

Pupil premium strategy statement

This statement details our school's use of pupil premium 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
Two Waters Primary School	
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	8.9% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (year 3 of 3)
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Tim Gately
Pupil premium leads	Tim Gately
Governor	Matthew Domine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,330 Pupil premium: $18 \times £1,550 = £27,900$ (including 3 Reception pupils) Post-LAC pupil premium: $3 \times £2,690 = £8,070$ Service pupil premium: $1 \times £360 = £360$
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,330

Part A: Pupil premium strategy plan

Statement of intent

At Two Waters Primary School we are '**Proud to achieve, proud to care**' and we strive to ensure that every pupil, irrespective of race, religion, ability, gender or culture, makes strong progress across the curriculum and develops the skills needed for lifelong learning.

Primarily through the development of high quality, adaptive teaching, we will ensure that all vulnerable pupils are supported to make progress. Observations, assessments, pupil voice and discussions with families have been used during the exploration phase to ensure each learner's unique challenges have been considered when planning our shared goals and commitments.

As a school we pride ourselves on our understanding of the uniqueness of all of our pupils, and with comparatively low numbers of children who are in receipt of PPG funding, we are able to offer bespoke provision which recognises the individual needs of each child. Above all, we aim to ensure that every child feels part of our inclusive school community and that all children have the same opportunities and are all provided with the means to succeed in the rapidly changing world ahead.

The provision that we offer is grounded in research and its effectiveness is rigorously measured and evaluated.

2026-27 is the final year of our three-year strategy. Our 2026 end of Key Stage 2 outcomes for disadvantaged pupils were well below our intended outcomes, and their attendance fell to 89.08%, so this year's plan has been refined to place a sharper focus on attendance, on reading, writing and maths in KS2 and on pupils with additional needs. It is closely aligned with the three priorities of our School Development Plan 2026-27: strengthening adaptive teaching, embedding our Behaviour Curriculum, and improving outcomes for disadvantaged pupils.

Our core objectives are:

- To remove any possible barriers to opportunity or learning
- For all disadvantaged children to make at least expected progress
- For the attainment gap between disadvantaged and non-disadvantaged children to narrow

This will be achieved through:

- Quality first, adaptive teaching in all classrooms that meets the needs of all children, including those with SEND and higher prior attainers
- Rigorous assessment and tracking that identifies need at the earliest point, with disadvantaged pupils discussed explicitly in every pupil progress meeting

- Well-targeted interventions whose impact is clearly evidenced
- A consistent Behaviour Curriculum that develops independent, respectful and responsible learners
- Robust implementation plans that provide high quality, ongoing CPD for all staff to ensure high quality teaching for all
- Research based approaches that meet our identified areas of need

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that EYFS/KS1 disadvantaged pupils require additional support in phonics and early reading . In 2025/26, 4 of 6 disadvantaged pupils (67%) passed the Year 1 phonics screening check and 1 of 2 achieved a good level of development (GLD) at the end of Reception. This compares with 84% of non-disadvantaged pupils passing the phonics check and 82% achieving GLD. Over three years, 6 of 9 disadvantaged pupils (67%) have passed the phonics check.
2	Observations, teacher voice and discussions with families show that attainment and progress in writing has been lower than other core subjects. The proportion of disadvantaged pupils meeting the expected standard in KS2 writing fell from 75% (2023) to 33% (2025) and 20% (2026), and no disadvantaged pupil has achieved greater depth in writing since 2023.
3	Some disadvantaged pupils do not have the same opportunities as their non-disadvantaged peers such as: school uniform, access to extra-curricular clubs, access to technology, opportunities to attend school trips or to take on pupil leadership roles.
4	Some parents of disadvantaged pupils are reluctant to engage with the school and resistant to working in partnership with us.
5	Our attendance data shows a significant gap: in 2025/26 attendance of disadvantaged pupils was 89.08%, compared with 96% for all pupils (2024/25: 95.8%, in line with their peers). Some disadvantaged pupils show signs of persistent absence, and our assessments and observations indicate that absence negatively impacts their progress.
6	End of KS2 outcomes show a widening attainment gap in reading, writing, maths and grammar, punctuation and spelling (GPS) . In 2026, 1 of 5 disadvantaged pupils (20%) met the expected standard in each subject and none met the combined reading, writing and maths standard. Three of the five joined the school in Years 5 and 6, limiting the time available to close gaps. Over the last three years, 4 of 10

	disadvantaged pupils (40%) met the expected standard in reading and 4 of 10 (40%) in maths.
7	Some disadvantaged pupils also have additional learning, social or emotional needs : three of the five disadvantaged pupils in the 2026 Year 6 cohort were on the SEND register. These pupils need consistently adaptive teaching and support to develop independence and self-regulation, rather than relying on additional adult support.

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 reading attainment among disadvantaged pupils.	- The % of disadvantaged children reaching a GLD at the end of Reception will be at least in line with non-disadvantaged pupils. Outcomes will be calculated over a 3-year period to give an accurate picture over time. - The % of disadvantaged children passing the Y1 phonics screening check will be at least in line with non-disadvantaged pupils. Outcomes will be calculated over a 3-year period to give an accurate picture over time. - The % of disadvantaged pupils meeting the expected standard in reading at the end of KS2 will be at least in line with non-disadvantaged pupils. Outcomes will be calculated over a 3-year period to give an accurate picture over time.
Improved writing attainment among disadvantaged pupils.	- KS1 and KS2 writing outcomes will show that the % of disadvantaged pupils meeting the expected standard will be at least in line with non-disadvantaged pupils. Outcomes will be calculated over a 3-year period to give an accurate picture over time. - An increasing proportion of disadvantaged pupils will achieve greater depth in writing at the end of KS2.
Improved maths and GPS attainment among disadvantaged pupils at the end of KS2.	- The % of disadvantaged pupils meeting the expected standard in maths and GPS at the end of KS2 will be at least in line with non-disadvantaged pupils. Outcomes will be calculated over a 3-year period to give an accurate picture over time. - Disadvantaged pupils' scores in the Year 4 multiplication tables check will be in line with those of their peers.

Adaptive teaching consistently meets the needs of disadvantaged pupils, including those with SEND and higher prior attainers.	• Learning walks and book scrutiny show that disadvantaged pupils are consistently prioritised through seating, questioning, scaffolding and feedback. • Provision maps show that disadvantaged pupils with SEND make accelerated progress from their starting points. • An increasing proportion of disadvantaged pupils achieve greater depth / the higher standard in reading, writing and maths.
Metacognitive techniques and the Behaviour Curriculum will be securely embedded across the curriculum.	• Children will be able to use metacognition and self-regulation strategies to support themselves in challenging themselves, taking a risk in their learning and regulating their own emotional needs. • Pupil voice shows that disadvantaged pupils can articulate what it means to be independent, respectful and responsible learners.
Parents will be active participants in their child's learning.	• Parents/carers of disadvantaged pupils will respond positively about the school. • Attendance at school events and engagement with school will be high. • Parents of disadvantaged children will feel confident in supporting their child's learning, and their views will inform the strategy.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be no more than 2%. • The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
Disadvantaged pupils participate fully in all aspects of school life.	• All disadvantaged pupils attend school trips and residential. • Participation of disadvantaged pupils in extra-curricular clubs is at least in line with their peers. • Disadvantaged pupils are proportionately represented in pupil leadership roles (e.g. school council, playground leaders).

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed our validated systematic synthetic phonics programme, with refresher training for all staff (including new starters) and regular fidelity checks, to secure consistently strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics	1, 2
Whole-school CPD on adaptive teaching (SDP Priority 1): - Audit practice through learning walks and book scrutiny to set a baseline - Training on the EEF's 'five-a-day' principles and Rosenshine's Principles of Instruction - A shared staff toolkit of scaffolding and questioning strategies - Disadvantaged pupils prioritised through seating, questioning and feedback	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF's 'five-a-day' approach (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology) benefits all pupils and is particularly effective for those who struggle, including pupils with SEND. 'Five-a-day' to improve SEND outcomes	1, 2, 6, 7
Stretch and challenge for higher prior attaining disadvantaged pupils (SDP Priority 1): CPD on effective questioning and open-ended tasks, challenge tasks planned as a routine part of lessons, and disadvantaged higher prior attainers tracked as a distinct group in pupil progress meetings.	No disadvantaged pupil has achieved greater depth in KS2 writing since 2023, and none achieved the higher standard in reading or maths in 2026. High-quality questioning and metacognitive approaches that make thinking explicit help pupils reach greater depth. Metacognition and self-regulated learning	2, 6
Embedding metacognitive techniques across the curriculum with a particular focus on live modelling, and adopting growth mindset models which explicitly demonstrate the thinking process, linked to the	The EEF reports that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these	1, 2, 6, 7

Behaviour Curriculum's focus on independent learners (SDP Priority 2).	strategies can be particularly effective for low achieving and disadvantaged pupils. Metacognition and self-regulated learning	
Deploy teaching assistants to promote independence rather than over-reliance on adult support, and to deliver well-structured interventions, in line with EEF guidance (SDP Priority 1).	EEF guidance finds that when TAs are used informally as the main support for low-attaining pupils, those pupils can make less progress; TAs who are trained to scaffold learning and promote independence, or to deliver structured interventions, improve outcomes. Making best use of teaching assistants	6, 7

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

Budgeted cost: £ 16,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics	1, 2
Provide additional 1:1 reading sessions for disadvantaged pupils who are at risk of not meeting the expected standard in reading, prioritising KS2 pupils in light of 2026 outcomes.	1:1 virtual reading sessions will be provided through the Bookmark Reading charity. The programmes are evidence-based and evaluated by the National Literacy Trust . Sessions are clearly structured with varied and engaging content. Sessions are 1:1, which has substantial impact as identified by the EEF: One to one tuition	1, 2, 6
Daily intervention groups in literacy and maths in every class, prioritising disadvantaged pupils who are not on track to meet age-related expectations. Impact is tracked through provision maps reviewed termly and pupil progress meetings (SDP Priority 3).	Well-structured, time-limited interventions delivered by trained staff can be effective, particularly in small groups: Small group tuition EEF guidance recommends that teaching assistants delivering structured interventions are well trained and that interventions link to classroom teaching: Making best use of teaching assistants	1, 2, 6, 7

1:1 adult support for disadvantaged pupils with the highest needs, including previously looked after children, to manage their emotional needs, access the curriculum and use metacognitive techniques.	1:1 support will be provided each afternoon to support the child in accessing the curriculum. The EEF states that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. One to one tuition	1, 2, 3, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of the DfE's statutory guidance Working together to improve school attendance (SDP Priority 3): • Half-termly analysis of disadvantaged pupils' attendance • Attendance lead / EWO offer early, personalised support to families • Celebrate and incentivise good attendance • Clear, consistent communication with parents • School-funded taxis for pupils for whom transport is a barrier to attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We will focus on clear communication through newsletters and blogs to highlight the importance of good attendance. The HT will continue to monitor attendance data with the support of the Attendance Team at HCC and intervene at the earliest opportunity, unpicking barriers with families and providing support. Funded transport removes a practical barrier for pupils whose attendance would otherwise be at risk.	4, 5
Relaunch the Behaviour Curriculum and further embed Zones of Regulation across the school to support social and emotional learning and develop independent, respectful and responsible learners (SDP Priority 2).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning guidance Consistent routines and explicitly taught behaviour expectations are recommended by the EEF: Improving behaviour in schools	3, 5, 7
Specialist therapeutic and behaviour support for	The EEF recommends that schools use targeted approaches, including specialist	3, 5, 7

disadvantaged pupils with significant social, emotional and mental health needs: therapeutic support through DESC and NESSIE, and part-time alternative provision (afternoons) for one pupil, with a clear focus on reintegration.	support from outside agencies, to meet the needs of individual pupils whose behaviour and wellbeing are a barrier to learning: Improving behaviour in schools Social and emotional learning interventions have a positive impact on learning and attitudes: EEF Social and Emotional Learning guidance	
Ensure that all children have equal access to the curriculum and wider school life and have their social and emotional needs met (SDP Priority 3). Participation of disadvantaged pupils in clubs, trips, residential and leadership roles will be audited termly.	The school offers all parents of disadvantaged children financial support with school uniform and P.E. kit, trips (including residential), extra-curricular clubs, wrap-around care and music lessons. • The school pays the cost of clubs and music tuition for all PPG children, allowing all children access and the opportunity to build cultural capital. We have also found that access to a desired club is a motivator for a child's attendance. • We subsidise residential school trips (such as the Year 6 PGL trip) to ensure all PPG children attend. The benefits of these trips support children on a social and emotional level. • Some PPG children need further intervention and specialist support for their emotions and behaviour. In these cases, we provide targeted pastoral support (e.g. nurture, ELSA) and regular counselling from the school's family support worker. • The school prioritises places in wrap-around care for PPG children and subsidises the cost. • Disadvantaged pupils are given equitable access to leadership roles such as school council and playground leaders. • The school purchases all necessary uniform for PPG children. Wearing a full school uniform is linked with the development of a school ethos and can have a positive impact on learning according to the Sutton Trust.	3, 4, 5, 7
Strengthen engagement with parents of disadvantaged	The EEF finds that parental engagement has a positive impact on average of four	4, 5

pupils: regular contact through the family support worker, personal invitations to school events, guidance on supporting reading and maths at home, and termly parent voice to inform the strategy.	months' additional progress, and that tailored, practical support for families of struggling pupils is most effective. Working with parents to support children's learning	
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Total budgeted cost: £ 36,330

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 2025 to 2026 academic year.

Outcomes for disadvantaged pupils at the end of KS2 in 2025/26 were well below our intended outcomes. The school has comparatively low numbers of pupils who are eligible for PPG funding (five pupils in the 2026 Year 6 cohort, so each pupil represents 20 percentage points); therefore, it is helpful to look at attainment over a three-year period to gain a more accurate picture of their achievement. Non-disadvantaged figures for 2025/26 are for the pupils in each cohort who are not eligible for PPG (Reception 28, Year 1 25, Year 6 25); the Local Authority profile suppresses disadvantaged data for groups of five or fewer.

Good Level of Development (GLD)

	% of disadvantaged pupils who achieved GLD	% of non-disadvantaged pupils who achieved GLD
23/24	N/A	77%
24/25	50% (4)	71%
25/26	50% (2)	82%
3-yr total	50% (6)	76% (84)

KS1 phonics

	% of disadvantaged pupils who passed	% of non-disadvantaged pupils who passed
23/24	100% (1)	90%
24/25	50% (2)	93%
25/26	67% (6)	84%
3-yr total	67% (9)	89% (82)

KS2 Reading

	% of disadvantaged pupils who achieved ARE	% of non-disadvantaged pupils who achieved ARE	% of disadvantaged pupils who achieved GD	% of non-disadvantaged pupils who achieved GD
23/24	50% (2)	93%	50%	40%
24/25	66% (3)	94%	33%	58%
25/26	20% (5)	92%	0%	28%
3-yr total	40% (10)	93% (81)	20% (10)	42% (81)

KS2 Writing

	% of disadvantaged pupils who achieved ARE	% of non-disadvantaged pupils who achieved ARE	% of disadvantaged pupils who achieved GD	% of non-disadvantaged pupils who achieved GD
23/24	50% (2)	80%	0	23%
24/25	33% (3)	81%	0	23%
25/26	20% (5)	84%	0%	24%

3-yr total	30% (10)	82% (81)	0% (10)	22% (81)
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KS2 Maths

	% of disadvantaged pupils who achieved ARE	% of non-disadvantaged pupils who achieved ARE	% of disadvantaged pupils who achieved GD	% of non-disadvantaged pupils who achieved GD
23/24	100% (2)	93%	50%	50%
24/25	33% (3)	91%	33%	52%
25/26	20% (5)	96%	0%	44%
3-yr total	40% (10)	93% (81)	20% (10)	49% (81)

KS2 Grammar, punctuation and spelling (GPS)

	% of disadvantaged pupils who achieved the expected standard	% of non-disadvantaged pupils who achieved the expected standard	% of disadvantaged pupils who achieved the higher standard	% of non-disadvantaged pupils who achieved the higher standard
25/26	20% (5)	92%	0%	44%

KS2 2026: one of five disadvantaged pupils (20%) met the expected standard in each of reading, writing, GPS and maths, compared with 62.5% (reading), 60.2% (writing), 60.6% (GPS) and 61.5% (maths) of disadvantaged pupils nationally. No pupil met the combined reading, writing and maths standard (all pupils at the school: 66.7%; disadvantaged pupils nationally: 48.2%). Three pupils were working below the standard of the KS2 tests and did not receive a scaled score. Of the other two, one met the expected standard in GPS and maths but narrowly missed it in reading (scaled score 98); the other met it in reading but narrowly missed it in GPS (98) and did not meet it in maths (93). No disadvantaged pupil achieved the higher standard (scaled score of 110 or more).

Context: this cohort had significant additional needs and high mobility. Three of the five disadvantaged pupils were on the SEND register and three joined the school in Years 5 and 6. Progress for the cohort as a whole was strong (reading +1.91, writing +4.39, maths +4.99), but progress scores for disadvantaged pupils are suppressed because the group is so small.

EYFS and KS1 2026: 1 of 2 disadvantaged pupils (50%) achieved a good level of development at the end of Reception (non-disadvantaged: 82%), and 4 of 6 (67%) passed the Year 1 phonics screening check (non-disadvantaged: 84%), an improvement on 2024/25 (50%). Phonics and early reading therefore remain a priority (challenge 1), with additional phonics sessions for pupils who did not pass the check.

Over the last three years, 40% of disadvantaged pupils (4 of 10) met the expected standard in reading and 40% in maths, a clear decline from 2023, when all four disadvantaged pupils met it in both. We have therefore added a specific challenge for KS2 reading, maths and GPS (challenge 6) and for pupils with additional needs (challenge

7), and strengthened adaptive teaching and the deployment of teaching assistants in this year's plan, in line with our School Development Plan.

During 2025/26 all classes ran daily intervention groups in literacy and maths, and disadvantaged pupils received 1:1 reading sessions through the Bookmark Reading charity. Some disadvantaged pupils also received 1:1 adult support and therapeutic support through DESC or NESSIE. One pupil attended alternative provision in the afternoons for behaviour support, and the school funded taxis for three pupils to support their attendance.

Throughout the academic year we ensured that all disadvantaged children had equal access to our curriculum, funding school uniform and P.E. kit, trips (including residential), extra-curricular clubs, wrap-around care and music lessons.

Attendance for disadvantaged pupils in 2025/26 was 89.08%, compared with 96% for all pupils, a gap of almost 7 percentage points and well outside our target of no more than 2%. This was a decline from 2024/25 (95.8%), and improving attendance is therefore a key focus of this year's plan (challenge 5).

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
Back on Track	Herts for Learning
Bookmark Reading Programme	Bookmark Reading charity
Therapeutic support	NESSIE
Therapeutic support and alternative provision	DESC (Dacorum Education Support Centre)

Further information (optional)

Planning, implementation, and evaluation

In this final year of our three-year strategy, we have evaluated the impact of activity in 2025/26, including our 2026 KS2 outcomes, and looked closely at why some approaches have not had the degree of impact that we expected. The plan is aligned with the three priorities of our School Development Plan 2026-27: (1) strengthening adaptive teaching, (2) embedding the Behaviour Curriculum and (3) improving outcomes for disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

SLT will review the impact of the strategy termly using academic, attendance and participation data for disadvantaged pupils, and governors (including the pupil premium governor) will receive termly reports. Pupil and parent voice from disadvantaged families, together with this year's outcomes, will inform our next three-year strategy from September 2027.