks could be done differently to reduce this burden without compromising quality</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Review-of-teacher-workload-management-approaches.pdf?v=1765360201</p>	1,5
Implement Talamo, a diagnostic reading and intervention platform, to help teachers identify pupil strengths and gaps, ensuring targeted and responsive teaching.	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1765098455</p>	1,5

Develop high-quality teaching by strengthening staff skills in adaptive practices, such as scaffolding, to ensure lessons are consistently tailored to meet the diverse needs of all pupils.	<p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1765089665</p>	1,2,3,5
The Inclusion Lead and SENDCo will develop staff expertise in the application of the graduated response to ensure early identification and consistent support for pupils' additional needs.	<p>The SEND Code of Practice recommends that schools use a graduated approach, incorporating cycles of 'assess, plan, do, review', to best understand and respond to the learning needs of pupils with SEND.</p> <p>https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf</p>	1,2,3,5
Provide CPD for the pupil premium lead to equip them to identify barriers, monitor impact, and drive evidence-informed improvements for disadvantaged pupils.	<p>An effective pupil premium strategy allows schools to intervene early and prevent these attainment gaps from growing. It is one of the most powerful tools we have for supporting education equity.</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	1,2,3,4,5,6,7
Purchase technology to enable pupils to access high-quality, research-informed, targeted interventions and enable effective diagnostic assessment.	<p>Technology can play a role in improving assessment and feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1,5
Release three staff members undertaking NPQ qualifications and a two staff members completing the	<p>Leadership practices that show promise for retention include: Prioritising teacher development, such as enabling access to professional learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers</p>	1,2,5

SEND NPQ - enhancing professional development and supporting recruitment and retention.		
Deploy additional experienced specialist staff in Year 6 (Maths Mastery specialist and trained English moderator)	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Smaller classes impact on learning if the reduced numbers allow teachers to teach differently</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,5
Purchase the Cornerstones curriculum to support high-quality teaching and learning in specialist provision classes.	<p>Stronger sequencing, clearer foundational knowledge, skills, concepts, purposeful practical work and coherent subject progression sit at the heart of the Cornerstones curriculum.</p> <p>https://cornerstoneseducation.co.uk/blog/what-the-curriculum-and-assessment-review-means-for-maestro-users-and-why-you-can-feel-fully-confident-moving-forward/</p>	5
Purchase and implement B-squared assessment for specialist provision classes	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	5
Release the curriculum lead to develop the curriculum and specialist provision teachers to access CPD from internal staff and the Director of Education to	<p>High-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	5

enhance teaching quality.		
---------------------------	--	--

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

Budgeted cost: £ 49, 194.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a structured framework to deliver targeted, evidence-based academic and SEMH interventions.	Well-evidenced teaching assistant interventions can be targeted at pupils who require additional support and can help previously low-attaining pupils overcome barriers to learning and 'catch up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5
Deploy teaching assistants to deliver targeted academic and SEMH interventions.	The impact of targeted deployment of TAs is typically much higher than deployment in everyday classroom environments. The average months' progress is 5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5
WellComm interventions are delivered by a dedicated teaching assistant to provide targeted, evidence-based support for pupils' oral language, vocabulary, and communication skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Many children and young people who have behavioural difficulties, including many of those with social, emotional and mental health needs (SEMH), also have speech, language and communication needs (SLCN)	1,2,3,5

	https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/rcslt-behaviour-a4-factsheet.pdf	
Train staff and implement the 5- and 10-Minute Box interventions in KS2 to support pupils with SpLD, providing short, structured, evidence-informed sessions targeting phonics and word reading.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Implement Dynamo Maths as a diagnostic tool within the graduated response to strengthen foundational number skills, screen for dyscalculia, and deliver targeted, evidence-based interventions tailored to pupils' needs.	https://dynamomaths.co.uk/numberse-nsemmr-framework/ https://educationendowmentfoundation.org.uk/measures-database/dynamo-maths	1,5

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

Budgeted cost: £ 68,498.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct an audit and parent surveys to identify barriers and preferred support, ensuring provision meets the needs of disadvantaged pupils and families. Deliver repeated face-to-face and online workshops on Century Tech, TT Rockstars, and 5-/10-Minute Box homework, releasing	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

subject leads to deliver sessions and communicate with parents.		
Provide CPD, develop and implement a consistent whole-school approach using the Zones of Regulation	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.</p> <p>Several studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1.2.3.5
Inclusion Lead to deliver Team Teach training, equipping staff with strategies to support pupils' SEMH and safely prevent or de-escalate challenging behaviours.	<p>Teachers should be trained in specific strategies for supporting pupils with needs.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	5
Provide staff training in LEGO® Therapy and implement the programme to support pupils with low levels of Personal, Social, and Emotional Development (PSED), promoting communication, collaboration, and social skills.	<p>Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in children with autism, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</p>	3, 5

<p>Appoint a dedicated Attendance Officer, pastoral support, and Early Help worker to monitor attendance, address barriers, provide targeted support, and maintain regular communication with families.</p>	<p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p> <p>Communicating with parents and carers breaks down barriers and builds positive relationships. This enables us to get to know individual families, understand the difficulties they face and support their children to attend school.</p> <p>https://attendancetoolkit.blob.core.windows.net/toolkit-doc/Attendance%20toolkit%20for%20schools.pdf</p>	4
<p>Provide trip funding, a minibus for pupils in our specialist provision classes and Musical Minds tuition to ensure all pupils access extracurricular and cultural experiences.</p>	<p>Evidence shows that increased participation in extra-curricular activities is associated with higher academic outcomes,</p> <p>https://www.gov.uk/government/news/new-curriculum-to-give-young-people-the-skills-for-life-and-work</p>	5,7

Total budgeted cost: £ 211,477.59

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of Key Stage 2 outcomes, phonics screening, and internal assessments demonstrates that the attainment gap between pupil premium and non-pupil premium pupils remains across all subjects. In Reading, Writing, and Maths combined, disadvantaged pupils achieve below their non-disadvantaged peers and national averages, both at the expected standard and at greater depth. Phonics outcomes show a similar pattern, with disadvantaged pupils underperforming in Year 1 and Year 2, indicating that current interventions are not sufficiently early, intensive, or tailored to meet pupils' needs.

Key contributing factors include variability in the consistency of quality-first teaching, limited opportunities for targeted professional development, and gaps in curriculum coverage. Reduced access to learning due to higher absence and lateness further hinders progress. Interventions, while in place, are not yet consistently impactful or sufficiently aligned with diagnostic assessment data, and some are implemented too late to effectively close existing gaps.

These findings indicate that the school's current strategy has not yet secured parity with national outcomes for disadvantaged pupils. There is a clear need for more sharply focused, evidence-informed interventions that directly address barriers to learning, improve the consistency and quality of teaching, strengthen early and targeted support, and enhance pupil attendance to accelerate progress and narrow the attainment gap.

Targeted Interventions

Pupils across the NELI programmes made progress in line with expectations, with one pupil exceeding expected gains. In provision classes, 35% of pupil premium pupils met their communication and language objectives, slightly higher than 33% of non-pupil premium pupils. This indicates that the interventions are supporting steady language development and are having a slightly greater impact on disadvantaged pupils, helping to narrow early language development gaps.

Wider outcomes, for primary pupils:

Disadvantaged pupils continue to face significant barriers affecting learning, including higher levels of emotional, social, and behavioural needs, lower engagement with home learning, and reduced attendance and punctuality. Emotional concern logs show 31% of pupil premium pupils with ongoing vulnerabilities, while homework engagement remains lower than that of their peers. Targeted attendance actions, including monitoring, Early Help, and a dedicated Attendance Officer, provide focused support, yet disparities persist.

Pupil premium pupils access a range of wellbeing and pastoral interventions, including ELSA, EMHP, Listening Lunch, Wellbeing Club, and Reading Champion mentoring,

demonstrating strong engagement. However, sustained high levels of behavioural and emotional concerns indicate the need for more consistent, effectively evaluated intervention pathways.

Overall, while support provision is comprehensive, further targeted strategies are required to improve engagement, attendance, and intervention impact, ensuring disadvantaged pupils can access learning fully and achieve in line with peers and national expectations.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Developing opportunities for diagnostic assessment of learning barriers using tools such as NFER assessments and L'Explore.

Strengthening staff skills in using existing assessment software to create diagnostic profiles for disadvantaged pupils to inform targeted intervention.

Providing Bikeability training for both mainstream and specialist provision classes to support confidence, participation, develop life skills and wider personal development.

Using Class Dojo to maintain personalised, consistent communication with parents and carers, promoting engagement in learning.

Attendance of the Inclusion Lead and Acting Headteacher at Inclusive Cultures training to support the development of the Waterloo model, establishing a clear vision for inclusion across the school.