

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waterthorpe Nursery Infant School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	38% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Governing Body of Waterthorpe
Pupil premium lead	Shelly Appleby
Governor	<u>Lee Greenwood</u>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Post Looked After Children Looked after Children	£67375.00 (47 children) £1300.00 (Derbyshire LAC)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£68,675.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil premium funding to help us improve and sustain high attainment for disadvantaged children at our school that is comparable with non-disadvantaged pupils nationally. During the period of this plan we will focus on the key challenges that are preventing our disadvantaged children from attaining well: age related expectations, attendance, oral language and emotional well-being.

Our expectation at Waterthorpe is that, irrespective of background or the challenges they face, all children develop a core knowledge and set of skills that ensures fast pace progression across and between each year group. We aim for all children have positive experiences and that they develop a love of learning and education, that will stay with them for the whole of their lives.

The approaches we have adopted complement each other to help children to achieve well. To ensure they are effective we will:

- ✓ *Have a whole school approach to attainment for all*
- ✓ *Clear responsive leadership at all levels*
- ✓ *To monitor and intervene early*

Challenges

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

Challenge number	Detail of challenge
1	Mental Health and Emotional Wellbeing The cost of living crisis has additionally impacted disadvantaged families and children. We have an increasing number of disadvantaged children and children whose parents do not claim means tested benefits, however they are families with children experiencing adverse childhood experiences and we are seeing a high number of children with emotional dysregulation. Disadvantaged children have a higher exposure and increased risk to mental health issues.
2	Outcomes in Writing Attainment in writing at the end of key stage one is below national for all children. Disadvantaged children's attainment in writing is below that of non-disadvantaged children.
3	Persistent Absence At the end of 2024 48.3% of disadvantaged children also had a level of attendance classified as persistent absence. This compares to 23.6% PA for all children in 2024.

	At the end of 2025 PA was 29.1% for all children and 34% for disadvantaged children. Some families are very disengaged with education. Following the pandemic some parents do not prioritise school attendance.
4	Early Oracy and Basic Skills on Entry On entry to Nursery, parental expectations of pupils are very low. Staff are supporting families with a range of parenting strategies including toilet training, and the expectations of children in nursery.
5	Additional Vulnerabilities for disadvantaged Children Our school mapping shows that many of our disadvantaged children also fit into other vulnerable groups such as having poor attendance or special educational need (SEND). There is an increasingly high proportion of pupil premium children, who also have Special Educational Needs & Disabilities SEND (24%).2021/22 (38%) 2022/2023 (38%)2023/2024 (35%)2024/2025 (36.8%)2025/22026

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
More disadvantaged children achieve GLD at the end of the foundation stage	- Disadvantaged children achieve in line with their peers nationally (not SEND) - Disadvantaged children make at least expected progress from previous summer (not SEND)
More disadvantaged children achieve the required level in phonics by the end of Year One	- Disadvantaged children make expected progress in reading (not SEND) - The Y1 screening pass rate for disadvantaged children is inline or above national figures (not SEND) - Lesson monitoring identifies quality first teaching of phonics across school - Children who have completed the RWI programme continue to have a rigorous reading programme
More disadvantaged children achieve age-related outcomes within the national standard in reading, writing and maths by the end of KS1.	Disadvantaged children achieve similar or better outcomes to non-disadvantaged children nationally
Increased attendance rates for disadvantaged pupils.	- Disadvantaged children will have attendance rates in line with national attendance rates - Persistent absent rates of children are below national figures
Improved oral language for disadvantaged children	Staff are trained, delivering and evaluating high quality communication and language interventions

	• Language development is supported with visuals symbols across school • Story books are shared every day to foster a love of reading
Disadvantaged children are identified within school and strategies in place to support them	• Qualified Lead Practitioner for Trauma Informed schools appointed to lead on approach • Qualified Mental health lead training and appointed to lead on approach • Disadvantaged children are happy, make progress and enjoy school
Disadvantaged children, particularly those with SEND demonstrate improved outcomes.	• Disadvantaged children with SEND make good progress from their starting points • Increased proportion of disadvantaged children with SEND achieve ARE at key assessment points • Children demonstrate rapid progress through basic skills assessments (Birmingham Tool Kit, Boxall and Locke & Beech shows progress in targeted areas for vulnerable children supported through nurture

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further strengthen PSED and communication and language opportunities across EYFS	The DfE says that the EYFS is intended to: • make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements • focus on strengthening language and vocabulary development to particularly support disadvantaged children • strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1 • ensure the ELGs are based on the latest evidence in childhood development • ensure they reflect the strongest predictors of future attainment.	1 4 & 5
Continue to implement RWI phonics across school	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. EEF 2021 The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. OFSTED improvement points March 2019: Improve the progress that pupils make in phonics particularly those of lower ability and those who are disadvantaged so they quickly learn to read with fluency and accuracy. <i>Development days provided by Read Write Inc ensure SSP lessons are of the highest standard to reduce the number of pupils who need extra support. To ensure that Waterthorpe school continues to have staff with a high level of expertise in the teaching of phonics and reading, through regular</i>	1 4 & 5

	<i>coaching, training and that they are fully informed of changes and improvements to the Read Write inc programme.</i>	
To participate and implement the Open University Reading School Programme	As defined by the DfE, each English Hub will: <i>‘...promote a love of reading and support schools across the country to provide excellent phonics and early language teaching. Literacy specialists within each hub will provide tailored support to schools. This will include running events to showcase excellent practice in teaching reading and working with local schools to develop their practice’.</i> Department for Education (DfE), October 2018 Pupil Premium funding will be used to fund release time for the Early Reading Leader to monitor the implementation of the programme and provide coaching, as well as whole staff training	1, 4 & 5
Continued involvement in Maths Mastery project	This project aims to secure firm foundations in the development of good number sense for all children, over time children will leave KS1 with fluency in calculation and a confidence and flexibility with numbers. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. NCTEM 2021 Waterthorpe has had some success with Maths Mastery in KS1 and EYFS and outcomes at the end of KS1 are inline or slightly above for all children but disadvantage children are not achieving as well.	1 & 5
Implement the Power of Reading for children who have completed the RWI programme and ensure children are prepared for	The writing element of RWI will complement the phonics teaching established in school. Children are taught to write using the Read Write Inc writing sequence. The Power of Reading is a long-standing programme which was first developed in 2005. It has a rich evidence base and has raised achievement in more than 5000 schools. 98% of teachers saw improved engagement in children’s reading and 97% saw an improvement in children’s writing. Children who are part of the programme make an additional six months progress	1

	compared to their peers. (The full report from Leeds Trinity University is available from Supporting Materials at the end of this page.) Development days provided by Read Write Inc ensure SSP lessons are of the highest standard to reduce the number of pupils who need extra support. To ensure that Waterthorpe school continues to have staff with a high level of expertise in the teaching of phonics and reading, through regular coaching, training and that they are fully informed of changes and improvements to the Read Write inc programme.	
To adapt and develop the bespoke curriculum that meets the needs of the current cohort of children in school to ensure positive outcomes.	OECD data shows that 75% of the achievement gap between disadvantaged pupils and their peers comes from variation in pupil performance within the same school. What closes the gap is a relentless focus on every child, delivered through strong teaching and learning, in every subject, across every phase of the school. Therefore, a focus on improving teaching and learning for all should be a priority to accelerate the progress of PP children. At Waterthorpe the curriculum has been designed around a core set of progressive knowledge and skills for each year group, that work towards intended end points for curriculum subjects. Therefore, teaching will build upon previous knowledge and skills. Subject leaders have opportunity to develop their own pedagogical skills and subject knowledge and opportunities to share this with colleagues.	1 4 & 5
To further strengthen the strategic leadership of key areas of school improvement focus - writing, attendance and Pupil Premium	International Task Force on Teachers for education 2023 - School improvement rarely occurs without effective leadership, and school leadership is only second to classroom teaching in its influence on student achievement. A new evidence review report from Global School Leaders paints a complex and ever-changing picture of school leaders, with their roles, responsibilities, and impact varying around the world.	3 & 5

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

Budgeted cost £40164.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 1:1 Tutoring Precision teaching delivered by trained teaching assistants across all year groups	EEF indicated that 1:1 tuition can have a positive impact of +5 months. Having a targeted approach to identify and effectively address gaps in learning will ensure feedback is specific, accurate and clear. EEF research shows that it is through such feedback that progress is maximized.	1
Trauma Informed Schools approaches imbedded in school	TISUK's objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. Social and emotional learning programmes have been acknowledged by the EEF as having a positive impact of +5 months. As a school we will work with vulnerable children who require 1:1 and small group intervention.	1 & 3
All disadvantaged children have identified adult in school	Providing vulnerable children with daily access to at least one named, emotionally-available adult, who believes in them, relates to them with compassion, empathy and unconditional positive regard (Carl Rogers), provides appropriate limit setting, understands their attachment and mental health needs, knows their life story, and offers repeated enriched relational, regulatory and reflective opportunities. TISUK 2021	1,2 & 3
Becoming First Class at number	Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.	1 & 5

	93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. Carefully targeted maths tutoring during summer 2021 had a positive impact on pupil outcomes for those children that attended.	
Specialist provision in the main stream – Rainbow Room	EEF Special Educational Needs in Mainstream schools Guidance Report identifies pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1,2 & 5
Speech and Language Communication Need/ Developmental Language Disorder - SLCN/DLD project	Research shows that 50% of children in deprived areas start school with language needs, without the language they need for learning¹. Furthermore, around 10% of children have ongoing speech, language and communication needs (SLCN)^{2,3}. The impact is long lasting, for example, vocabulary difficulties at age five are associated with poor literacy, mental health and employment outcomes in adulthood⁴. A communication friendly environment is one that ensures that children's speech, language and communication skills are planned for and supported throughout the day to enable their full potential and readiness for learning⁵.	3.4 & 5

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

Budgeted cost: £4011.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Leader	Attendance of pupil premium children has been identified as being a barrier to learning. This is because too many of our children eligible for pupil premium funding are not in school enough and this is affecting progress. Waterthorpe has identified a dedicated leader for attendance to support our families in getting their children to school. They will continue to work to improve this and significantly	2 & 3

	reduce the percentage of children classed as persistently absent is still a priority	
Regular monitoring of attendance Attendance Newsletter produced each half term and key messages shared regularly through social media	Research and experience show that strong reciprocal relationships with caring adults and school are key to keeping students and families involved in school and learning. Families feeling involved and informed is key to forming reciprocal relationships.	2 & 3
Positive Regard Behaviour Training for all staff and review of SEL across school.	There is extensive international evidence that teaching Social Emotional Learning (SEL) through planned programmes can have a positive impact on children's attitudes to learning, relationships in school, academic attainment, and a range of other outcomes – EEF 2024	1 & 5
Some disadvantaged children are given places at extra-curricular clubs including breakfast clubs and educational visits	Children who attend breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 as found by the EEF. Activities which broaden a child's life experiences have been found by the EEF to have a predicted educational impact of; +3 months – Outdoor Learning +2 – Arts Participation + 2 months – Sports Participation At Waterthorpe evidence suggests that children attending an extra-curricular club or breakfast club helps improve attendance and engagement.	2 & 3
Family workshops are offered in all subject areas alongside Family Learning to provide information about the curriculum, expectations and to engage parents and carers in school life.	EEF parent engagement - Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of five additional months' progress over the course of a year.	4 & 5
Pre-nursery group sessions are offered to all parents in the term before their child starts nursery.	Action for Children in their <u>2019 research</u> found an early association between increased children's centre usage and a decreasing gap in educational outcomes between disadvantaged children and their peers. <u>Further research in 2021</u> found that among non-childcare early years services, baby and toddler groups were in particularly high demand among parents. These groups could be instrumental in delivering the government's levelling up ambitions.	4 & 5

Total budgeted cost: £68,675.00

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.

At the end of 2025 PA was 29.1% for all children and 34% for disadvantaged children. Overall, attendance is lower, and more of a concern for the academic year 24/25 than the previous academic year. This is due to numerous factors, mainly suspensions and part time timetables. Overall, during the academic year 24/25, there were 57 suspensions. Due to the complex needs of these children, many began to access a part time timetable. However, despite being on a part time table, many of these children attended school 100% of the time during their allocated timetable. Therefore, attendance in school was not the main barrier, complex behavioral needs were.

Attendance has a raised profile, through the use of social media, incentives, rewards, Attendance Newsletter, regular monitoring and discussions with parents.

The trauma Informed approach is well imbedded into all staff practice and the culture of the school. Identified disadvantaged children have an emotionally available adult in school. The use of zones of regulation is now well established across school.

All children were given opportunities to attend an after-school club and disadvantaged children were identified and supported to attend through funding and encouragement.

At the end of the foundation stage 2025, 2 of 8 pupil premium children achieved GLD 25%

End of Key Stage One Data 2025

Subject	All Children in school- Data 2025	Pupil Premium Children in school Data 2025
Maths	65%	48%
reading	65%	52%
Writing	45%	33%

RWI is now well imbedded across school and the lowest 20% of children received 1:1 tuition.

Phonics Screening Check 2025

All Y1 Children National 2024	All Y1 children 2025 School
80%	56%

All Y2 Children National 2024	All Y2 children 2025 School
89%	77%

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
Read write Inc	Ruth Miskin
Trauma Informed Schools Programme	TISUK

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?	N/A in 2024/45
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.