

Pupil premium strategy statement – St Mary & St Paul's CE Primary School

The Pupil Premium is a grant to raise attainment for disadvantaged pupils and narrow the achievement gap. Funding supports high-quality teaching, targeted support, and strategies to help disadvantaged children succeed. Our strategy is based on evidence from the Education Endowment Foundation (EEF) to ensure maximum impact.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025-26 academic year.

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	223
Proportion (%) of pupil premium eligible pupils	55%
Academic year/s that our current pupil premium strategy plan covers	2024-2025 – reviewed 2025-2026 - future
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Brooksbank
Pupil premium lead	Simon Reeve
Governor / Trustee lead	John Hatton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£161,505

Part A: Pupil premium strategy plan

Statement of intent

We convened a meeting between LA, governors, local councillors, SLT and we discussed supporting disadvantage within the community. As a result, we are prioritising the following objectives / areas within school for our disadvantaged pupils:

- To provide disadvantaged pupils with the chance to experience 'Life in all its fullness through Learning and Love'.
- To nurture and support all disadvantaged pupils to achieve their full potential.
- To ensure that all disadvantaged pupils have access to a deep and rich curriculum that inspires them to engage in learning enthusiastically.
- To enable children to develop a deeper understanding of the links within each subject of the curriculum and across the curriculum.
- For school to be the hub of the community by going above and beyond for disadvantaged children and their families.
- Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups.
- For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes.
- To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance with a specific focus on persistent absence.
- To provide aspiration and wellbeing support to all disadvantaged pupils.

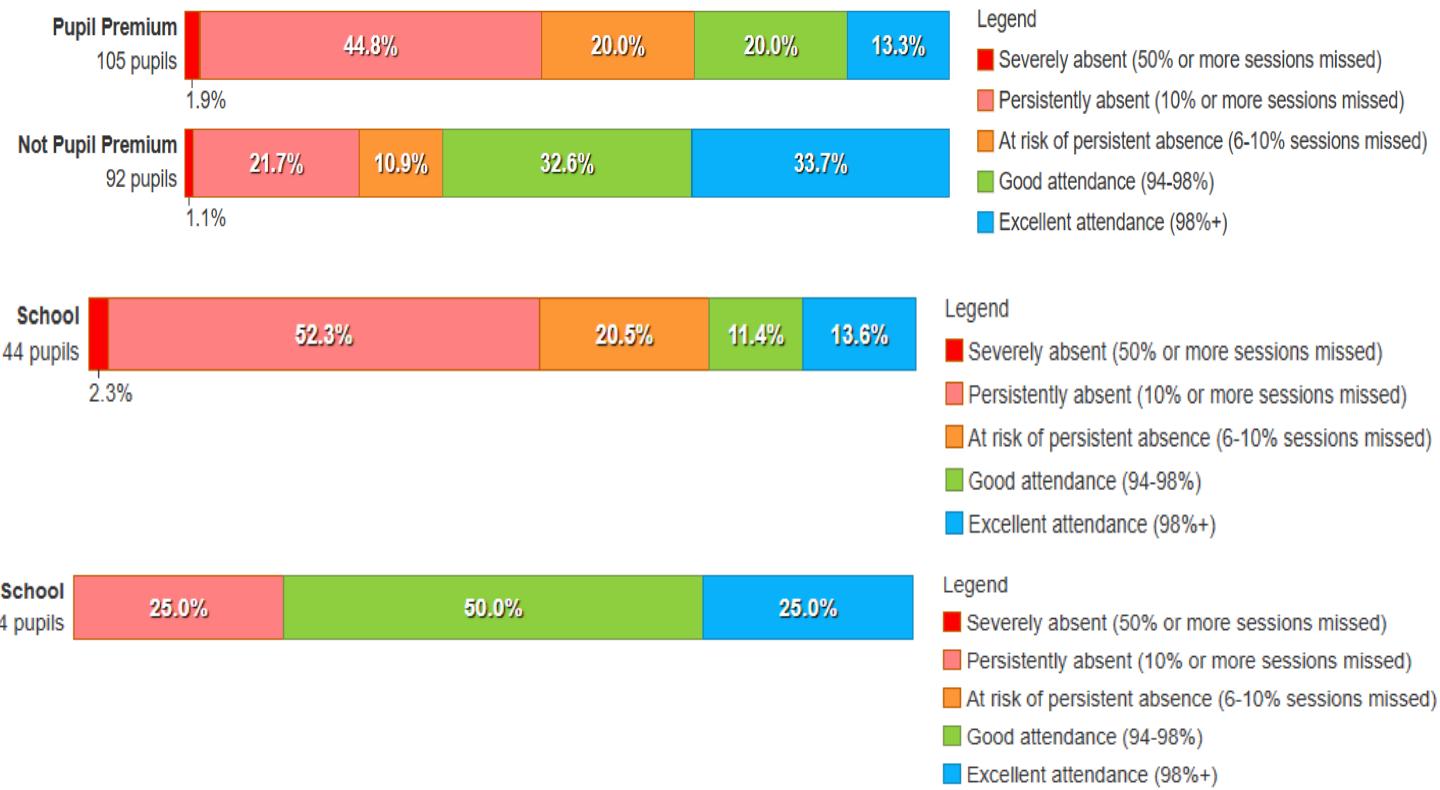
As a school, we are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils in receipt of pupil premium are :

- To ensure their attendance is at least in line with those of peers in school.
- To continue to ensure outcomes for these pupils are at least in line with those of peers in school across the curriculum.
- To ensure the wellbeing of these pupils are met to ensure they are on track to make or exceed expected progress and attainment.
- To develop early language acquisition.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is evidenced by the EEF to have the greatest impact on closing the disadvantage gap whilst at the same time benefitting the non-disadvantaged pupils. Through meeting the wellbeing needs and language development needs of the pupils through the additional

staff and additional services we hope to close the gap. High quality teaching can only occur when the children attend school hence the focus on improving attendance, with attendance of the pupil premium group being significantly lower than the non-pupil premium children (see table below for Pupil Premium Attendance 2024-25).



Challenges

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

Challenge number	Detail of challenge
1	Limited speech and language levels on entry to school and ongoing throughout KS1 / KS2 resulting in poor vocabulary knowledge.
2	High mobility rates (currently in the highest quintile – (Stability - 86% - 2025 / 2024 - 70%)
3	Low aspirations and lack of understanding of the value of school of parents who have children who are persistent absentees.
4	Punctuality and a large number of pupils arriving to school without having had breakfast.
5	Limited opportunities to read outside of school.
6	Increasing numbers of pupils needing support with emotional issues resulting in poor behaviour and attitudes to learning and low self-esteem.
7	Inability to retain information that is taught.
8	Low aspirations of pupils due to limited life experiences of the pupils outside of school.
9	Difficulties in engaging parents / carers.
10	Lack of external agency support for pupils.

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 awareness of vocabulary and understanding from pupils across all year groups.	<ul style="list-style-type: none"> Evidence of wider use of vocabulary in children's writing. Wider use of extensive vocabulary in children's conversation and use of language. Vocabulary questions on assessments answered with greater accuracy. Improving strategies for working out what the meaning of an unknown word is.
Develop secure early reading skills by recognising phonics sounds, blending them to read words, and making strong progress in reading through consistent use of the Read Write Inc. programme.	<ul style="list-style-type: none"> Increased the number of PP pupils achieving the Phonics Screening assessments. Increased desire for children to read at an earlier time of their life. Improved blending of sounds to create understanding of words. Speech and Language support given for pupils, staff and parents by Speech and Language specialist. Identified pupils receiving S & L interventions show progress.
Improved punctuality and attendance of pupils.	<ul style="list-style-type: none"> Reduce the number of children who are late to school. Number of persistent absentees to reduce. Increase the number of pupils who achieve 100% over the year. Decrease the number of pupils who have attendance between 90 – 96% aiming for 96%+ to increase. Decrease the number of pupils who are in the persistent absentee category (less than 90%). Provide Magic breakfast for all pupils on entry.
Develop children's love of reading and books whilst developing greater understanding of text and authorial intent.	<ul style="list-style-type: none"> Increase in the love that children have for books and the texts that are read. Children bringing books in from home and discussing them in school. Wider range of authors being read in school and at home.

	<ul style="list-style-type: none"> • Improvement in reading assessment results. • Establish that we are a 'Reading School'. • Wider range of texts that the children have access to including greater diversity, equity and justice. • Pupils who are falling behind in reading are to be heard reading daily.
<p>Support and manage pupils' emotional issues from experiences in and outside of school are immediately addressed to ensure that they are in the best position to make progress in their learning.</p>	<ul style="list-style-type: none"> • Enhanced confidence and self-esteem shown by pupils evidenced by being in school / lessons more. • Increased willingness and confidence of children to talk to trusted adults. • Learning mentor to work with pupils when needed. • Referrals to Mental Health Schools Team made when required. • Counsellor to support three pupils per half-term.
<p>Increase 'sticky knowledge' of pupils.</p>	<ul style="list-style-type: none"> • Evidence of deeper understanding of topics and concepts across the whole of the curriculum. • Increasing confidence of students to talk about what they have learned. • Pre – post learning tasks / reviews show progression in understanding. • Curriculum lead monitoring to locate evidence of retrieval practise and children's retrieval ability.
<p>Increased cultural capital experiences and access to opportunities outside of the school environment.</p>	<ul style="list-style-type: none"> • Children to have exposure to cultural capital experiences to develop an awareness beyond the borders of the area that they reside in. • Visit places outside of Prescot to gain a knowledge of the North West. • Y6 to attend residential at Barnstondale in the Wirral. • Theatre companies / arts companies to visit to school to perform to pupils. • Children to be involved in projects outside of immediate local area e.g., Liverpool Cathedral, LFC Foundation. • Raised aspirations and value of school with parents whose children are persistent absentees.

<p>Increase the life aspirations and life experiences for pupils and parents.</p>	<ul style="list-style-type: none"> Participation in Career Related Learning project - Ready, Set, Career building on the work completed by the Start small; Dream big project through the introduction of career related learning opportunities into the curriculum. Increased opportunities for pupils to visit or hear from individuals in a wide range of careers. Stronger links between local secondary schools, colleges and universities including Riverside College. An increase in the number of children (in years to come) going on the A levels, university and having employment.
<p>Greater engagement of parents in aspects of school life and the children's learning.</p>	<ul style="list-style-type: none"> Increasing number of contacts made at Parents' Evening. Courses and links shared by Family Support Worker with parental attendance monitored. Homework projects completed by joint working of pupils and parents. Regular conversations held with parents and SLT at start and end of the day. Increased responses to parent surveys completed across the year. Reach More Parents app to be introduced to build communication streams with parents.

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: £ 90,048.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><i>High quality teaching and professional development</i></u></p> <p>School have continued with The National College CPD forum – all staff have access to online CPD / webinars to deepen understanding of curriculum areas, SEND and effective supporting of pupils learning and understanding.</p> <p>Participate in the Elevate Schools partnership at Silver level working with Endeavour Education.</p> <p>This includes</p> <ul style="list-style-type: none">• regular opportunities for all subject leaders to meet with other schools to discuss and share good practice.• school leadership support forums to share and advise new developments in a subject to aid school improvement• examine / receive and advise on subject knowledge development to gain best practice and support pupils of all abilities to make additional progress	<p>Because high-quality teaching is the greatest lever for improving disadvantaged pupils' outcomes, investing in CPD is an appropriate use of Pupil Premium. The EEF guidance report Effective Professional Development argues that improving teacher quality through well-designed professional development is “one of the most important things” schools can do to improve pupil outcomes.</p>	<p>1 2 7</p>

<p><u>Phonics</u></p> <p>Whole school staff training for Read Write Inc.</p> <p>Adaptation of the school timetable with children who are still on the RWI programme to have 40 minutes of phonics teaching each day by fully trained staff.</p> <p>Ongoing weekly review training for all staff delivering RWI programme.</p> <p>Use of the Read Write Inc Phonics programme across the school with the aim for all children to be off the programme by the end of KS1.</p>	<p>The school's early reading approach is informed by the EEF Teaching and Learning Toolkit, which identifies systematic phonics as a high-impact, low-cost strategy, typically leading to +5 months' progress. Phonics is most effective when taught explicitly, daily, and through a structured programme delivered with fidelity. Whole-school training and weekly review sessions ensure consistent, high-quality delivery. Daily 40-minute sessions in ability-appropriate groups provide targeted support, including for pupils who continue the programme into KS2. Smaller, needs-based groups enable responsive teaching that accelerates progress, helping pupils develop secure decoding, fluency, and independence in reading by the end of KS1.</p>	1 2 5 7
<p><u>Reading development</u></p> <p>Focused weekly 1:1 reading for all pupils, with daily reading for the children falling behind in reading, targeting vocabulary, fluency, recall, inference and deduction. The KS2 reading strategy will continue to be developed to raise attainment, with a strong emphasis on vocabulary development.</p> <p>Reading for pleasure will be prioritised through exposure to a wide range of books and authors, regular staff modelling of reading, and daily story sessions.</p> <p>Targeted interventions, including reciprocal reading in all classes, will support comprehension, while group reading opportunities and consistent use of vocabulary walls will deepen understanding and engagement across the school.</p>	<p>The Education Endowment Foundation (EEF) identifies one-to-one tuition and reading comprehension strategies as high-impact approaches for improving reading outcomes, particularly for disadvantaged pupils. One-to-one tuition typically leads to +5 months' progress, while explicit teaching of comprehension skills — including vocabulary, inference, fluency and structured discussion — delivers around +7 months' progress. These approaches are most effective when delivered regularly in short, focused sessions that address specific gaps in learning, especially for the lowest-attaining readers. Strategies such as reciprocal reading, daily targeted reading, staff modelling of reading, and access to a wide range of texts increase engagement, reading volume, and comprehension. Together, these evidence-based approaches represent an effective use of Pupil Premium funding.</p>	1 2 5 7

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

Budgeted cost: £ 41,873.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><i>Interventions by school staff</i></u></p> <p>Increased 1:1 and small-group support from teachers and support staff to address pupils' specific learning needs, including an additional member of staff in Year 6 to support English and teach Mathematics during morning sessions. Interventions are closely matched to pupils' ability levels and delivered at the point of learning to address misconceptions immediately through effective teaching and questioning. Support staff focus on developing individual pupils' writing and maths skills, reinforcing sticky knowledge through regular retrieval practice, and supporting access to programmes such as TT Rock Stars and Numbots. Afternoon sessions provide targeted, curriculum-based reading, mathematics, and writing catch-up to consolidate learning and move pupils on.</p>	<p>The Education Endowment Foundation (EEF) identifies one-to-one and small-group tuition as high-impact strategies, typically delivering +4 to +5 months' progress, particularly when support is targeted at specific gaps in learning. EEF guidance emphasises that interventions are most effective when delivered at the point of learning, addressing misconceptions immediately and reinforcing key concepts. Deploying trained teachers and support staff to provide focused support in reading, writing and mathematics aligns with evidence that structured teaching, effective questioning and guided practice accelerate progress.</p> <p>EEF research also highlights the importance of retrieval practice in securing "sticky knowledge" and the effective use of digital learning tools (such as TT Rock Stars and Numbots) to consolidate learning when used purposefully. Providing afternoon catch-up sessions allows pupils to revisit and embed learning from the day, preparing them for next steps. Additional targeted support for Year 6 pupils, including 1:1 intervention with experienced staff, reflects EEF recommendations that personalised, responsive support is particularly effective for disadvantaged pupils and supports accelerated progress ahead of key assessments.</p>	1 2 5 7
<p><u><i>Interventions by external agencies.</i></u></p> <p>Engage with an independent speech and language specialist to support pupils throughout the school (but initially in EYFS).</p>	<p>The Education Endowment Foundation (EEF) identifies oral language interventions as a high-impact strategy for improving communication, language, and literacy outcomes, particularly in early years, with an average gain of +6 months' progress. EEF research highlights that targeted support from specialists, such as speech and</p>	1 2 9 10

<p>S & L specialist engaged for one day a week to work with pupils across EYFS / Nurture.</p> <p>Specific intervention strategies to be provided to staff and parents to aid them in supporting children with speech development</p>	<p>language therapists, is especially effective when combined with structured strategies that can be implemented by teachers and parents to reinforce learning. Engaging a speech and language specialist one day a week allows for intensive, personalised support for pupils in EYFS and Nurture groups, while simultaneously equipping staff and parents with evidence-based techniques to support speech and language development. This approach ensures early identification of needs, timely intervention, and consistent reinforcement, all of which are shown by the EEF to improve pupils' communication skills, vocabulary acquisition, and readiness for future literacy learning.</p>	
<p><u>Independent learning</u></p> <p>Develop independent learning for children to set targets and identify areas for improvement.</p> <p>If children can identify strengths and areas for development for themselves it will help support their own learning, knowledge and development</p> <p>Ownership of learning will lead to independent study at home engaging parents, carers and pupils in raising understanding and interest in topics.</p> <p>Additional IT hardware / books available for pupils to use to research and investigate topics</p>	<p>The Education Endowment Foundation (EEF) highlights those strategies promoting metacognition and self-regulated learning can have a significant impact on pupil progress, with an average gain of +7 months' additional progress. Teaching pupils to set targets, reflect on their strengths and areas for development, and plan their own learning encourages greater ownership of learning and supports the development of independent study skills.</p> <p>EEF research emphasises that metacognitive approaches are most effective when pupils are explicitly taught how to monitor and evaluate their learning and when opportunities are provided to apply these skills across different subjects. Providing resources such as IT hardware and books further supports pupils' ability to independently research and investigate topics, while engaging parents and carers can reinforce learning at home. This approach fosters self-directed learning, deepens understanding, and promotes engagement, particularly benefiting disadvantaged pupils by equipping them with skills to take control of their own academic progress.</p>	<p>7 8 9</p>

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

Budgeted cost: £55,797.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><i>Raising aspirations - Enrichment opportunities</i></u></p> <p>The school provides a wide range of enrichment opportunities to broaden pupils' experiences of the wider world, raise aspirations, and develop cultural capital. Pupils are given opportunities to explore beyond their local area, alongside developing a deeper understanding of Prescot's heritage and history.</p> <p>Experiences include educational visits within the North West, a residential visit in Year 6, and in-school performances by theatre and arts companies. Pupils also take part in projects with external organisations, including Liverpool Cathedral.</p> <p>These enrichment opportunities aim to expand pupils' knowledge, build confidence, and raise aspirations by exposing them to a wide range of cultural, historical, and real-world experiences.</p>	<p>The Education Endowment Foundation (EEF) identifies enrichment activities and outdoor learning as approaches that can improve pupil engagement, motivation, and learning outcomes, particularly for disadvantaged pupils, by providing real-world contexts and experiences that extend classroom learning. While the direct impact on attainment varies, EEF evidence highlights that well-planned, purposeful experiences — such as visits, arts performances, residential trips, and engagement with external projects — can strengthen pupils' knowledge, vocabulary, and motivation, which are key components of long-term academic success. Providing children with opportunities to explore local heritage, visit new places, and engage with cultural and artistic experiences increases their cultural capital, broadens their horizons, and raises aspirations. Embedding these experiences across the curriculum ensures that disadvantaged pupils gain equitable access to learning beyond the classroom, supporting both academic and personal development.</p>	1 2 3 7 8
<p><u><i>Raising aspirations – Career Related Learning</i></u></p> <p>The school aims to raise aspirations by developing career-related learning, building on the <i>Start Small: Dream Big</i> pilot and the LCR's <i>Ready, Set, Career</i> programme. These initiatives give pupils an understanding of future opportunities</p>	<p>The Education Endowment Foundation (EEF) highlights that aspiration-raising and career education activities can support engagement, motivation, and long-term educational outcomes, particularly for disadvantaged pupils. Evidence indicates that providing pupils with meaningful exposure to future career pathways, higher education opportunities, and local employers can increase motivation, broaden horizons, and strengthen pupils' self-efficacy and goal-setting skills. A structured</p>	1 2 3 8 9 10

<p>and inspire them to improve their life chances beyond SMSP.</p> <p>Pupils will benefit from strengthened links with secondary schools, colleges, and local universities, including Riverside College, as well as engagement with local employers to explore real-world career pathways.</p>	<p>programme, such as the Ready, Set, Career, enable pupils to explore career options, understand pathways, and develop the skills and aspirations needed to succeed beyond school. Additionally, building links with secondary schools, colleges, universities, and local employers aligns with EEF guidance on enrichment and real-world learning experiences, which can enhance engagement, academic outcomes, and the long-term life chances of pupils, particularly those eligible for Pupil Premium funding.</p>	
<p><u>Magic Breakfast</u></p> <p>To provide 'Magic Breakfast' for pupils to have a start to the day where they are not hungry.</p> <p>Bagels provided every day for all children Year 1 – Year 6 on entry to the building.</p> <p>Cereal available for children in EYFS.</p>	<p>The Education Endowment Foundation (EEF) identifies that addressing basic barriers to learning, including hunger, is essential for improving pupil engagement, concentration, and attainment. Evidence suggests that pupils who start the school day without hunger are better able to focus, participate actively in lessons, and access the curriculum effectively. Programs such as <i>Magic Breakfast</i>, which provide nutritious food at the start of the day, are particularly beneficial for disadvantaged pupils, ensuring they arrive at school ready to learn.</p> <p>EEF guidance on social and emotional learning and targeted support highlights that removing barriers to learning, including provision of breakfast, contributes to improved wellbeing, classroom behaviour, and learning outcomes, creating the conditions for pupils to make greater progress academically.</p>	3 4 7 10
<p><u>Counsellor</u></p> <p>Provide counselling support for children with emotional issues.</p> <p>Counsellor to run a series of sessions over a period of weeks on a 1:1 basis.</p>	<p>The Education Endowment Foundation (EEF) identifies social and emotional learning (SEL) interventions as effective for improving pupils' wellbeing, behaviour, and academic outcomes, with an average impact of +4 months' progress. Targeted, one-to-one counselling for pupils with specific emotional needs helps children manage anxiety, cope with adverse childhood experiences (ACEs), and develop strategies to engage confidently with learning.</p>	6 9 10

<p>Independent counsellor engaged within school to support pupils with specific emotional needs.</p> <p>Counselling supports targeted children with needs that are not able to be accessed via Listening Ear or MHST.</p>	<p>EEF research highlights that those interventions addressing emotional and mental health barriers are most effective when delivered by trained professionals and tailored to individual pupils' needs. Engaging an independent counsellor ensures that pupils who require support beyond universal school provision can receive consistent, focused guidance, helping them overcome personal challenges, build resilience, and fully participate in their education, particularly benefiting disadvantaged pupils who may face multiple barriers to learning.</p>	
<p><u>Attendance initiatives</u></p> <p>Reward sessions for pupil with high or improved attendance</p> <p>Prizes and awards sessions / experiences for children with high / improved levels of attendance and those who have significantly improved.</p> <p>Children to have high aspirations to want to reach these events.</p> <p>Removal of barriers for attendance through financial support e.g. fuel / travel vouchers.</p>	<p>The Education Endowment Foundation (EEF) highlights that improving pupil engagement and behaviour is an important lever for raising attainment, particularly for disadvantaged pupils. Strategies that recognise and reward positive behaviours — such as high attendance or significant improvement — can increase motivation, reinforce desired behaviours, and encourage sustained participation in school. Evidence indicates that tangible incentives, alongside consistent monitoring and feedback, help pupils internalise goals and develop positive routines. Reward sessions, prizes, and experiences provide pupils with aspirational targets, boosting self-efficacy, school engagement, and attendance, which are directly linked to improved academic outcomes. By celebrating attendance achievements, the school supports pupils in developing habits that maximise their learning opportunities and long-term educational success.</p> <p>EEF's guidance on Supporting School Attendance highlights that holistic and responsive interventions, including engaging with families and removing barriers to attendance, show evidence of promise when tailored to pupils' needs. It notes that interventions work best when they understand and tackle the specific reasons behind poor attendance, and that parental engagement and practical support can improve pupil attendance</p>	<p>2 3 4 8 9</p>

	and motivation to attend school. Inclusive Attendance training for all staff to be introduced and greater recognition of attendance over rewards to be explored.	
<u>Educational Psychologist</u> The school engages an independent Educational Psychologist to provide targeted support for pupils with SEN, working closely with the SENDCO, parents, and carers to guide effective strategies for progress. The psychologist supports pupils, staff, and families with individual needs, helping pupils gain confidence and fully access learning. They assist the SENDCO with EHCP applications and work alongside Stepping Stones staff to ensure teaching is tailored to meet each pupil's specific learning needs.	The Education Endowment Foundation (EEF) identifies targeted academic support and SEND interventions as highly effective in improving outcomes for pupils with special educational needs, particularly when delivered by trained professionals and tailored to individual needs. Engaging an independent educational psychologist to work alongside the SENDCO, staff, and parents ensures that pupils receive expert guidance, appropriate interventions, and personalised support to address barriers to learning. Evidence shows that structured, targeted support for pupils with SEN — including assessment, intervention planning, and monitoring progress — can increase confidence, engagement, and academic attainment. Providing specialist input also supports staff in delivering effective teaching strategies, aids parents in understanding and supporting their child's needs, and contributes to well-informed EHCP applications, ensuring that provision is evidence-informed and closely matched to individual learning requirements.	7 9 10
<u>Learning mentor & Family Support Worker</u> The Learning Mentor provides targeted support for pupils experiencing mental health, behavioural, emotional or social challenges. They deliver individual sessions to build self-esteem and provide pupils with opportunities to share concerns, alongside small-group support during break and lunchtime for children who find unstructured times difficult. The Learning Mentor is available each morning to support pupils on arrival, helping them settle and manage immediate concerns, and liaises	The Education Endowment Foundation (EEF) identifies social and emotional learning (SEL) and behaviour interventions as having a positive impact on both wellbeing and attainment, typically resulting in +4 months' progress . Targeted, personalised support — including mentoring, one-to-one and small-group interventions — helps pupils manage emotional, behavioural and social challenges, improving engagement and readiness to learn. Employing a Learning Mentor and Family Support Worker enables early identification of barriers such as emotional difficulties, family challenges, social care in-	2 3 4 6 9 10

<p>with external agencies such as Operation Encompass, Social Workers and MASH when additional emotional support is required. The role also includes supporting pupils with friendship difficulties and promoting positive social interactions across the school.</p> <p>The Family Support Worker works closely with families to address barriers to learning, particularly those linked to attendance, wellbeing and family circumstances. They lead Early Help cases, liaise with social care and external agencies, and support families through challenging situations. The Family Support Worker maintains regular communication with parents, follows local attendance pathways, and works with the School Attendance Service to support pupils who are persistently absent.</p> <p>Together, these roles provide early, coordinated pastoral support that helps pupils feel safe, confident and emotionally secure. This approach develops resilience, removes barriers to learning, and enables pupils to engage fully in school life as they progress through their education and beyond.</p>	<p>volvement or poor attendance. EEF evidence shows that timely, coordinated support and strong home–school links reduce absenteeism, build resilience, and remove barriers to learning. Embedding consistent, tailored emotional support across the school day ensures pupils feel secure, confident and able to engage fully in learning, particularly benefiting disadvantaged pupils and supporting long-term positive outcomes.</p>	
<p><u>Minibus</u></p> <p>The school minibus is used to support pupil attendance, including collection of targeted families and home visits, and to provide access to out-of-school experiences that develop cultural capital. It also facilitates additional sports activities and enrichment opportunities, ensuring all pupils can participate in wider learning beyond the classroom.</p>	<p>The Education Endowment Foundation (EEF) highlights that removing barriers to learning is essential for improving engagement, attendance, and attainment, particularly for disadvantaged pupils. Providing transport for pupil collection, home visits, and out-of-school experiences helps ensure that pupils can consistently access education and enrichment opportunities, supporting both academic progress and social-emotional development. Evidence indicates that targeted interventions to improve attendance and participation, including practical support such as transport, can increase pupils' engagement with school and reduce absenteeism, which is strongly</p>	<p>2 3 4 8 9</p>

	<p>linked to attainment outcomes. Additionally, enabling access to cultural capital experiences and extracurricular activities through transport provision aligns with EEF recommendations that enrichment and experiential learning broaden pupils' knowledge, aspirations, and motivation, contributing to long-term educational and personal development.</p>	
<p><u>Interpreter</u></p> <p>The school uses an interpreter to support communication in Early Help meetings.</p>	<p>Evidence shows that parental engagement contributes to better pupil outcomes (+5 months' progress) when families can meaningfully participate in learning (EEF Toolkit). Ensuring communication is accessible to families whose first language is not English removes barriers to engagement, improves attendance and participation, and enables parents/carers to support children's learning more effectively. This aligns with EEF priorities around mitigating barriers to learning and maximising the impact of Pupil Premium spend.</p>	

Total budgeted cost: £ 199,691.30

Carried over to 25-26 - £0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improved awareness of vocabulary and understanding from pupils across all year groups.	<p>There is evidence of a wider use of vocabulary in children's writing across the school.</p> <p>Oracy techniques, such as sentence stems, are embedded in lessons and language for challenging and building other pupil's ideas is used.</p> <p>New spelling scheme includes etymology as a core component to help children work out the meaning of unknown words.</p> <p>Y6 Reading SATS showed 70% achieving the standard, 30% achieving the higher standard and an average scaled score of 104 in reading which reflects a good level of vocabulary knowledge.</p> <p>Writing will be a focus of the School Improvement Plan for 2025-26.</p> <p>The Speech and Language consultant has worked with 27 pupils on 1:1 basis in the last year including ongoing support in Early Years and Stepping Stones. This has supported the successful application of seven EHCPs and two EHCP Yr6 transition reviews.</p> <p>Wellcomm (Speech and Language) screening data for Reception (which includes vocabulary development) shows a rise from 36% at green level in Autumn term to 57% in Summer 2025 with an additional 3 PP pupils at the green level.</p> <p>EYFS data shows a deficit of 19% in the Language, Attention and Understanding strand between pupils who are disadvantaged and those who are not. Last year the deficit was 14% which shows a widening of the gap.</p>
Develop secure early reading skills by recognising phonics sounds, blending them to read words, and making strong progress in reading through consistent use of the Read Write Inc. programme.	<p>79% of Y1 achieved the threshold in the Phonics Screening Check (an increase of 25% from 2024) and 86% by Year 2 (an increase of 7% from 2024). In Y1, 73% of disadvantaged pupils achieved the threshold as opposed to 87% who are not. In Year 2, 73% of disadvantaged pupils achieved the threshold as opposed to 100% who are not.</p> <p>47% of Y2 were teacher assessed at reaching the expected standard down from 61% in the previous year.</p>

	<p>Speech and Language support was given for pupils, staff and parents by Speech and Language specialist.</p> <p>Observations from around the school show an increased desire for children to read at an earlier time of their life and is promoted rigorously in EYFS.</p>
<p>Improved punctuality and attendance of pupils.</p>	<p>Attendance in 24-25 overall was 90.2% compared to 90.1% in 23-24. In 24-25 attendance was 87.5% for disadvantaged pupils and 93.3% for non-disadvantaged.</p> <p>The number of children who are late to school rose from 2,535 overall in 23/24 to 3,003 overall in 24/25.</p> <p>The number of persistent absentees fell from 37.1% in 23/24 to 36% in 24/25.</p> <p>The number of pupils who achieved 100% attendance rose from 9 to 17 in 24/25. With excellent attendance (+98%) rising from 19.8% in 23/24 to 22.2% in 24/25.</p> <p>The number of pupils who achieved good attendance (94-98%) fell from 27.2% in 23/24 to 26.4% in 24/25. However, the number of severely absent (50% or more) fell from 35.6% in 23/24 to 34.3% in 24/25.</p> <p>Magic breakfast was provided for children in school which enable the children to settle to work.</p> <p>Sessions held in school by Magic Breakfast to promote attendance and healthy breakfasts.</p>
<p>Develop children's love of reading and books whilst developing greater understanding of text and authorial intent.</p>	<p>Y6 SATS results showed 67% of disadvantaged pupils achieving the expected standard whereas 82% of non-disadvantaged pupils achieved the expected standard which reflects a 1% increase in the gap from 23/24. However, 6% more disadvantaged pupils achieved the higher standard than non-disadvantaged. Reading assessments across the school show 35% of disadvantaged pupils meeting or exceeding ARE in Reading, in contrast to 56% of non-disadvantaged pupils</p> <p>Observations indicate an increase in the love that children have for books and the texts that are read with a wider range of authors and texts being read in school and at home which reflect greater diversity. Children are bringing books in from home and discussing them in school. 'We are a Reading School' is well established.</p> <p>Children falling behind in reading are heard reading daily.</p>

<p>Support and manage pupils' emotional issues from experiences in and outside of school are immediately addressed to ensure that they are in the best position to make progress in their learning.</p>	<p>Observations show an increased willingness and confidence of children to talk to trusted adults. The Learning mentor has continued to work with pupils when needed. Referrals to Mental Health Schools Team have been made. Counsellor supported three pupils per half-term. Lunch club sessions allowed for pupils with emotional or social needs to work with the Learning Mentor and Family Support Worker.</p> <p>FSW worked with families with 21 Early Help cases over the year. They supported families in gaining the additional support they needed from outside agencies or within school. Other families were referred to local support services wherever possible so that the children were better supported with needs.</p>
<p>Increase 'sticky knowledge' of pupils.</p>	<p>Subject leader reports evidence a deeper understanding of topics and concepts across the whole of the curriculum with retrieval activities used consistently across the subjects to reinforce the 'sticky knowledge'. Pupil voice shows evidence of strong recall and writing across subjects shows a high level of understanding.</p>
<p>Increased cultural capital experiences and access to opportunities outside of the school environment.</p>	<p>Y6 – Barnstondale residential. Y4 -Porsche workshop at Liverpool One Y6 - Phantom of the Opera performance at Cronton College School Council Y3-6 - Houses of Parliament, London Y3 – Calderstones Park Y2 & Y3 - Gilmoss Recycling centre Y5 – Liverpool Museum SS2 – Grotto visit R&N – Carr Lane Woods Whole School - Shakespeare North Imagine That LFC stadium storytelling workshop Anglican Cathedral Catalyst Museum Walker Art Gallery Liverpool Empire Theatre B-Tales drama performance & workshops from the UK Parliament Outreach team in school</p>
<p>Increase the life aspirations and life experiences for pupils and parents.</p>	<p>Continued participation in Career Related Learning project – Start Small; Dream Big. Enterprise week included a marketplace as part of the summer fayre. It also included Y6 visiting JJ Smith Woodworking to see robots and AI in use and Y4 visiting a Porsche workshop..</p>

	Links made with Riverside College which included a visit to Cronton College by Y6 for a performance and an aspirations workshop for Y5 and Y6 lead by the School & College Liaison team.
Greater engagement of parents in aspects of school life and the children's learning.	<p>Observations show homework projects are popular with parents and engage the children building the link between school and home.</p> <p>Parent questionnaires completed by parents – October 2024 – 87 responses and March 2025 – 74 responses.</p> <p>Courses and links shared by Family Support Worker with parental attendance monitored.</p> <p>Regular conversations held with parents and SLT at start and end of the day.</p>

Evaluation of outcomes and impact

The outcomes for pupils in receipt of Pupil Premium funding show that performance met expectations in several areas and exceeded expectations in others, although some outcomes have not yet been fully achieved and remain a priority.

Targeted academic support and high-quality teaching have had a positive impact on pupils' engagement, confidence and progress, particularly in reading and phonics. Structured phonics delivery and targeted reading support have strengthened pupils' decoding skills and reading fluency, supporting improved access to the wider curriculum. Vocabulary development and oracy strategies have been effective, with pupils demonstrating wider and more confident use of language in both spoken and written work.

Speech and language provision has supported improved communication skills for identified pupils, particularly in the early years, and has strengthened staff and parental understanding of how to support language development. However, early language development remains an area requiring sustained focus to ensure gaps close over time.

Externally provided programmes

Programme	Provider
The Power of Reading	CLPE

Finance for 2024-25

Teaching	£90,048.84
Targeted academic support	£53,843.19
Wider strategies	£55,797.25
Total	£199,689.28