



Pupil premium strategy statement 2025-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and the opportunities provided.

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	Pudsey Waterloo Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025/26 - 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caley Smith
Pupil premium lead	Dan White
Governor / Trustee lead	Rob Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,005
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	£117,005

Part A: Pupil premium strategy plan

Statement of intent

At Pudsey Waterloo Primary School, our vision is rooted in the belief that every disadvantaged child should fulfil their potential and lead a happy, healthy life. We have a fundamental commitment: to ensure all children, regardless of their background, achieve and thrive. We hold the absolute conviction that all children can succeed, which drives our solution-focused approach to overcoming barriers to learning.

Our strategy is designed to support children in developing a love for learning, while ensuring their individual needs and interests are met effectively. To achieve this, we guarantee that all staff are aware of our disadvantaged children and implement the most appropriate support strategies for them. We actively ensure these pupils have full access to all clubs, activities, and leadership opportunities both across the school and in out-of-school activities.

Our strategy for utilising the Pupil Premium funding is targeted at maximising the achievement of disadvantaged children, aligning with the DfE's tiered approach: prioritising high-quality teaching, targeted academic support, and wider strategies. This funding is used in a way that supports their individual needs, encompassing a range of provision that is not limited to academic support alone. For example we ensure a wide range of extra-curricular activities and experiences are provided that further enhance children's learning, personal development and well being.

Our key objectives are:

- Disadvantaged children make accelerated progress and close the attainment gap with non-disadvantaged children.
- Disadvantaged pupils achieve well across the curriculum.
- Disadvantaged pupils achieve well in the core curriculum areas of reading, writing and maths.
- Disadvantaged pupils are prepared well for their next stage of education and achieve well in KS3 and KS4.
- Disadvantaged children take part in a range of activities and experiences that further their learning as well as supporting their physical and emotional wellbeing.
- Disadvantaged children engage in a range of cultural experiences that build their confidence and cultural capital.

The effectiveness of all strategies and provision is constantly monitored against tracking data and other evidence. This rigorous review process is supported by the involvement of all staff in the analysis of data, ensuring they are fully aware of the requirements of the Pupil Premium Funding and the tangible impact their work has on the progress of disadvantaged children.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils and this means that children become more fluent learners that know more and remember more in all subjects.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We recognise that all disadvantaged children are individuals and that the support required will be different for each child.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Provision:

The range of provision the School may consider, includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve ‘mastery’ of their age related expectations.
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Providing extra teaching hours to support some of our youngest children, enabling them to achieve their learning goals sooner.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low on entry attainment to Early Years</p> <p>A significant and increasing proportion of children are starting reception not school ready. Our most significant issues on entry are:</p> <ul style="list-style-type: none"> ▪ Personal, social and emotional difficulties e.g. difficulties with emotional regulation, under-confidence in engaging with others and in taking turns. ▪ Under developed self-care skills such as dressing; toileting and feeding.
2	<p>Poor speech and language development</p> <p>There has been a noticeable decline in the communication and language skills of children joining the school in early years. Many children struggle with speech sounds especially in the areas of</p>

	articulation and auditory discrimination. Significant numbers of children also have limited expressive and receptive language
3	<p>Lateness and Poor Attendance</p> <p>Reduced attendance continues to be a major challenge post-pandemic, more so for our disadvantaged pupils. Poor attendance rates, including persistent and severe absence, is significantly correlated to lower attainment. Specific strategies are needed to tackle the underlying causes of absence and improve punctuality</p>
4	<p>Low self-esteem, struggles with emotional wellbeing and safeguarding concerns</p> <p>Our disadvantaged pupils present with higher levels of anxiety, lower resilience and poor self-esteem, which are significant barriers to engaging with their learning effectively. This has been compounded since the pandemic, requiring targeted support to improve their readiness and learning behaviours</p>
5	<p>Lack of engagement in home learning and extra-curricular activities</p> <p>A lack of enrichment experiences outside school, including sporting, cultural, and creative opportunities is limiting knowledge, experience and the vocabulary needed for high-quality learning outcomes. Children are not supported with home learning and this can impact on the progress they make especially in core subjects such as reading and writing.</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 achievement for disadvantaged pupils in reading, writing and maths.	<ul style="list-style-type: none"> • Children at the end of early years will make strong progress in the areas of learning for literacy and maths. • Children will develop their fluency in core skills such as phonics, addition and subtraction skills, times tables, handwriting and spelling. • Improved fluency in the core subjects enables children to make rapid progress as they can apply these skills in their learning. • The percentage of disadvantaged children achieving GLD is above the national average. • The percentage of disadvantaged children achieving the expected standard in the year 1 phonics screening check is above the national average. • The percentage of disadvantaged pupils achieving ARE+ in reading, writing and maths is above national average and closes the gap to non-disadvantaged pupils. • An increased percentage of disadvantaged children achieve ARE+ in reading, writing and maths combined.

	<ul style="list-style-type: none"> • Children know more and remember more of the key year group objectives.
Disadvantaged children achieve well in foundation subjects as they know more and remember more, this prepares them well for the next stage of their education.	<ul style="list-style-type: none"> • Children know more of the key knowledge for each subject and demonstrate this information is retained in their long term memory. • Children can effectively use and apply knowledge and skills across the curriculum. • Disadvantaged children are focused on by staff across the curriculum so that gaps in learning are closed quickly. • An increased percentage of disadvantaged children are working at or above age-related expectations in foundation subjects.
Improved engagement across the curriculum and in extra-curricular activities.	<ul style="list-style-type: none"> • An increased number of disadvantaged children attend extra-curricular clubs. • An increased number of vulnerable and disadvantaged children attend trips. • An increased number of disadvantaged and vulnerable children take part in experiences such as sporting competitions, poetry slams, debating competitions and drama performances.
Improved attendance of disadvantaged pupils.	<ul style="list-style-type: none"> • The average attendance of disadvantaged pupils is above national average for pupil premium children • The number of disadvantaged children categorised as persistent absentees decreases.
Excellent behaviour and improved self-esteem of pupils.	<ul style="list-style-type: none"> • A decrease of 'level 3' behaviour incidents for disadvantaged pupils. • An increase in the numbers of children achieving individual rewards e.g. merits, you were spotted. • Nurture sessions support disadvantaged children well.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all teachers supporting them to develop their practice. £2,600	Instructional coaching is delivered for all teachers by a senior leader in school. This coaching is focused on the Waterloo teacher toolkit which will ensure that staff develop their teaching skills. The coaching will take place on a cycle with opportunities for all staff to observe practice across the school. This will increase teacher confidence in being able to apply strategies which will support disadvantaged children such as oracy development and effective feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1
CPD and Coaching sessions from Specialist phonics Lead. £4,600	The phonics leader will work additional days to lead CPD for teachers and LSAs on the delivery of phonics. This was a key area for improvement for the attainment of PP children. The weekly CPD sessions will include: Modelled lessons and interventions Observations and 1:1 and group feedback Paired teaching This will improve teacher subject knowledge and confidence in delivering whole class phonics lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2
Delivery of the Magic of Stories approach in EYs and Y1. £600	The Magic of stories is a teaching approach proven to support language development and comprehension at the early stages of schooling. Stories are read and discussed repeatedly in class and then taken home by the children to be read at home, which then supports engagement in home learning.	1 2 5
Additional Support staff in lessons to provide effective feedback. 2 x 0.5 FTE £25,191	Well trained support staff with excellent subject knowledge will provide feedback to children during lessons. This enables misconceptions to be identified early and acted upon by the class teacher or learning support assistant. Any identified gaps may also be addressed by a pre-learning session. This type of focused feedback is proven to be effective in supporting children to make progress.	1 2

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

Budgeted cost: £51,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Support staff across early years and key stage 1 to deliver focused interventions to develop children's early reading, writing and maths. 0.5 FTE £12,230</p>	<p>The additional member of staff will deliver catch up sessions in phonics and maths. These will be follow up sessions to whole class input so that children do not fall behind.</p> <p>The phonics scheme is proven to improve outcomes for children.</p>	<p>2 3 4 5</p>
<p>2 additional members of support staff to be trained to deliver NELI intervention. £600</p>	<p>NELI is a nationally recognised intervention which supports children's early language development. This will be delivered in reception and year 1.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/nuffield-early-language-intervention</p>	<p>1 2 4</p>
<p>Additional support staff across key stage 2 to implement interventions and catch up sessions for the bottom 20% of pupils. 1 FTE £25,191</p>	<p>The additional staff will ensure that 'Project X code' is delivered across key stage 2 for those children that are not confident readers. This evidenced based phonics programme is linked to our early years/key stage 1 programme as both follow the Oxford levels.</p> <p>This intervention will support the children to close any phonological gaps in understanding and develop their reading fluency. Another strand of this scheme supports children to develop their language comprehension. This scheme improves the reading skills of children which is vital in improving outcomes across the curriculum.</p> <p>Other catch up sessions are also delivered by these additional staff for writing and maths. These sessions either pre-teach key concepts before whole class teaching or close gaps quickly following a lesson so that children 'keep up'.</p>	<p>2 3 4 5</p>
<p>Intervention Manager to deliver interventions and support LSAs 0.5FTE £13,500</p>	<p>An intervention manager is in post to deliver high quality speech and language interventions across the school. The intervention manager is ELKLAN Level 5 trained. This role also includes providing support for learning support assistants and identifying training needs. This focused professional development will</p>	<p>1 2</p>

	impact positively on the quality of teaching and learning for children.	
Year 6 small group tutoring for reading and maths £5,000	Targeted small group tutoring to take place for year 6 children. This will be focused on improving maths and reading skills for children working below age related expectations. These sessions will be delivered by experienced staff for maximum impact.	3 4 5

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

Budgeted cost: £69,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting disadvantaged families to improve their attendance £1,500	<p>A whole school approach focused on regular communication with vulnerable families to improve their school attendance. This includes supportive conversations, home visits and communication which celebrates positive achievements.</p> <p>This approach has key roles and responsibilities for office staff, learning mentors, teaching assistants, teachers and leaders.</p> <p>The development of the 'Waterloo family team' and release time for them to be accessible on the playground before and after school. This will enable them to build relationships with parents from disadvantaged and vulnerable families.</p> <p>Rewards for whole school attendance will ensure that good attendance is promoted with children and parents.</p>	3 1 2 4 5
Breakfast club for pupil premium children £8,970	<p>A free disadvantaged breakfast club runs daily for targeted children and families. This is delivered by the pastoral team so that they can build strong relationships with vulnerable families.</p> <p>Children who attend are read with and have a hearty breakfast to set them up for a day at school. In previous years this has supported children to make good progress with their reading and shown improved learning behaviours in the classroom.</p>	3 4 5
Extra-curricular opportunities £5,200	<p>Extra-curricular clubs are delivered regularly for children. These are free for children to attend and delivered by school staff and paid for external sports coaching. The clubs provide children with a broad range of activities including music, art, sport and drama. These clubs provide children with</p>	3 4 5

	<p>opportunities they might not otherwise have access to.</p> <p>Disadvantaged children are also supported to attend trips and residential visits. This ensures that they experience the full curriculum and have a range of exciting learning opportunities.</p>	
<p>Pastoral and Nurture support available across the school to support children's emotional wellbeing.</p> <p>1 x learning mentor</p> <p>£33,204</p>	<p>The pastoral staff work across the school to deliver support for children both in class and separate nurture group sessions.</p> <p>These are delivered regularly and children know that our learning mentor is always available in the 'Rainbow Room' if they need support. This support helps children to improve their self-esteem, confidence and emotional wellbeing.</p> <p>The pastoral team liaise well with families to support the work they undertake in school. This excellent support helps the children to engage in learning and feel happy in school.</p>	<p>3</p> <p>4</p> <p>5</p>
<p>Pudsey Cluster support</p> <p>£21,000</p>	<p>The school is a member of the Pudsey cluster and this ensures that the pastoral team can access the support that families need. Referrals are made regularly so that professional services can be accessed for families and children.</p> <p>This support is vital in keeping children and families safe.</p>	<p>3</p> <p>4</p>

Total budgeted cost: £154,386

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 2023-24 and 2024-25 academic years.

September 2024 Update

The school continues to have strong outcomes for disadvantaged children at the end of key stage two. Outcomes in reading and maths are strong and the gap has been significantly closed for disadvantaged children. Outcomes for disadvantaged children are above the national average for this group. 53% of disadvantaged children achieved the expected standard in reading, writing and maths combined. This was significantly above the national average.

The school continues to have higher numbers of disadvantaged children joining the school and the majority of these children start the school well below age related expectations in a number of key areas. Despite a focused attempt to improve these key skills in early years and year 1 there is still a significant gap between the attainment of disadvantaged children and national average. In 2024 only 20% of disadvantaged children achieved GLD or the expected standard in the year 1 phonics test. All staff continue to be focused on high quality teaching that meets the needs of all children as well as focusing key interventions on the needs of children working below age related expectations. The whole school focus on oracy development continues to support the progress of children across the curriculum.

November 2025 Update

Outcomes at the end of key stage two continue to be above the national average. In 2025 56% of disadvantaged children achieved the expected standard/+ in reading, writing and maths combined. This was 9% above the national average. In writing 78% of disadvantaged pupils achieved the expected standard/+ which was in line with the national average for non-disadvantaged pupils. In maths 78% of disadvantaged children achieved the expected standard/+ which was significantly above the national average for disadvantaged children and broadly in line with the national average for non-disadvantaged children. These results show the impact of consistent, high quality teaching across the school which ensures disadvantaged children make good progress. This is also evidence of the impact of professional development which continues to support the development of quality teaching across the school.

As a school we continue to be faced with a falling baseline as disadvantaged children will often have low prior attainment on entry to our early years. This is often related to poor speech and language development or issues with self-care. There has also been an increase in the number of children starting in the early years with SEND. Leaders and staff are aware of this changing profile and are targeting these children and families so that gaps in attainment close as quickly as possible. In 2025 outcomes at the end of early years and for the year 1 phonics test were low for disadvantaged children. In 2025-26 there

will continue to be a focus on core skills across early years and key stage one so that children build strong foundations for learning as soon as possible.

The attendance team continues to provide support and challenge for disadvantaged children and families. There have been some examples of this improving attendance for individual children but the attendance of the disadvantaged group decreased in 2024-25. This decrease was caused by some children with severe absence which impacted on the attendance of this group as a whole. Staff continue to monitor the attendance of key children daily and contact parents through phone calls and home visits so that children are supported to attend school more regularly. The absence of children is often related to parents' poor mental health which can be linked to other pressures they are faced with. The school will continue to use the cluster support service to try to ensure parents receive the support they require.

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
TT rockstars	Maths Circle Ltd
Spelling shed	Edshed
Maths shed	Edshed
Mastering Number	NCETM
White Rose Maths (infinity)	White Rose Maths
Nelson Handwriting Scheme	Nelson