



Water Primary School Pupil Premium Strategy

School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	29%
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governors
Pupil premium lead	Elizabeth McKay
Governor / Trustee lead	Lyndsey Bevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,060
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>	£ 51,060

Part A: Pupil premium strategy plan

1. Title and Statement of Intent

Water Primary School Pupil Premium Strategy

Statement of intent

Ultimate objectives for disadvantaged pupils

- Close gaps between disadvantaged pupils (pupil premium) and their peers so that disadvantaged pupils achieve at least in line with national averages across Reception, KS1 and KS2, including an increase in the proportion attaining greater depth where appropriate.
- Ensure disadvantaged children enter KS1 with age-appropriate communication, language and early literacy skills so later gaps in reading, writing and maths are avoided.
- Improve writing outcomes across the school (priority in the School Improvement Plan), ensuring strong foundations in EYFS and a clear progression from phonics to independent composition.
- Ensure pupils with SEN/EHCP and those needing targeted support receive evidence-based, well-monitored interventions that accelerate progress.
- Reduce non-academic barriers to learning (home learning support, parental engagement, access to enrichment) so disadvantaged pupils can fully access the curriculum and thrive socially and emotionally.

How this strategy works towards those objectives

- We prioritise a DfE/EEF tiered approach (Menu of Approaches):
 - Tier 1 - High-quality teaching (whole-class, curriculum, CPD);
 - Tier 2 - Targeted academic support (small-group/1:1 tuition, structured interventions, SEND provision);
 - Tier 3 - Wider strategies (parental engagement, attendance, wraparound provision). This tiering ensures funds are used where evidence shows greatest impact while also addressing school-specific barriers.
- The strategy is implemented through school-led continuous professional development (CPD), targeted, curriculum-aligned interventions, and family support measures, with clear monitoring, evaluation and success criteria.
- Actions are aligned to our school vision (“small school with a big heart”) and OFSTED findings: maintain the strengths (safe, happy, outdoor learning; strong behaviour) while addressing curriculum implementation, early identification of misconceptions and rapid corrective assessment.

Key principles

- Evidence-led: every core activity maps to high-quality evidence (primarily EEF) and links to the Menu of Approaches.

- EEF guidance on High-Quality Teaching, Oral Language Interventions, Small-Group Tuition, Metacognition and Self-Regulation, Parental Engagement and the EEF Guide to the Pupil Premium underpin choices ([EEF: High-quality teaching](#); [EEF: Oral language interventions](#); [EEF: Small group tuition](#); [EEF: Metacognition & Self-Regulation](#); [EEF: Parental engagement](#); [EEF: Guide to the Pupil Premium](#)).
- Curriculum alignment: targeted support (interventions) is explicitly linked to class teaching and assessment to avoid fragmentation.
- Early identification and EYFS-first emphasis: prioritise communication & language and listening/attention in EYFS so issues are addressed before they widen.
- Inclusive by design: provision considers high SEN/EHCP proportion (8% EHCP, 19% SEN support) so reasonable adjustments, scaffolded delivery and specialist input are built in.
- Measurable and transparent: clear success criteria and regular review points (half-termly monitoring and termly governance reporting).
-

School local area (MSOA) = Rossendale 001

	2023	2024	2025
School number on roll	Below average 137	Below average 135	Below average 116
School % FSM6	Close to average 21.90	Close to average 25.19	Close to average 28.45
Local area % FSM6	Well below average 10.78	Well below average 10.93	Well below average 10.54

Socio - Economic Indicators



14027 Water Primary School

Total number on roll (24/25): 116
 Total Percentage Matched: 100.00
 Percentage of Invalid Postcodes: 0.00

IMD	% Pupil	Mult	Edu	Inc	Emp	Health	Hou ³	Crime	Liv En	
Weighted by NOR by Ward factor for matched pupils		D	C	D	D	D	C	C	D	
Percentile ranking by NOR by Ward for matched pupils		63	56	61	68	70	50	42	73	
SOA	Ward	% Pupil	Mult	Edu	Inc	Emp	Health	Hou ³	Crime	Liv En
No more SOA's to display										

Challenges

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

Challenge number	Detail of challenge
1	Communication, language and listening skills in early years: EYFS listening & attention dropped to 45% (from 64.3%) and is significantly below Lancashire and national levels; early communication and language delay is the primary barrier identified.

2	Early reading and phonics gaps: variable phonics outcomes (Year 1/2) and gender gap in phonics (girls 77% v boys 60% in phonics checks); Year 2 cohort: 3/8 met standard (including 2 EHCP).
3	Writing attainment and progression across phases: writing outcomes lower than previous year in KS1; EYFS writing development is weak and writing at greater depth has dropped at KS1/KS2. School priority to increase writing attainment.
4	Reduced proportion achieving higher standards at KS2 (reading higher standard low; high standard in RWM has dropped) despite strong expected attainment averages - closing the gap at greater depth is a clear issue.
5	High SEND/EHCP proportion and associated differentiated needs: 25.9% pupils with SEN, 7.8% EHCP - needs for well-targeted SEND strategies and TA deployment to support disadvantaged pupils with additional needs.
6.	Disadvantage-related home learning and parental engagement needs: with ~28% FSM indicator, many families need support to sustain learning at home (reading, routines), limiting progress and the transition from early intervention to sustained attainment.

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. Improved early communication, language and listening so children start KS1 ready to access the curriculum.	By end of 2025/26 EYFS: Listening & attention increases (measured by profile and internal baseline assessments). Targeted oral language small-group participants make progress on language measures over the year (EEF average). Monitoring at half termly intervals. Evidence: EEF: Oral language interventions .
2. Strong, consistent phonics provision and early reading outcomes; reduced gender gap in phonics.	Year 1 phonics pass rate improves, with boys' pass rate narrowing in line with the girls. Year 2 retake cohort progress logged; targeted pupils (including those with EHCP where appropriate) make accelerated progress. Evidence: EEF phonics evidence & early years recommendations (EEF: Small group tuition ; EEF phonics).
3. Raise writing attainment across phases, with stronger progression from EYFS to KS2.	Whole-school writing outcomes increase and aim to be at least in line with national averages for expected standard by end of 2025/26; percentage achieving greater depth in writing increases (measured against local authority and national benchmarks). Regular moderation and termly writing assessments show improving trajectories. Evidence: high-quality

	teaching and metacognition strategies (EEF: High-quality teaching ; EEF: Metacognition & Self-Regulation).
4. Increase the proportion of disadvantaged pupils reaching higher standards at KS2.	Proportion achieving higher standard in reading and maths improves year-on-year. Identify and track pupil premium cohort termly to evidence accelerated progress. Evidence: small-group interventions and targeted interventions (EEF: Small group tuition ; EEF: Tuition guidance).
5. Effective SEND provision leading to improved access and progress for disadvantaged pupils with SEN/EHCP.	Individualised provision maps with SMART targets; majority of targeted SEND pupils make expected or better progress termly; reduction in unmet needs flagged at reviews. Evidence: EEF SEND guidance and Quality First Teaching priorities (EEF: Special Educational Needs in Mainstream Schools guidance).
6. Stronger parental engagement and home learning routines that support attainment.	Parental engagement initiatives reach target families (measured participation rates); home-reading frequency increases (logged weekly) for disadvantaged pupils; parental engagement interventions produce greater impact on average (EEF evidence). Evidence: EEF: Parental engagement .

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.

Notes:

- Each table maps activities to the DfE/EEF Menu of Approaches tiers and cites EEF evidence. Challenge numbers correspond exactly to the Challenges table above.
- Monitoring: each activity includes planned measures (assessment outcomes, progress checks, uptake) and a named leader (e.g., SENCo, English lead, Headteacher) will oversee implementation and report termly.
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Teaching (Tier 1 - High-Quality Teaching)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole-school CPD programme on: (a) explicit teaching & scaffolding, (b) metacognition & self-regulated learning strategies, (c) oracy-rich classroom talk and dialogic teaching; includes coaching, lesson modelling and peer observation cycles.</p>	<p>EEF: High-Quality Teaching emphasises explicit instruction, scaffolding and teacher development as highest-leverage approaches (EEF: High-quality teaching). EEF guidance and updated Metacognition guidance indicate high impact for metacognition when teachers are supported with PD and modelling (EEF: Metacognition & Self-Regulation).</p>	<p>1, 3, 4, 5</p>
<p>Oracy across the curriculum: introduce structured talk routines (talk partners, sentence stems, teacher modelling) and early years vocabulary planning; embed into curriculum maps and lesson plans.</p>	<p>EEF: Oral language interventions show high impact (+6 months on average), strongest when linked to curriculum and with teacher training (EEF: Oral language interventions).</p>	<p>1, 2, 3</p>
<p>Strengthen phonics approach: rigorous SSP (systematic synthetic phonics) fidelity checks, phonics coaching, training for TAs, matched resources and aligned home guidance (reading packs).</p>	<p>EEF phonics evidence and Teaching and Learning Toolkit (Phonics) show moderate impact and low cost for young readers; targeted phonics improves early reading outcomes. See EEF guidance on Early Literacy and Phonics. (EEF: Small group tuition; Phonics guidance).</p>	<p>2, 3</p>
<p>Develop assessment and feedback routines for rapid identification of misconceptions: regular low-stakes retrieval checks, marking protocols, and same-day responsive teaching training.</p>	<p>EEF evidence emphasises assessment to identify gaps and responsive teaching approaches; Metacognition guidance supports diagnostic use of formative assessment to trigger metacognitive prompts and feedback (EEF: Metacognition & Self-Regulation).</p>	<p>3, 4, 5</p>
<p>Deployment & coaching for Teaching Assistants: training in scaffolding, guided practice, and delivering structured group activities linked to class teaching.</p>	<p>EEF Special Educational Needs guidance and the High-Quality Teaching materials highlight TA deployment where TAs are trained and supervised to complement teacher-led instruction (not replace it) (EEF: Special Educational Needs in Mainstream Schools guidance).</p>	<p>5, 2, 3</p>

Targeted Academic Support (Tier 2 - Targeted support & tuition)

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

Budgeted cost: £ 38,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years oral language small groups (3–6 pupils) delivered by trained TA/teacher twice weekly, linked to EYFS curriculum and parental home-packs.	EEF: Oral language interventions are high impact for primary settings (+6 months) and are particularly effective when linked to curriculum and delivered by trained staff (EEF: Oral language interventions).	1, 2
Structured phonics catch-up small groups (2–5 pupils) for children identified at risk; regular progress monitoring and alignment to SSP.	EEF: Small group tuition has average impact of +4 months and phonics approaches have moderate impact for very low cost (EEF Teaching and Learning Toolkit). (EEF: Small group tuition).	2, 3
School-funded targeted intervention programme for disadvantaged pupils (small-group and 1:1 where needed), aligned to classroom curriculum - priority KS2 reading/maths and KS1/KS2 writing boosters; and short, focused cycles (6–12 weeks).	EEF: Tuition (1:1 and small group) is one of the best evidenced interventions; principles include alignment with classroom teaching and sustained, regular sessions (EEF tuition guidance and evidence summaries). Small group tuition: +4 months; one-to-one up to +5 months in many studies. (EEF: Small group tuition).	3, 4
Reciprocal Reading / Reading comprehension small groups for pupils below expectations in comprehension (KS2) - structured strategy teaching (predict, clarify, question, summarise).	EEF case studies show reciprocal reading and comprehension strategy instruction produce measurable gains in reading comprehension and support disadvantaged pupils. ([EEF: Metacognition & Self-Regulation]; EEF studies on reading comprehension).	2, 4

Targeted SEND interventions (speech & language therapy pathways, SALT programmes, specialist literacy interventions, adjusted curriculum & scaffolded resources); agreed provision maps and review cycles.	EEF Special Educational Needs guidance recommends early identification and targeted interventions, with high-quality teaching supplemented by trained TAs delivering evidence-based interventions. (EEF: Special Educational Needs in Mainstream Schools guidance).	5
Metacognition & learning-to-learn short programmes for older KS2 pupils (goal-setting, planning, monitoring strategies) integrated into curriculum lessons.	EEF guidance shows metacognition & self-regulation approaches can yield high impact (+8 months) when explicitly taught and modelled by teachers and embedded into subjects. (EEF: Metacognition & Self-Regulation).	3, 4

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

Wider Strategies (Tier 3 - Wider approaches to remove non-academic barriers)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement programmes: phonics, reading at home, supporting writing, text-message prompts for home reading, and targeted family support for vulnerable families (flexible times, take-home packs).	EEF parental engagement shows average +4 months impact; interventions work best when tailored, sustained and inclusive of disadvantaged families. Text prompts and structured guidance have produced small positive effects. (EEF: Parental engagement).	6, 1, 2
Breakfast provision and targeted attendance support for vulnerable disadvantaged pupils (breakfast club places prioritised for pupil premium) to remove	EEF Guide and Pupil Premium guidance highlights wider strategies (breakfast clubs/attendance work) as important to address non-academic barriers; EEF analysis indicates attendance and SEMH are frequently-cited barriers for disadvantaged	6

barriers to learning and punctuality.	pupils. (EEF: Guide to the Pupil Premium).	
Enrichment and opportunity access: funded educational visits (including outdoor learning / orienteering which pupils value), lunchtime clubs and after-school catch-up activities targeted at disadvantaged pupils.	EEF Pupil Premium guidance and research suggest extracurricular and enrichment activities improve engagement, metacognition and broader development; local Ofsted commentary values outdoor learning and clubs in supporting pupil well-being. (EEF: Guide to the Pupil Premium).	6, 4
Family outreach and home-school liaison: targeted outreach (SENCo/DSL liaising), signposting to local services, and family learning opportunities to support home learning routines.	EEF parental engagement & DfE/EEF Pupil Premium guidance stress the importance of family support & targeted outreach to reduce barriers and sustain learning. (EEF: Parental engagement ; EEF: Guide to the Pupil Premium).	6, 5
SEMH signposting & small group wellbeing provision where required (bereavement, family stress) - provides short-term support so pupils can access learning.	EEF evidence on social & emotional learning / behaviour interventions indicates moderate impact on academic outcomes and improved attitudes to learning when programmes are embedded and staff trained ([EEF: Social and Emotional Learning guidance]). Moodtracker	5, 6
Parental engagement programmes: phonics, reading at home, supporting writing, text-message prompts for home reading, and targeted family support for vulnerable families (flexible times, take-home packs).	EEF parental engagement shows average +4 months impact; interventions work best when tailored, sustained and inclusive of disadvantaged families. Text prompts and structured guidance have produced small positive effects. (EEF: Parental engagement).	6, 1, 2

Total budgeted cost: £51,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance among pupils eligible for Pupil Premium (PP) has shown improvement. Despite this progress, a gap remains between PP and non-PP pupils, and reducing this disparity is a key priority for the upcoming academic year.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	30	94.8%	92.6%	Above	Relative improvement	High - SEN
2023/24	31	93.9%	92.0%	Above	Relative decline	-
2022/23	25	93.8%	91.6%	Above	Relative improvement	-
2018/19	18	95.0%	94.4%	Close to average	Not available	-

A strong focus has been placed on providing pupils with a broad range of enrichment activities and learning experiences. These opportunities are now fully embedded within our curriculum and supported through our SMSC (Spiritual, Moral, Social, and Cultural) provision.

Referrals to the Speech and Language Therapy Service are made promptly following the Well-Comm assessment conducted at the end of the Autumn Term, during which all Reception pupils are screened. Children identified with speech and language needs subsequently receive tailored interventions within school.

Continuous Professional Development (CPD) opportunities, such as participation in English and Phonics training, attendance and behaviour, have enhanced staff expertise and strengthened the delivery of high-quality teaching across the school. This has had a positive impact on outcomes for disadvantaged pupils.

Our Pupil Premium Strategy continues to prioritise areas requiring further improvement to ensure better outcomes for pupils in receipt of PP funding, as outlined in the Challenges section.

Improvements of disadvantaged children meeting expected + standard in reading, writing and maths in KS1.

Decline in KS2.

KS2

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	7	43%	46%	Close to average (non-sig)	68%	-25	Not applicable	Not applicable
2025	3	0%	47%	Small cohort	69%	-69	Suppressed	-
2024	3	67%	46%	Small cohort	67%	-1	Suppressed	-
2023	1	100%	44%	Small cohort	66%	34	Positive gap	-

► [Chart](#)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	7	57%	62%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	3	33%	63%	Small cohort	81%	-47	Suppressed	-
2024	3	67%	62%	Small cohort	80%	-13	Suppressed	-
2023	1	100%	60%	Small cohort	78%	22	Positive gap	-

Disadvantaged pupils - Writing expected standard

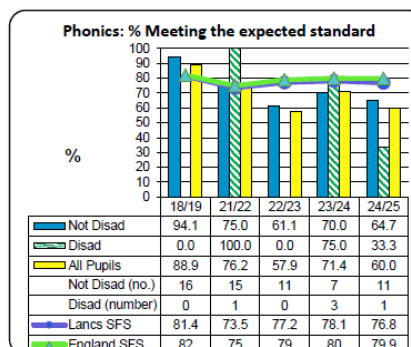
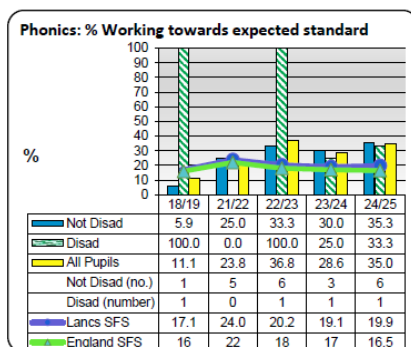
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	7	43%	59%	Below (non-sig)	78%	-35	Not applicable	Not applicable
2025	3	0%	59%	Small cohort	78%	-78	Suppressed	-
2024	3	67%	58%	Small cohort	78%	-11	Suppressed	-
2023	1	100%	58%	Small cohort	77%	23	Positive gap	-

Disadvantaged pupils - Mathematics expected standard

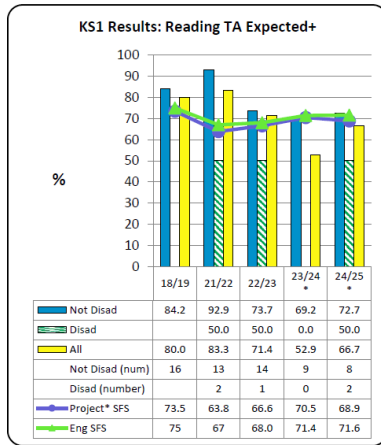
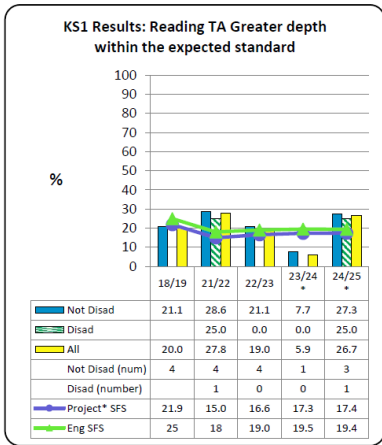
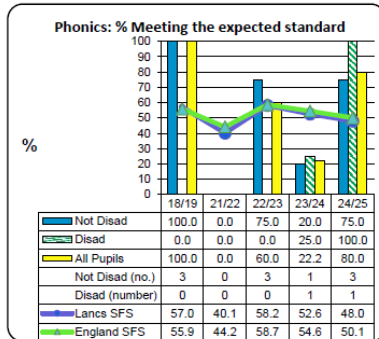
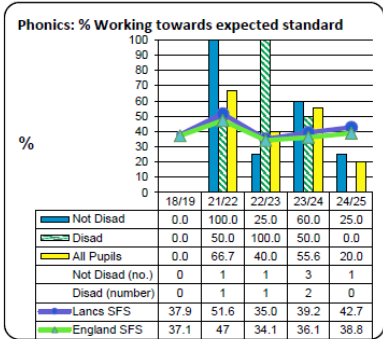
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	7	71%	60%	Above (non-sig)	80%	-8	Not applicable	Not applicable
2025	3	67%	61%	Small cohort	80%	-14	Suppressed	-
2024	3	67%	59%	Small cohort	79%	-13	Suppressed	-
2023	1	100%	59%	Small cohort	79%	21	Positive gap	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	7	71%	59%	Above (non-sig)	78%	-7	Not applicable	Not applicable
2025	3	67%	60%	Small cohort	79%	-12	Suppressed	-
2024	3	67%	59%	Small cohort	78%	-12	Suppressed	-
2023	1	100%	59%	Small cohort	78%	22	Positive gap	-



Year 2

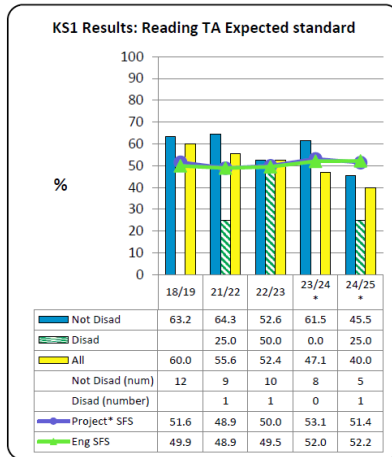
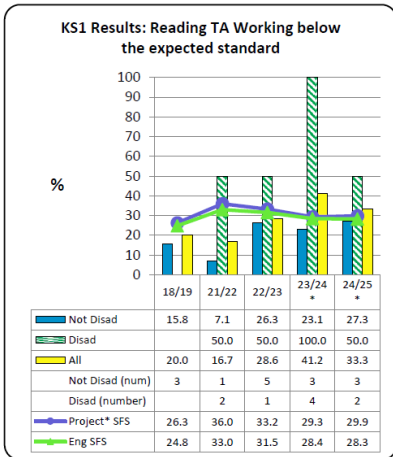


Key Stage 1 Results: Reading TA

By Disadvantaged/Not Disadvantaged with School, Project & England

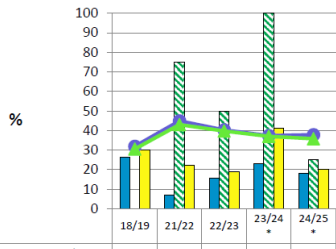


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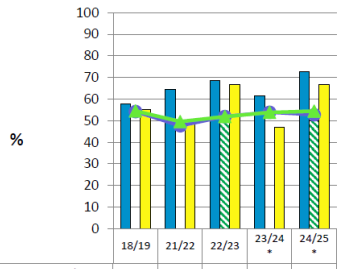
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KS1 Results: Writing TA Working below the expected standard



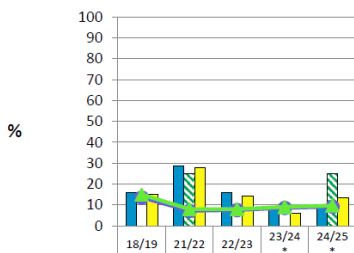
	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	26.3	7.1	15.8	23.1	18.2
Disad		75.0	50.0	100.0	25.0
All	30.0	22.2	19.0	41.2	20.0
Not Disad (num)	5	1	3	3	2
Disad (number)		3	1	4	1
Project* SFS	31.9	44.9	40.3	37.4	37.9
Eng SFS	30.5	43.0	39.7	37.0	35.8

KS1 Results: Writing TA Expected standard



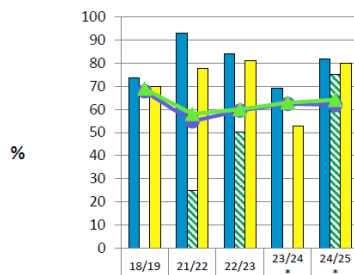
	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	57.9	64.3	68.4	61.5	72.7
Disad		0.0	50.0	0.0	50.0
All	55.0	50.0	66.7	47.1	66.7
Not Disad (num)	11	9	13	8	8
Disad (number)		0	1	0	2
Project* SFS	54.2	47.7	51.9	53.9	52.8
Eng SFS	54.5	49.6	51.9	53.8	54.4

KS1 Results: Writing TA Greater depth within the expected standard



	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	15.8	28.6	15.8	7.7	9.1
Disad		25.0	0.0	0.0	25.0
All	15.0	27.8	14.3	5.9	13.3
Not Disad (num)	3	4	3	1	1
Disad (number)		1	0	0	1
Project* SFS	13.6	7.2	7.6	8.6	9.1
Eng SFS	15	8	8.0	9.1	9.7

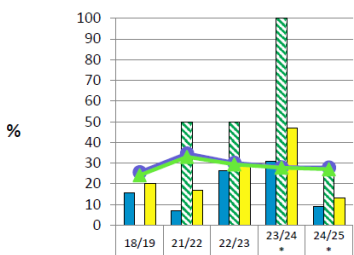
KS1 Results: Writing TA Expected+



	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	73.7	92.9	84.2	69.2	81.8
Disad		25.0	50.0	0.0	75.0
All	70.0	77.8	81.0	52.9	80.0
Not Disad (num)	14	13	16	9	9
Disad (number)		1	1	0	3
Project* SFS	67.9	54.9	59.5	62.4	61.9
Eng SFS	69	58	60.0	62.9	64.1

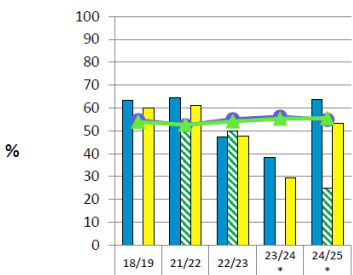
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KS1 Results: Maths TA Working below the expected standard



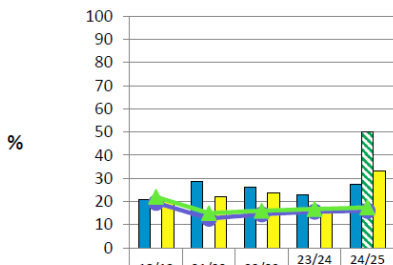
	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	15.8	7.1	26.3	30.8	9.1
Disad		50.0	50.0	100.0	25.0
All	20.0	16.7	28.6	47.1	13.3
Not Disad (num)	3	1	5	4	1
Disad (number)		2	1	4	1
Project* SFS	25.6	34.6	30.2	27.9	27.9
Eng SFS	24.1	33.0	29.4	27.8	27.0

KS1 Results: Maths TA Expected standard



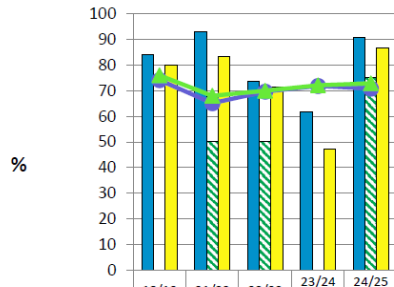
	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	63.2	64.3	47.4	38.5	63.6
Disad		50.0	50.0	0.0	25.0
All	60.0	61.1	47.6	29.4	53.3
Not Disad (num)	12	9	9	5	7
Disad (number)		2	1	0	1
Project* SFS	54.6	52.5	55.1	56.2	54.8
Eng SFS	53.9	52.6	54.1	55.3	55.5

KS1 Results: Maths TA Greater depth within the expected standard



Not Disad (num)	4	4	5	3	3
Disad (number)	0	0	0	0	2

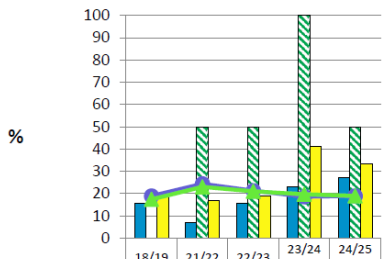
KS1 Results: Maths TA Expected+



Not Disad (num)	16	13	14	8	10
Disad (number)	2	1	1	0	3

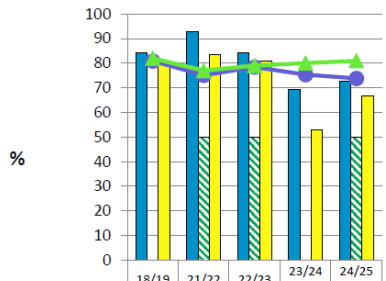
14027 Water Primary School

KS1 Results: Science TA Has not met the expected standard



Not Disad (num)	3	1	3	3	3
Disad (number)	2	1	1	4	2

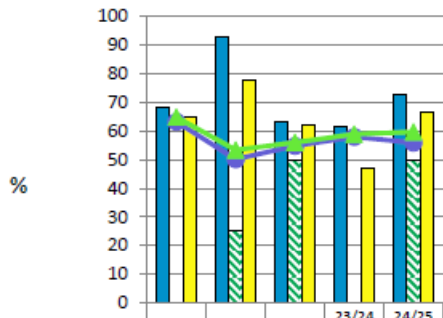
KS1 Results: Science TA Expected standard



Not Disad (num)	16	13	16	9	8
Disad (number)	2	1	1	0	2

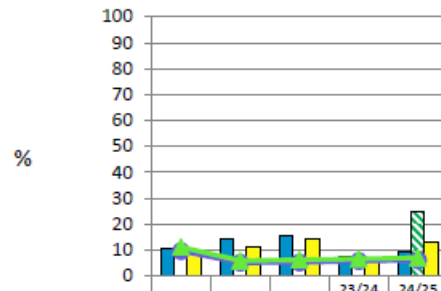
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KS1 Results: RWM Expected+



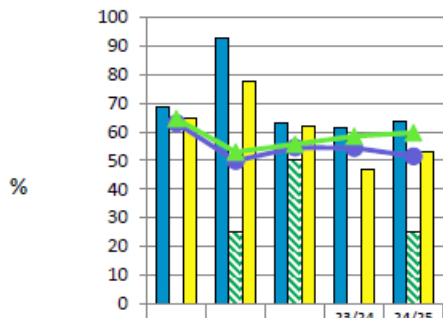
	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	68.4	92.9	63.2	61.5	72.7
Disad		25.0	50.0	0.0	50.0
All	65.0	77.8	61.9	47.1	66.7
Not Disad (num)	13	13	12	8	8
Disad (number)		1	1	0	2
Project* SFS	63.3	50.2	54.9	58.0	56.0
Eng SFS	64.9	53.4	56.0	58.9	59.7

KS1 Results: RWM Greater depth within the expected standard



	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	10.5	14.3	15.8	7.7	9.1
Disad		0.0	0.0	0.0	25.0
All	10.0	11.1	14.3	5.9	13.3
Not Disad (num)	2	2	3	1	1
Disad (number)		0	0	0	1
Project* SFS	9.7	5.1	5.2	5.8	6.0
Eng SFS	11.2	5.9	6.2	6.6	7.0

KS1 Results: RWMS Expected+

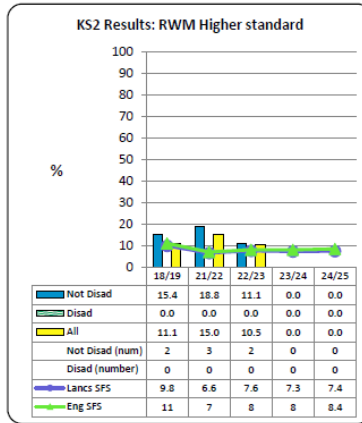
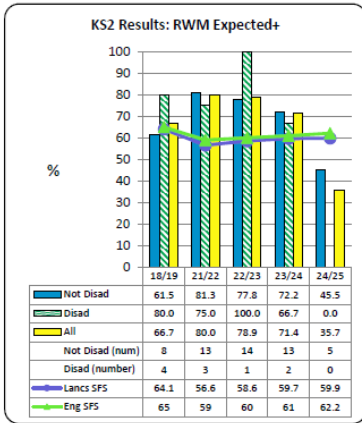


	18/19	21/22	22/23	23/24 *	24/25 *
Not Disad	68.4	92.9	63.2	61.5	63.6
Disad		25.0	50.0	0.0	25.0
All	65.0	77.8	61.9	47.1	53.3
Not Disad (num)	13	13	12	8	7
Disad (number)		1	1	0	1
Project* SFS	63.1	49.9	54.6	54.4	51.5
Eng SFS	65	53	55.7	58.5	59.7

Key Stage 2 Results: RWM
By Disadvantaged/Not Disadvantaged with School, Lancashire & England



14027 Water Primary School



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
Nuffield Early Language Intervention	NELI

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)

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.