

Waverley School – Primary Pupil Premium Strategy Statement



This statement details our school’s use of Pupil Premium funding, in the primary phase, to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding during this academic year and the impact of last year’s spend within our school. The Pupil Premium is additional funding for schools in England to raise the attainment of disadvantaged pupils of all abilities. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Children can be eligible for the pupil premium for a variety of reasons. These include their family circumstances, such as their parents’ income or occupations, and whether the child is in care. Schools have the freedom to spend the premium, which is additional to the underlying school’s budget and recovery premium, in a way that they consider best supports the raising of attainment for the most vulnerable pupils. In order to meet the above requirements, the Governing Body and staff at Waverley Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all its pupils. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School Overview

Detail	Data
Number of pupils in school	550
Proportion (%) of pupil premium eligible pupils	47%
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)	2024/25 – 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Satnam Dosanjh
Governor / Trustee lead	Thaira Parveen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318.150

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£318,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention within the Primary Phase of at Waverley School, is that all pupils, irrespective of their background or the challenges they face, make at least good progress across all subject areas. We believe that only by having the highest expectations of all learners, can the highest possible standards be achieved including progress for those who are already high attainers. At Waverley Primary we will consider the challenges faced by disadvantaged and vulnerable pupils. The activities we have outlined in this statement is also intended to support all children, regardless of whether they are disadvantaged or not. Our main intention for the expenditure for the Pupil Premium Grant (PPG) is focused on high quality teaching. This approach has been proven to have the greatest impact on closing the disadvantaged attainment gap, whilst simultaneously benefiting our non-disadvantaged pupils in school. With a focus on expert teaching and training needs, it is the intention that the attainment gaps between disadvantaged and non-disadvantaged pupils will narrow and that our pupil premium children will achieve well above the Age-Related Expectations (ARE) in the core subjects. This will be sustained each year. The Pupil premium strategy continues to take a tiered approach. This strategy continues to build upon wider evidence, as identified from the teaching and learning toolkits and Pupil Premium Guide research conducted by the Education Endowment Foundation (EEF). This strategy is also integral to the wider school plans for attendance and safeguarding. Decisions about approaches are not just simply directed to pupils' academic intervention; they are also responsive to pupils' common challenges and individual needs, rooted in robust diagnostic assessments (specific needs) and aims to also support non-academic matters such as attendance, and social and emotional challenges. This section below outlines some of the challenges to achievement, that we have identified among our disadvantaged pupils, and our intended outcomes.

Challenges

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

Challenge number	Detail of challenge
1.	Low literacy and language skills, breadth of vocabulary on entry to school and wider deprivation result in low starting points.

2.	Writing attainment at the end of KS1 and KS2 among Pupil Premium children can be lower. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge, limited imagination and creativity.
3.	Maths attainment at the end of KS1 and KS2 among Pupil Premium children can be lower. The children have gaps and misconceptions and find it difficult to retain and apply knowledge and basic skills.
4.	Pupils can have limited experiences beyond their home life and immediate community, which limits pupils' life experiences and the ability to relate to first hand experiences, when accessing the National Curriculum.
5.	Low self-esteem and limited aspirations resulting in a lack of opportunities available later in life.
6.	Limited parental engagement at school and support for their children at home.
7.	Low attendance and 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
Improved oral language skills and vocabulary among disadvantaged pupils. Improved phonic progress among disadvantaged pupils.	All pupils access daily first quality teaching. Pupil Premium children are more confident to take part in oracy activities. Pupil Premium children have the 'tools' for effective speaking and listening within a range of opportunities. Tier 1, 2 and 3 vocabulary is used across the curriculum. There is a clear intervention programme in place to accelerate the progress of any child who is not on track to meet the Phonic Screening Check (PSC). Disadvantaged pupils are clearly tracked and same day intervention to support is put in place. Internal observations, monitoring and assessments indicate sustained improvements in phonic and fluency when reading. End of statutory phonic outcomes for 2024-2025 indicate that 100% of Pupil Premium children achieved the PSC pass mark at the end of Year 1 and Year 2 (Autumn term).
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2.	All pupils access daily first quality teaching. KS1 and KS2 writing outcomes in 2024/2025 show that more than 80% of Pupil Premium pupils meet the expected standard.

	The % of Pupil Premium children achieving ARE meets the expected standard in Writing at the end of KS1 and KS2. Writing continues to be in line with National.
Improved maths attainment among disadvantaged pupils at the end of KS1 and KS2.	The maths attainment gap is closing between our disadvantaged and non-disadvantaged pupils. Pupil Premium children achieve well above the national average at the end of KS2. End of mathematic outcomes at the end of KS2 show that sustained progress continues with 83% of disadvantaged pupils, at or above, meeting the expected standard.
Further opportunities for enrichment style activities with the Pupil Premium children across school.	Increased number of Pupil Premium children taking part in the enrichment opportunities not only within the curriculum but also wider. Positive feedback from all stakeholders.
To achieve and sustain improved well-being for all pupils in our school, including our disadvantaged pupils.	There is sustained high levels of well-being, with participation in curriculum and enrichment activities, particularly among disadvantaged pupils. Qualitative data from pupil voice, parent surveys and teacher observations indicate children's well-being and confidence has increased, impacting on their overall engagement in lessons and attainment in school.
Improved parental engagement in learning and school life to support their children.	Parents are positively encouraged and attend parent engagement activities such as workshops, assemblies, parent showcases and parents' evenings.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	There is sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall target for attendance is 97% • the attendance, persistent absence and punctuality gap between disadvantaged and non-disadvantaged pupils narrows. • attendance of disadvantaged pupils is in line with local and national data. • lower persistent absence rate for disadvantaged pupils compared to the last academic year.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching in respond to pupils needs - CPD in Phonics</p> <p>All teaching staff are expert teachers in phonics.</p>	<p>There is strong evidence to suggest that a systematic phonics approach which explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spellings, is key. Training all staff to have the necessary pedagogical skill and content is fundamental to engagement and progress in reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>We continue to aim to create additional time and space to prioritise professional development in the delivery of phonics. By promoting the teaching of systematic synthetic phonics and identifying children who need extra support, we are confident that our Phonics provision will continue to show a sustained increase in the number of children able to read competently by the time they reach the end of key stages 1 and 2</p>	1, 2
<p>Professional development – CPD for focused Reading groups Staff are confident in teaching early reading and how to address misconceptions and gaps in their learning.</p>	<p>There is clear evidence to suggest that using strong direct teaching of the 44 phonic code and using this to teach children to decode accurately and develop automaticity will enable them to become fluent readers. This teaching integrates both decoding and comprehension skills, also necessary for confident and competent reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>It is also recommended that using Teaching Assistants and other trained adults to deliver high quality, small group reading can impact on attainment of approximately three to four additional months' progress.</p>	1,2
<p>Professional development - CPD in Adaptive Teaching strategies</p> <p>Training for staff is provided for reasoning and problem solving.</p>	<p>Our approach to enhancing mathematics outcomes for pupils eligible for Pupil Premium funding is rooted in evidence-based strategies that support equitable access to high-quality learning. A key component is adaptive teaching strategies facilitated through ongoing staff Continuous Professional Development (CPD). Teachers use diagnostic assessments to identify gaps in understanding and adapt lessons to meet individual pupil needs. These strategies align with recommendations from the National Centre for Excellence in the Teaching of Mathematics (NCETM), which emphasises adaptive teaching to ensure all pupils can access a coherent curriculum. Collaborative planning with Maths Hub networks further enables staff to integrate research-backed practices into daily teaching.</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	3

To accelerate progress for those who require additional support, we implement targeted booster classes. These interventions, led by experienced teachers or teaching assistants, are informed by evidence from the Education Endowment Foundation (EEF), which highlights the efficacy of small-group tuition for addressing specific misconceptions. Pupils access these sessions during or outside school hours, with a focus on deepening conceptual understanding and building confidence in mathematics. Booster classes are complemented by access to high-quality resources, including manipulatives, visual aids, and technology-enabled tools. These resources align with NCETM guidance on embedding mathematical reasoning and fluency in pupils' learning journeys. Alongside, our well-trained support staff deliver targeted interventions during school hours.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>

Developing reasoning and problem-solving skills is central to our mathematics strategy, as these are critical for building deep understanding and mathematical mastery. Staff receive targeted training on scaffolding these skills effectively, ensuring all pupils can engage with rich mathematical tasks. Training programmes, delivered in collaboration with White Rose Education and external expert facilitators, focus on using questioning techniques, fostering mathematical dialogue, and encouraging systematic problem-solving approaches. The NCETM highlights reasoning as a key skill underpinning the mastery approach, ensuring pupils can articulate their thinking and apply knowledge flexibly. This focus on reasoning and problem-solving equips pupils with skills to tackle unfamiliar challenges, promoting resilience and independence. This commitment to excellence through expert-led professional development ensures staff remain updated on cutting-edge practices and research in mathematics education. This approach fosters a culture of continuous improvement, where expertise is shared across the school to benefit all pupils. According to the EEF, sustained professional development is critical for improving teaching quality, which has the greatest impact on disadvantaged learners. By investing in expert training, adaptive teaching, and targeted interventions, we ensure our Pupil Premium pupils thrive in mathematics, building a foundation for lifelong success.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional->

[development#:~:text=High%20quality%20teaching%20improves%20pupil,to%20how%20PD%20is%20designed.](#)

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

Budgeted cost: £120, 985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured intervention for Phonics: To ensure that there is a clear phonic programme in place to accelerate the progress of any child who does not meet the Phonic Screening Check (PSC).</p>	<p>It is well documented that using high-quality structured interventions to help pupils who are struggling with their phonics is key to success. The EEF also recognise that even when excellent classroom teaching is in place, it is likely that some children will require additional targeted reading support. Early reading can be improved by targeting specific phonic strategies that pupils can use to help apply and overcome barriers to reading. Thus, short, sharp, one-one phonic intervention, with a review of impact has been shown to help improve children’s phonics and reading.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</p> <p>A review of the impact is also shown to help improve children’s phonics and reading. Half termly assessments help identify gaps and precise intervention that enable the gaps to be closed.</p>	<p>1</p>
<p>Targeted academic (and SEMH) support – Upper Key Stage 2 pupils.</p>	<p>It is also well documented that using high quality tuition/targeted support is key to engagement and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The use of such additional support using retrieval practice strategies including self-quizzing, has known to increase retention of mathematical ideas and knowledge. Such focused intervention for upper Key stage 2 children would enable more pupils to grow in confidence in their skills.</p>	<p>1,2,3</p>
<p>Small group and one-one targeted support: Reading, Writing and Maths. To</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition dependent on their needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>

<p>ensure pupils including pupil premium children have targeted support to close gaps in the core subjects.</p>	<p>There is also research to suggest that using teaching assistants to provide one to one or small group targeted interventions can have a stronger positive benefit of between four and six additional months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>These initiatives are supplementary to the high-quality teaching and learning that is critical for pupils every day.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £97.165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing Professional development to help inform planning/teaching</p>	<p>There is strong evidence to suggest that considerations of the health and well-being of learners can help inform planning and delivery of the quality of lessons. To this end, we will be continuing to focus on improving the social and emotional learning needs of our pupils by providing professional development opportunities for staff to understand how some pupils can be supported to articulate and manage their emotions, solve problems, and communicate their thoughts in the most effective way – all of which are linked to positive outcomes in later life. We will therefore be working with Beacon Behaviour support to develop this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</p>	<p>5</p>
<p>Embedding principles of good practice in attendance to support children with barriers to learning including safeguarding, medical and wellbeing needs.</p>	<p>Regular monitoring of whole school attendance data by the Attendance Team and DSLs to help identify reasons for absence, patterns, attendance of particular groups including children with medical conditions, mental health problems and special educational needs (SEND), can support high attendance in schools. The DfE also advise that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance.</p> <p>See DfE’s Improving School Attendance</p>	<p>5,7</p>
<p>Continued subsidised peripatetic music lessons.</p>	<p>There is some evidence to suggest that the participation in art /music related academic learning, appears to be positive but moderate, and can add additional three months’ progress. Wider benefits of providing opportunities to support children’s aspirations as well as increasing wellbeing have also consistently been reported.</p>	<p>4</p>

<p>Continue to build on cultural capital opportunities to broaden pupils' experiences. This will include theatre groups and other organisations coming into school to deliver sessions. It will also include the opportunity for pupils to go out of school into the wider community and visit places of interest which may inspire them.</p>	<p>Develop pupils' cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently. Pupils' health and mental well-being will impact their success in education.</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts-based approaches will be used in other areas of the curriculum, such as drama to develop engagement and oral language before a writing task.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>4</p>
<p>Continue to build on supporting parents with skills and strategies to support their child's learning at home.</p> <p>Continue to build in opportunities for parents to engage in training courses to enhance language and employability.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p>	<p>6</p>

Total budgeted cost: £100,000, £120,985, £97,165

Total £318.150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2024–25 outcomes for Pupil Premium pupils at Waverley are positive and reflect the school's continued commitment to ensuring that all pupils, regardless of background, achieve their full potential. Pupil Premium pupils have performed exceptionally well across key stages, with particularly strong outcomes at KS2 where they have outperformed Non-Pupil Premium pupils in all core subjects.

Measure	Pupil Premium	Non-Pupil Premium	Difference
GLD (Good Level of Development)	74%	74%	0%
Year 1 Phonics Screening Check (PSC)	82%	86%	-4%
Year 2 Phonics Recheck	83%	70%	+13%
End of KS1 (Cumulative PSC)	97%	91%	+6%
Multiplication Tables Check (25/25)	72%	59%	+13%
KS2 Reading	78%	76%	+2%
KS2 Writing	76%	62%	+14%
KS2 Grammar, Punctuation & Spelling	85%	72%	+13%
KS2 Mathematics	92%	79%	+13%

Summary of Outcomes

- 47% of Primary pupils are Pupil Premium.
- Pupil Premium pupils continue to make strong progress across all phases, demonstrating the positive impact of targeted support and inclusive teaching practices.
- GLD outcomes are in line for both groups at 74%, showing equitable performance and effective provision in the Early Years.
- Phonics outcomes remain consistently strong, with 82% of Pupil Premium pupils passing in Year 1 and 97% meeting the standard by the end of KS1.
- By the end of KS2, Pupil Premium pupils outperformed Non-Pupil Premium peers across all subjects, highlighting the success of strategies focused on equity and attainment.
- Particularly strong outcomes were achieved in Mathematics (92%), with a 13% advantage over Non-Pupil Premium pupils, and Grammar, Punctuation and Spelling (85%), also showing a 13% gap in favour of Pupil Premium pupils.
- Writing outcomes are also positive, with 76% of Pupil Premium pupils meeting the expected standard compared to 62% of Non-Pupil Premium pupils.

These results clearly demonstrate that Pupil Premium funding is being used effectively to remove barriers to learning, support accelerated progress, and secure excellent outcomes for disadvantaged pupils.

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
Lexia	Core5Reading
Maths Whizz	Maths Whizz Education
White Rose Maths	White Rose Maths
Accelerated Reader	MyON Renaissance
Times Table Rockstars	Matsh Circle Limited
Purple Mash	2-Simple
Wellcomm	GL Assessments

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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