

## Waverley Primary School Pupil Premium Statement for 2025-2026

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
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	39.49%
Academic year/years that our current pupil premium strategy plan covers.	Sept 2025 - July 2026
Date this statement was published	Sept 25
Date on which it will be reviewed	March 26
Statement authorised by	E. Douse
Pupil premium lead	W. Leeming
Governor / Trustee lead	D. Carville

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,585
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£N/A

## Part A: Pupil premium strategy plan

### Statement of intent

At Waverley Primary School, we have high expectations for all of our pupils. Pupil Premium (PP) funding is considered based on the context of our school, and the subsequent challenges we face, alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of academic strengths and weaknesses across the school.

Waverley key pastoral factors include: 39.49% Pupil premium, 4.62% service children, 1.03% in care, 0.9% carers, 11.79% EAL, 35.38% SEND, 16.42% medical conditions.

### Priorities

- To improve the attendance and punctuality of those children eligible for PP.
- To narrow the gap for those pupils in receipt of PP in our Early Years setting and embed a robust and consistent Early Reading Programme in our lower year groups.
- Allow all pupils including the disadvantaged pupils to make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard by the end Key Stage Two through QFT and CPD. Using GLD, Phonics, MTC as marker points.
- Adapt and vary our offer at Year 6 (those most impacted by pandemic through missing Early Years opportunities and milestones).

### Challenges

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

Challenge number	Detail of challenge
1	To address attendance, punctuality and persistent absence issues for PP pupils, through both supportive and accountability measures.
2	Deprivation factor (IDACI, quintile 5 most deprived of all schools in terms of deprivation, SEND, FSM – 38%) to continue to focus on the development of speech, language and vocabulary development within our Early Years setting for our pupils who enter with low starting points.

3	Deprivation factor (IDACI, SEND, FSM). We aim to close the gap between disadvantaged and non-disadvantaged children meeting age related expectations at key performance points during their time at our school (Early Years – GLD, Year 1 Phonics screen, Year 2 Phonic re-sit, Year 4 MTC, Year 6 SATs. With an improving results picture for the school.
4	Funding high quality curricular opportunities for all as they track through school.
5	To support wider issues of poverty within the Waverley school community which directly impacts on our disadvantaged children (some of which impact attendance).

### 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
1. Pupils attend school every day and on time	<ul style="list-style-type: none"> <li>Attendance and PA for PP pupils is at least in line with regional, national other pupil data. (Evidenced by internal school data and systems including FFT).</li> <li>Punctuality for disadvantaged pupils will be in line with other pupils across school.</li> <li>Through the work of the school internal and external teams (CES and LA) parental 'buy in' to attendance will support school methods.</li> <li>School attendance will show an improving picture.</li> </ul>
2. Early identification of needs within the Early Years setting allows for targeted intervention, support and where relevant SEND pathway implemented at an early stage.	<ul style="list-style-type: none"> <li>All Early year's practitioners are confident in identifying barriers to learning in pupils. (Key worker observations as class, individual, group work).</li> <li>Earlier discussions with in-school SEND team for referrals and multi-agency working fully established.</li> <li>Staff CPD speech and language (BEST initiative).</li> <li>Constant modelling of language and vocabulary from staff through structured activities and play (Voice 21).</li> </ul>
3. Pupils who are disadvantaged achieve academically as well as their peers (School, Newcastle and National picture).	<ul style="list-style-type: none"> <li>Robust pupil tracking systems ensure appropriate support and enhanced provision for children who are most likely to leave the school</li> </ul>

<p>School to demonstrate annual gains to reach National (all pupils).</p>	<p>without the required basic skills. (SIMS tracker).</p> <ul style="list-style-type: none"> <li>• Interventions and intervention teaching accelerate progress in the basic skills.</li> <li>• Academic data shows the narrowing of the gap between groups of pupils and school data moves more in line with National statistics.</li> <li>• Use of QFT, targeted interventions and pre-teaching to 'plug gaps'.</li> </ul>
<p>4. All pupils to experience a range of character building, career aspiration rising and cultural opportunities during their time at Waverley.</p>	<ul style="list-style-type: none"> <li>• Character building opportunities through our forest school, residential and Sports experiences.</li> <li>• Educational experiences will be used to enhance learning and understanding of curricular work.</li> <li>• Experiences will be woven though our curriculum as part of raising pupil aspiration (careers).</li> <li>• Outdoor learning opportunities for social, emotional mental health and wellbeing, resilience learning, confidence building away from the classroom environment.</li> <li>• Extracurricular opportunities (including clubs) will build upon pupil talents and interest to refine their personal development.</li> </ul>
<p>5. The school to be a place of support for all families offering guidance and signposting to external support and agencies (YHN, money matters, Food bank, etc). The school to identify known and consider early identification of potential <i>unknown</i> mental needs within pupils at an early stage and offer them access to support with minimal delay.</p>	<ul style="list-style-type: none"> <li>• Have a dedicated safe space within school.</li> <li>• D.o.P. role and SEND coffee mornings.</li> <li>• Work with Outer West TAS, Zone West and SEMH hub teams, (including staff training), EEFpilot project.</li> <li>• Daily dedicated exploration time to play.</li> <li>• Grant chasing and funding to enhance children's experiences including outreach work to support families with white goods, food, fuel, Christmas gifts. (DoP)</li> </ul>

### 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)

Budgeted cost: £30,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years provision at 32.5 hours for children not eligible for the working families funding.	Prioritising places to young, disadvantaged children into Nursery/Pre-school setting.	1,2 and 3 £23,888
	EEF Effective mechanisms of PD (mentoring and coaching) Staff meeting planner, power points, notes	2 £3131
	Royal Shakespeare company training (Y5 class and teacher)	4 £ 200
<i>Edukey (SEND software)</i>	EEF High Quality Teaching curriculum.	2 £955
<i>Staff CPD</i>	Pupil Book Study	3 £750
<i>Staff CPD Maths</i>	NCETM	3 £750
<i>Staff CPD – Project Resilience SEND</i>		2,5 £2 x days supply costs £408

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

Budgeted cost: £41,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA's and 1 x TA hour increased by 5 hours)</i>		1 £36,006
<i>Doodle Maths</i>	EEF Using Digital Technology to improve learning	1 and 3 £1044
<i>Times table rockstars</i>	Improve MTC Year 4 outcomes as evidenced by school data and TTRS heat maps.	3 £176
<i>Grammarsaurus</i>	Improve below National GPS and Writing outcomes at KS1 from internal data. (Evidence KS1 moderation within ONE Trust).	3 £399

<i>Lease of class I-pads</i>	EEF Using Digital Technology to improve learning.	1,2,3	£4000
<i>RWI</i>			

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

Budgeted cost: £30,002

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Pastoral Lead</i>	EEF x 3 documents related to Supporting pupils' social, emotional and behavioural needs. EEF Supporting attendance EEF communicating with and supporting parents. Schools own case study evidence.	1 and 5	£20,073
<i>Clennell</i>	EEF Supporting attendance EEF communicating with and supporting parents School internal data (pre and post covid)	1 and 5	£1900
<i>Attendance rewards</i>	EEF Supporting attendance EEF communicating with and supporting parents	4	£1000
<i>House point system</i>	Use of a house point system to enhance and promote school values sustaining good overall behaviour for the majority of the pupils.		£299
<i>Educational visit support</i>	EEF Toolkit – Arts participation (increased engagement in learning, learning opportunities outside of the classroom to enhance the academic learning experience in the classroom, making subjects and topics more relatable.	6	£6000
<i>Emergency parental support (DoP)</i>	EEF: Communicating with and supporting parents.	4	£250
<i>Volunteer Readers</i>	No cost: Pupils have 1:1 adult supported reading.	2 and 3	£0
<i>Extended School Time</i>	Summer camps (4x4x4) – days, hours, weeks. (EEF Toolkit – summer schools)	3	£480 Building lease cost and caretaker overtime

Total budgeted cost: £

**Part B Review of the Previous Academic Year, pupil outcomes.**

<b>Early Years Foundation Stage Profile</b>			
	<b>2024 Attainment</b>		<b>National Average</b>
	<b>All Pupils</b>	<b>PP</b>	
Good Level of Development	56%	40%	67.2%

<b>Key Stage One Phonics</b>			
	<b>2024 Attainment</b>		<b>National Average</b>
	<b>All Pupils</b>	<b>PP</b>	
Year 1	67%	25%	78.9%
Year 2 (incl Y1)	67%	60%	88.6%
Year 2 resits	18%	0%	-

<b>Key Stage One</b>				
	<b>Subject</b>	<b>2024 Attainment</b>		<b>National Average</b>
		<b>All Pupils</b>	<b>PP</b>	
% Expected Standard	Reading	52%	60%	68.3%
	Writing	30%	30%	60.1%
	Maths	55%	60%	70.4%
	RWM combined	26%	20%	56%
% Greater Depth	Reading	7%	0%	18.8%
	Writing	7%	0%	8.2%
	Maths	0%	0%	16.3%
	RWM combined	0%	0%	-

<b>Key Stage Two</b>				
	Subject	2024 Attainment		National Average
		All Pupils	PP	
% Expected Standard	Reading	83%	93%	<b>74%</b>
	Writing	73%	64%	<b>72%</b>
	Maths	77%	79%	<b>73%</b>
	GPS	73%	64%	<b>72%</b>
	RWM combined	67%	64%	<b>61%</b>
% Greater Depth	Reading	23%	29%	<b>28%</b>
	Writing	17%	7%	<b>13%</b>
	Maths	27%	21%	<b>24%</b>
	GPS	27%	7%	<b>32%</b>
	RWM combined	7%	0%	<b>8%</b>

		2024 Attainment	National Average
Average Scaled Score	Reading	105	<b>105</b>
	Maths	105	<b>104</b>
	GPS	101	<b>105</b>

<b>Year 4</b>		2024 Attainment	National Average
Multiplication Check (MTC)	Average attainment score	18	<b>20.2</b>
	% of pupils scoring full marks	42%	<b>29%</b>

Attendance Waverley	Attendance Newcastle	Attendance National	Persistent Absence Waverley	Persistent Absence Newcastle	Persistent Absence National
93.6%	%	%	14.6%	/	%

NPQEL – 1 staff member CPD ongoing into Y2. NPQSL – 1 staff member CPD completed and awaiting assessment outcome

For detail of work – please request DoP Summer term summary report for academic year 23-24 shared with Governors (internally available via Governor Hub).

### Externally provided programmes

Programme	Provider
Times table rockstars	TTrockstars.com
SeeSaw	SeeSaw
Doodle Maths	EZ Education
White Rose Maths	
Twinkl	
One Decision	
Evidence Me	2Simple
Phonics RWI online	Oxford Owl

### Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Individual pupil catch – up (rapid reader, 1:1 reading, Doodle, Read, Write, Inc group). Educational psychologist assessments. Wrap around support. Uniform support. Financial support towards extra-curricular and curricular experiences. LSA Interventions.
The impact of that spending on service pupil premium eligible pupils
Accelerated progress in academic outcome as evidenced by pupil progress tracking.