

Pupil premium strategy statement – Waterfront UTC

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025-2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cathy Reid Deputy CEO
Pupil premium lead	Fiona McLean Principal
Governor / Trustee lead	David Giles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,725
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,725

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for disadvantaged pupils?

Our ultimate objective is that every pupil, regardless of ability, background or need, can thrive academically, socially and emotionally. Our objective ensures that disadvantaged pupils receive the tailored support they need to thrive. Through a comprehensive approach that includes high-quality teaching, targeted academic support and strategies to address non-academic barriers. We aim to provide every disadvantaged pupil with the opportunity to reach their full potential.

How does your current pupil premium strategy plan work towards achieving those objectives?

There has been progress made at Waterfront UTC for our Pupil Premium pupils. This has been in both progress as well as in attendance. We have appointed another teaching assistant to support the learning in the classroom. We have appointed an Attendance Officer to ensure earlier identification of pupil premium students who may be absent. There has been a significant decrease in persistent absence for pupil premium pupil. We have a robust attendance strategy, and this has meant that attendance for pupil premium has improved and shows relative improvement from last year. Persistent absence for pupil premium learners has been a sharp focus and there is regular analysis of data and early interventions, by the Principal, SLT, SLT Pastoral Leader and the pastoral team.

What are the key principles of your strategy plan?

The key principles of the Pupil premium strategy are to ensure that we have an effective teacher in every class. Our focus is to improve learner outcomes, attendance and reduce suspensions especially for Pupil premium learners thus enhancing the life chances of our young people by maximising their educational achievement.

We are committed to our 'First 20%' – these are the learners we prioritise in planning, teaching, feedback and monitoring thus reducing barriers and adapting practice as pupils require. We listen to the voices of our pupils, so they are actively involved in sharing their learning, and listening to the support they need to promote their success.

We know from the research findings by the Education Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are vital. There is a focus on high quality inclusive teaching in CPD for the year 2025/26, including incorporating the use of live and group feedback. The curriculum continues to be reviewed, and our Discovery Curriculum has embedded well for year 9 students. This has supported pupil premium students as it is about levelling

the playing field and ensuring all students have the knowledge and skills they need to take their next steps.

Persistent absence for pupil premium learners is a sharp focus and there is regular analysis of data and early interventions, by the Principal, SLT, SLT Pastoral Leader and the pastoral team. We have also appointed a dedicated Attendance Officer to ensure earlier identification of pupil premium students who may be absent.

For the academic year, 2024-25, the gap in progress between pupil premium students and non-pupil premium students reduced from -0.4 in 2023/24 to -0.05. However, we are clear that we need to keep pushing forwards with our curriculum development, staff CPD, and targeted support to ensure that this gap reduces further.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>There are attainment gaps between the target grade and the achieved grades. The school has worked on ensuring where there are gaps in learning students are given the support to close them for them to make good progress. This does fluctuate as some of the gaps for pupil premium students arise from previous poor attendance over a period including from before the students joined us. The gap between pupil premium and non-pupil premium student has decreased again from 2023/24 from -0.4 to -0.05 in 2024/25.</p>
2	<p>Literacy</p> <p>Our data shows lower literacy, reading and vocabulary skills in comparison to non-pupil premium students. We know that low literacy skills limits progress, confidence and affects destinations of our pupil premium pupils. When students join in year 9 we are finding that there are a significant number who are not reading at their expected level and this has an impact on all areas of their school life. Many have 'lost learning' from their early years and COVID where we know that pupil premium students were affected more significantly and this has had a huge impact on reading ages and comprehension.</p>
3	<p>Attendance</p> <p>Our context means that students join us having had poor attendance at previous a previous school or long-term home education has had an impact on the pupil premium students. This is sometimes accompanied by complex social issues such as difficulties in their home lives. We have</p>

	reduced the gap in attendance for our pupil premium learners, but we recognise there is still work to do. We have had students not attend as they do not have uniform; we have removed this barrier by ensuring that parents know they can approach us and we will provide uniform so this does become a barrier to attendance.
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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
To improve outcomes for pupil premium students in all subjects	Outcomes from all subjects will show a decrease in the gap between their grades and non-pupil premium students. This will be evidenced and monitored through data drops, learning walks and work scrutiny alongside any class based assessments.
To show progress in reading ages, literacy and use of vocabulary	Data will show the gap narrowing for pupil premium students in terms of starting points and age expected reading ages. Learning walk and work in lessons data will show the progress in the use of vocabulary and also the development of disciplinary literacy skills.
To continue to improve attendance and reduce persistent absence	The decrease in the gap in overall absence and persistent absence will continue to narrow. Data for 2025/26 will show a narrowing between the unauthorised absence rate being in line with national data and the attendance gap between pupil premium and non-pupil premium pupils.

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: £36,372.12

Activity	Evidence that supports this approach	Challenge number(s)

		address ed
<ul style="list-style-type: none"> - Pupil Premium First 	<p>Whole school approach to pupil premium means prioritising disadvantaged students in all areas. This means embedding the first 20% approach consistently. This will include:</p> <ul style="list-style-type: none"> - Books and equipment. PP students have these ready - PP student are provided with the equipment they need - Questioning: PP students are asked first - Understanding: Check PP students understanding first - Book/assessment marking: Mark PP students books first - Rewards: Reward PP students first - Volunteers: Choose PP students first - Raising Achievement Evenings: Reach out to parents who have not made appointments to ensure they have an update on their child's progress and to establish relationships - Mentoring: Arrange PP students first - Trips: Ensure PP student have places first - PP is a fixed focus on all internal meetings <p>https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3

<ul style="list-style-type: none"> - Department training focussing on curriculum pedagogy which incorporates the elements of HQIT 	<ul style="list-style-type: none"> - Subject leaders will work with their departments to ensure that the pedagogy relating to their departments is shared and supports outcomes. - CPD and Training will focus on whole school strategies on HQIT - Leaders will monitor through learning walks, and discussions with staff and students <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Metacognition and Self-regulated Learning EEF</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Planning-professional-development.pdf</p>	1,2
<ul style="list-style-type: none"> - Progress meetings are established and this informs the programme of mentoring for students at risk of underachievement 	<ul style="list-style-type: none"> - Leaders will review progress and ensure that mentoring is in place - Feedback to learners and parents to ensure engagement - Regular review of the programme to monitor progress <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2

Appointment of HLTA	<ul style="list-style-type: none"> - Appointment of a HLTA who can offer a link between academic and pastoral with a focus on reducing challenges and barriers which may not be classroom based and bridging the gap between school and home <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,751.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading wise programme	Targeted reading programme for students who are below expected reading ages with a focus on comprehension.	1,2
Reading in Personal Development	Dedicated reading time linked to the PSHERSE programme to develop reading skills whilst tackling challenging topics. Topics are discussed. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
Academic mentoring	Mentoring programme for year 11 PP students to support academic study and develop confidence	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Intervention	<p>Early intervention with focussed in class support One to one support for individual students who are highlighted in raising standards meetings</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1

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

Budgeted cost: £44,061.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Safeguarding Officer	<p>The appointment of a non-teaching Safeguarding Officer means that links between home and school are established and nurtured.</p> <p>They will work with students on their social and emotional learning to support the whole child</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,3

<p>Revision guidance, individual packs and resources for all pupil premium learners</p>	<p>All PP students will given guidance on general revision techniques and in small groups alongside resources and how to use them</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Exam stress workshops</p>	<p>PP students will be the first referred to our external exam stress workshop to support emotional wellbeing leading up to exams</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Behaviour system ensuring high expectations of all students</p>	<p>High expectations of all students and analysis of challenges faced by PP students to reduce behaviour incidents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,3</p>

Total budgeted cost: £110,725.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year 2023/24, drawing on national assessment data and our own internal summative and formative assessments. Performance for disadvantaged pupils improved across several key measures in 2024–25. Progress 8 for PP pupils rose to -1.11, narrowing the internal gap to -0.08 compared with non-PP (-1.19). Attainment 8 increased to 28.6, which shows a narrowing gap compared to national data. This improvement can be attributed to our comprehensive approach, which includes high-quality teaching, targeted academic support, and strategies to address non-academic barriers.

Attendance remains a challenge however there has been a relative improvement raising from 79.7% to 85.9%. Whilst this should be celebrated we recognise that there is still a gap between disadvantaged and non-disadvantaged students of 2.4%. We acknowledge there is still work to be done with students who are disadvantaged and persistently absent. With the employment of our attendance systems and the First 20% model this has had a positive impact on the attendance of disadvantaged students. This is alongside the wellbeing and non-academic barriers being tackled by the pastoral team.

Evaluation of 2024–25 priorities show significant embedding of high-quality teaching through improved consistency in feedback and modelling and consistency in behaviour management systems. Suspensions for students who are disadvantaged fell from 27.4% in 2023/24 to 19.54% in 2024/25.

Our Local Academy Board has oversight and scrutinises the impact of the pupil premium strategy during meetings and monitoring visited with a named member of the board responsible for this scrutiny.

We have used student and parent voice to review our strategy. The feedback has enabled us to adjust and refine where appropriate our planned strategies.

Key development areas for 2025/26 include: improving outcomes with a focus on English, literacy and attendance.

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
Sparks Maths	Sparks
Bronze Award	Duke of Edinburgh
ReadingWise	IdeaWise