

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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
Number of pupils in school Number of pupils in school is different at any point during the year, due to being a Pupil Referral Unit and having a transient population.	120
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	J Webb
Pupil premium lead	R Shields
Governor / Trustee lead	R Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,875
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years	
Total budget for this academic year	£69,875

Part A: Pupil premium strategy plan

Statement of intent

Waterside Academy is committed to providing a personalised curriculum and enrichment programme to support our students. The expectation is that all students will be supported to achieve regardless of financial circumstances or identified barriers.

Although the strategy is focused on the needs of disadvantaged pupils, all pupils across school will benefit from a whole-school approach and interventions. This includes engaging professional services such as counselling and therapies and specific reading interventions offered to all pupils.

Progress is not only measured through academic success but with both social and emotional development as well as against a student's effort and engagement in their education. Barriers to attainment for our students are complex due to their social, emotional, and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, and financial concerns, and health issues are all factors that impact our students' ability to engage in their learning.

At the centre of our approach is a clear and well-constructed curriculum, with high-quality teaching. School aim to offer a broad and balanced curriculum to ensure that all pupils can access the curriculum.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that appropriate high-quality work experience, careers guidance and a full extended curriculum is available to all for whom it is appropriate.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, including using GL assessments, Lexonix programme and the introduction of interventions using IDL Numeracy and Literacy. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their lives after school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Attendance below 94% has a negative impact on student progress and well-being. There are a number of pupils who are classes as persistent absentees for various reasons.
2	Extended Curriculum/Food Technology - Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience social, cultural and sporting activities outside of school.
3	Literacy - Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
4	Numeracy - Assessments show that disadvantaged pupils generally are working well below age related expectations in maths. Securing the appropriate qualification to access the next steps for their chosen career path, will provide wider opportunities for the disadvantaged cohort.
5	Careers - Many of our pupils are at a higher risk of becoming NEETs (Not in Employment, Education and Training) compared to pupils from a mainstream setting.

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 attainment for disadvantaged pupils in all subjects, notably maths and English, relative to their starting points as identified through baseline assessments.	GCSE results Foundation level results
All pupils to make good or better progress in reading.	Student reading ages to improve compared to the starting point. Reading interventions offered to pupils at least weekly, with a reading Teaching Assistant. Setting up KS4 library, ensuring reading books are available for all pupils. Purchase of a variety of reading books, including dyslexia friendly, high interest

	<p>low ability books to address our lower readers.</p> <p>Recruitment of a Literacy Intervention Lead</p>
<p>Improve attendance for all pupils across school, including persistent absentees.</p>	<p>Percentage of school attendance increases over the academic year (particularly for the pupil premium cohort).</p> <p>Student voice, pupils indicating that they want to be at Waterside Academy.</p> <p>Reintegration of pupils into school after periods of persistent absence.</p> <p>Students engaging with the inclusion base to improve attendance.</p> <p>Where appropriate transport made available to support pupils to attend school.</p>
<p>Improve the behaviour of all pupils across school</p>	<p>Reduction in the number of suspensions over the academic year.</p> <p>Increase in the number of positive Waterside points recorded.</p> <p>Increase number of pupils attending and termly reward trips.</p> <p>Reduction of serious incidents across school.</p>
<p>Pupils are provided with a wide variety of extended curriculum options.</p>	<p>Evidence retained by staff showing participation and engagement in these enrichment activities.</p>
<p>Students make progress towards age related expectations in English/Literacy and maths.</p>	<p>Evidence retained by staff showing this progress.</p> <p>Progress data.</p> <p>Students engaging with the inclusion base to support progress in maths and English/Literacy.</p>

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: £25,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure that pupils have the offer of different providers and different packages of education so as to reengage them with education.</i></p>	<p>Provide 1:1 reading sessions with pupils to improve the levels of reading and encourage a general love for reading.</p> <p>Provide different locations for pupils to access learning in the event of anxiety or social issues, including 1-1 sessions and alternative providers.</p> <p>Small intervention groups to support with behaviour and academic progress. Support from ELSA trained High Level Teaching Assistants.</p> <p>Engagement with the Inclusion Base</p>	<p>1,2,3,4</p>
<p><i>Ensure all pupils have access to the full curriculum.</i></p>	<p>Purchase of sports equipment for outdoor and sports learning.</p> <p>Funding for necessary upgrades to the food technology room to improve the learning environment and practical opportunities for students, especially those from disadvantaged backgrounds. Purchase of food for cookery so that all pupils can access lessons.</p>	<p>2,3,4</p>
<p><i>Focus on high quality teaching and learning.</i></p>	<p>Focus on a broad and balanced curriculum. Ensuring all teaching and learning across school maintains high standards and consistency.</p> <p>Full curriculum journey available for each subject, published on the school website.</p>	<p>2,3,4</p>

<i>Teaching staff CPD</i>	Enhance staffing continuous professional development to effectively support disadvantaged pupils and narrow the attainment gap.	2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,727

Activity	Evidence that supports this approach	Waterside Academy and target date
<i>Continue to support pupils in accessing education. Ensuring that pupils arrive at Waterside Academy safely.</i>	Continue to provide transport in the form of travel passes for pupils to ensure that they can travel from the different areas within the authority to access Waterside Academy and their offsite provision.	1
<i>Encourage attendance and punctuality from all students.</i>	Attendance rewards trips and incentives.	1
<i>Support pupils with a school uniform. Waterside Academy recognises that for some families this year it will be particularly difficult to purchase items for their children.</i>	Every pupil provided with one set of uniform. A second set can be provided additionally for students where needed.	1
<i>Improve the pupil's mental, emotional and physical health.</i>	<p>Available ELSA support for all individual pupils.</p> <p>A prolonged support for pupils who are transitioning into school or on to further provisions.</p> <p>Pupils to access wellbeing sessions as part of the curriculum.</p> <p>Interventions, including time with emotional literacy support assistants (ELSA)</p>	1,2,3,4

	Mental health training for staff including the Senior Mental Health Leader course.	
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Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	
<i>Continued support with careers for all pupils in KS4 and KS3.</i>	Weekly meetings with Careers Connect to support with careers advice and completion of application forms	5
<i>Alternative Provision and Work Experience</i>	Continue to offer alternative provision and work experience placements to KS4 pupils and KS3 pupils when deemed appropriate.	1,2,3,4,5

Total budgeted cost: £ 62475