

Pupil premium strategy statement:

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.

St. Michael's Catholic Primary

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	400 on roll (Rec-Y6) 430 On roll (Nursery-Y6_
Proportion (%) of pupil premium eligible pupils	50.25% (201)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Jade Gordon
Pupil premium lead	Sarah Reilly
Governor / Trustee lead	Jeanette Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313, 605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£313, 605

Part A: Pupil premium strategy plan

Statement of intent

Our core intention is that all pupils, irrespective of their background or the challenges they face, achieve high attainment and make excellent progress across all subject areas. The primary focus of our Pupil Premium Strategy is to ensure that disadvantaged pupils meet this high standard, thereby closing the attainment gap both within the school and nationally. This includes securing strong progress for those who enter as high attainers and those with additional needs.

We are committed to addressing the challenges faced by vulnerable pupils, such as those with a social worker or young carers. The activities outlined in this strategy are designed to support their needs, regardless of their Pupil Premium status.

High-quality teaching is central to our approach. By focusing on the areas where disadvantaged pupils require the most support, we maximise the impact on closing the disadvantage attainment gap. Crucially, this strategy simultaneously benefits the entire pupil body, ensuring that non-disadvantaged pupils' attainment is sustained and improved alongside the progress of their peers.

Our approach is responsive to both common challenges and individual needs, rooted in a robust diagnostic approach rather than assumptions about the impact of disadvantage.

To ensure our integrated approaches are effective, we will:

- Remove barriers to learning arising from poverty, family circumstance, and background.*
- Intervene early at the point need is identified.*
- Adopt a whole-school approach where all staff take collective responsibility for disadvantaged pupils' outcomes and raise expectations, challenging them in the work they are set to support them meeting or exceeding national expectations.*

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Assessments, observations, and discussions with students reveal a significant vocabulary and communication gap, with disadvantaged students consistently demonstrating lower language levels compared to their peers.
2	Analysis of both internal and external assessment results indicates that Key Stage 2 (KS2) attainment for disadvantaged pupils is consistently below that of non-disadvantaged pupils, with the most significant disparity evident in reading and writing outcomes.
3	Our data, observations, and discussions indicate significant social and emotional needs across the pupil body, particularly among disadvantaged pupils. These issues are driven by lower emotional literacy and increased difficulties with self-regulation and wellbeing. Assessments confirm that the negative impact is compounded for disadvantaged pupils by complex home and parenting challenges, impacting attainment and progress.
4	Our pupils, particularly those from disadvantaged backgrounds, face a systemic barrier to accessing the wider experiences essential for a rounded education, such as reading for pleasure materials and educational visits. This deficit hinders their ability to develop the necessary characteristics for successful future employment, a pattern consistent with national research findings.
5	We are seeing a marked increase in the number of disadvantaged pupils who require additional support. 55.8% of our disadvantaged cohort are identified with Special Educational Needs and Disabilities (SEND). The resulting cumulative impact of both disadvantage and SEND creates profound and complex barriers to their educational progress.
6	While attendance figures have continued to improve over the last three years, particular focus is required to continue to improve overall attendance to be in line with National. This requires a focus on disadvantaged pupils, with cumulative difficulties relating to being a persistent absentee and having additional Special Educational Needs compared to those who are non-disadvantaged pupils, which can have a direct impact on attainment and progress.
7	We recognise a significant overlap of needs, as 32% of our disadvantaged pupils also have English as an Additional Language (EAL). Over 30% of these pupils lack a proficiency in English, which poses a fundamental barrier to accessing the National Curriculum expectations. We address these compounded challenges through rigorous quality-first teaching and targeted, bespoke interventions focused on reading and accelerated language acquisition.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary to impact the foundational barrier (language deficit) that impacts high-quality reading and comprehension, necessary for achieving high KS2 outcomes.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	<p>including engagement in lessons, book looks and day-to-day formative assessment.</p> <ul style="list-style-type: none"> • Reading assessments (for example, NFER) indicate improvements in the Vocabulary focused content domains, and reading fluency assessments show improved levels of reading fluency from baseline to end point. • Vocabulary is a priority across the curriculum, with pupil voice and language proficiency assessments demonstrating this. • The proportion of disadvantaged pupils achieving GLD is in-line with the national average by 2027/2028
2. Improved and sustained attainment and progress data in reading and writing for disadvantaged children across the school, with a particular focus on diminishing the gap between PP and non-PP at the end of KS2.	<p>KS2 reading and writing outcomes in 2027/2028 are in-line with, or exceeding, national results. The gap between PP and non-PP reading and writing outcomes has narrowed.</p> <p>All children make at least expected progress in reading and writing from Autumn to Summer term</p>
3. To improve the emotional literacy and behaviours for learning of pupils, while increasing parental engagement and support.	<p>Sustained levels of wellbeing, emotional literacy and parental engagement will be demonstrated 2027/28 by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant reduction in dysregulated behaviours impacting teaching and learning. • A significant increase in participation in parental engagement and support with the emotional literacy programme, uptake of attendance at parental support workshops and curriculum support workshops. • Improved attainment and progress with improved developmental and engagement assessments.
4. Disadvantaged pupils with SEND make excellent progress from their starting points.	<p>KS2 outcomes in 2027/2028 indicate SEND pupils who are disadvantaged make excellent progress from their starting point.</p>
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities and Children's University, particularly among disadvantaged pupils • All disadvantaged students access an enriched curriculum - there is an annual programme of extra-curricular activities within school which disadvantaged children access fully • St Michael's is a regular participant of inter-school competitions, both sporting and non-sporting • Enrichment experiences and visits are planned into the curriculum • By the end of Year 6 pupils will have visited theatres, museums, outdoor spaces and places of worship amongst others as a whole school planner will be in place. This planner will be reviewed annually and will consider the curriculum requirements in each year group, along with pupil voice.
6. To achieve and sustain improved attendance for all pupils, especially those who are disadvantaged.	<p>Improved and sustained high attendance by 2027/2028, demonstrated by:</p> <ul style="list-style-type: none"> • Improve attendance of disadvantaged pupils to National Average • Attendance shows that the gap between disadvantaged and non-disadvantaged pupils has decreased • Pupils with persistent absence are now attending school regularly and whole school attendance has increased. • The attendance for these pupils has significantly increased. • The number of PAs across the school is in line with National average.
7. Improved proficiency in English language acquisition for EAL pupils to reduce the phonological awareness, vocabulary, grammar and composition gap, enabling access to their year group's curriculum in full.	<ul style="list-style-type: none"> • All EAL pupils make good progress from early acquisition to fluency in English, with a rigorous assessment system fully implemented to track and develop this. • EAL pupils new to school are fully settled into school life at St. Michael's, as are their families. • Teachers are fully equipped with the necessary tools and pedagogy to fully support EAL learners in the

	classroom, adapting teaching whilst maintaining high expectations.
--	--

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: £ 206, 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality-first teaching for all, including access to a full and broad curriculum. This is supported through a bespoke teaching and learning pedagogy, rooted around Rosenshine's Principles and the Teaching Walkthrus. Staff receive a blended offer of CPD to support the above.</p> <p>Effective marking and feedback support ongoing formative assessment, feeding in to future high-quality, adaptive teaching.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-clusterof-adaptive-approaches</p> <p>Asking questions and checking for understanding are hallmarks of Rosenshine's model of Explicit Instruction. A teacher working within this model moves pupils in stages towards independent practice, modelling carefully and using questioning to ensure pupils are ready for greater independence at each stage.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	All
<p>Purchase online NFER assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests Assessing and Monitoring Pupil Progress </p>	1, 2, 3, 4, 7

correctly, with a strong focus on diagnostic assessment, question level-analysis and teacher feedback, using data to inform next steps and action targeted support/interventions	<p>Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Continue to embed vocabulary across the curriculum, including explicit vocabulary teaching. Implement research informed vocabulary intervention for targeted support. Staff CPD to ensure all strategies are implemented and embedded effectively across the curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/orallanguage-interventions</p> <p>EEF: 6+Months progress</p>	1,2,4,7
<p>Continue to embed a fully resourced RWI systematic phonics programme across the school to secure strong phonics teaching for all. Ensure all relevant staff (including new staff) have received paid for training to deliver RWI effectively, including ongoing support from RWI consultant. Weekly training for all group leaders to enable CPD development. Replenish home reading scheme – RWI Book Bag books</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>5+ Months progress</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	1, 2, 3, 4, 7

Further refine and embed whole-school reading and writing programmes (Ready Steady Write and Ready Steady Comprehension) to ensure consistent quality-first English teaching across the school, with a particularly focus on high-quality texts and language development. Participate in the 2-year writing project 'Everybody Writes' led by Literacy Counts.	<p>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>The Everybody Write 2-year impact project is designed to improve writing across your school, through an ambitious curriculum and professional development.</p>	1-4,7
Renew Sonar Tracker assessment tool (Juniper Education), along with its CPD programme, to ensure effective tracking and monitoring of pupils and individual pupil groups, identifying gaps and areas for intervention.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1699001551</p>	All
Build and maintain practices as a 'Centre of Excellence' for IQM.	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://iqmaward.com/what-is-educational-inclusion/</p>	All
Effective, robust ECT training	<p>ECT framework introduced by the DfE to improve the quality of teaching and teacher retention.</p> <p>https://www.gov.uk/government/publications/early-career-framework</p>	All

<p>Embedding provisions and adaptations in line with the EEF's Special Educations Needs in Mainstream' guidance, SEND code of practice and LA graduated approach toolkit to reduce barriers to learning and positively impact the progress and attainment of learners with SEND.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=16</p>	<p>1-5, 7</p>
<p>Purchase and implement Flash Academy assessment and English proficiency development programme to monitor progress of EAL learners, particularly those who are new to English. From this, pupils have clearly defined targets for pupils to work towards to support language acquisition and diminish the vocabulary gap. Teachers will address this through an adaptive curriculum.</p>	<p>Evidence suggests that proficiency in the English language is the major factor influencing the degree of support an individual student will require, and schools will need to be able to assess this need accurately. Flash Academy digital learning platform teaches English as a second language (EAL).</p> <ul style="list-style-type: none"> • It enables clear systems to assess and track English proficiency. • Embed subject specific vocabulary teaching • Provides opportunities for talk and interaction in a meaningful way • It includes a teacher dashboard to monitor pupil progress and create reports, which can be used for in-class or at-home learning. • The digital platform helps pupils acquire specific curriculum English as well as every-day vocabulary, enabling them to achieve across all school subjects and develop their social connections. <p>https://flashacademy.com/blogs/ofsted-inclusion-guidance-what-the-new-framework-means-for-eal-learners/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p>	<p>1, 2, 7</p>

<p>Further embed Opening Worlds programme and HEP science programme through the LA. These programmes focus on teaching the wider curriculum through high quality texts, vocabulary and oracy. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</p>	<p>1,2,4</p>
<p>Improve the quality of social and emotional (SEL) learning by implementing an emotional literacy based curriculum to improve behaviours for learning and improve pupil engagement.</p> <p>Purchase and implementation of 'My Happy Minds'</p> <p>Development of 'Happiness Heroes' pupil group to act as ambassadors for 'My Happy Minds'</p>	<p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p> <p>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). Evidence suggests that improving pupils social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p>https://view.genially.com/67e28e7cd440f43f8bbb66da/dossier-reporting-liverpoolreport</p> <p>https://myhappymind.lpages.co/myhappymind-evidence-packs-mhm-nh/</p> <p>https://myhappymind.org/myhappymind-nhs-la/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-</p>	<p>1, 2, 3, 5, 6, 7</p>

	sel&utm_medium=search&utm_campaign=site_search&search_term=social	
--	---	--

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

Budgeted cost: £ 51, 715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for targeted pupils from EYFS to Year 6, support staff-led support. Termly Pupil Progress meetings identify necessary intervention to diminish the difference in attainment and progress – Sonar tracker to effectively support this process, along with effective marking and feedback protocols e.g. marking and feedback book used daily. Additional teacher in Year 6 to support small group, focused teaching. Team teaching/coaching support from T&L lead as required to support staff in</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p>	All

effectively supporting pupils' individual needs		
Support staff support (including 1:1/2:1 additional adult support) for identified pupils and programmes across the school. Precision teaching/bespoke interventions delivered by support staff across the school	LSAs are adults who support teachers in the classroom. Their duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/teaching-assistant-interventions	All
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Further support from RWI consultant and Children-Thornton phonics hub consultant.	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 up to 12 weeks: https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/phonics	1,2,5,6,7
Additional reading interventions using the Literacy Counts Ready Steady intervention in KS2 and Reading Eggs in KS1 and KS2 (as appropriate).	Strong evidence base for impact on reading fluency and comprehension – currently being trialled by EEF: https://www.literacycounts.co.uk/ready-steady-intervention?srsId=AfmBOooU-6uFuNIGE-514S0BqlarYIIOdCisuPnS9z12ALB8CfnhKWMj https://kb.readingeggs.com/quick-tips/effective-interventions-with-reading-eggs https://readingeggs.co.uk/articles/online-reading-program-for-struggling-readers/	1,2,5,6,7
Continue to embed Wellcomm, including relevant staff	https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit	1,2,5,6,7

<p>training, as an effective language intervention in the Early Years</p>	<p>discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit</p> <p>Case study https://www.gi-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/</p> <p><i>"More children are going through the school gates ready to learn. The impact of that will last a lifetime"</i></p> <p>Neilam Ahmed, lead speech and language therapist for early years prevention and intervention, Sandwell and West Birmingham NHS Trust</p>	
<p>PP pupils who also have SEND. Implement the EEF's five recommendations to support inclusive teaching and learning and improve outcomes for pupils with SEND.</p> <p>CPD provided by The National College (all staff are members)</p> <p>PP lead to work closely with SENDCo to ensure these pupils receive right provision for their needs.</p> <p>Assessment of needs carried out for PP children as required e.g. Dyslexia, Dyscalculia and EP assessments</p>	<p>The EEF advises that the attainment gap between pupils with SEND and their peers is twice as big as the gap between those eligible for free school meals and their peers, and also that pupils with SEND are more than twice as likely to be eligible for free school meals. The 5 recommendations are: 1) Create a positive and supportive environment for all pupils. 2) Build on ongoing, holistic understanding of your pupils & their needs. 3) Ensure all pupils have access to high quality teaching. 4) Complement high quality teaching with carefully selected small group & 1:11 interventions. 5) Work effectively with TAs</p> <p>https://educationendowmentfoundation.org.uk/news/ee-f-blog-five-a-day-to-improve-send-outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>For us, closing the disadvantage gap means finding better ways to support pupils with SEND. The challenge is compounded by the complexity of the system of which schools are only one part. The best provision for pupils with SEND requires coordination across multiple organisations and individuals, made harder in recent years by spending pressures. The professional challenge of supporting pupils with SEND is both practical and principled.</p>	<p>1,2,5,6,7</p>

Use of the DeepL translator tool and face to face translators and the use of flash academy lessons to support pupils' access to the curriculum fully. Support parents with EAL to effectively receive and understand key communications from school to support their child's learning.	https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-learners/ Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations, while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.	All
--	---	-----

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

Budgeted cost: £ 56, 890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of DfE's Working Together to Improve School Attendance guidance (August 2024). This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Further evolve our dedicated school Attendance team with ringfenced</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Recognise that absence is a symptom and that improving pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students including use of pupil premium.</p> <p>https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p>	All

<p>time allocated and increased buy in of EWO support. Work closely with the attendance team to improve attendance of PP children, with a particular focus on persistent absentees.</p> <p>Support PP pupil's and families with uniform, extracurricular activities including residentials, wrap around care</p>	<p>Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence. Approaches to support attendance are outlined in the working together to improve school attendance guidance and on the DfE best practice page.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>EEF – Magic Breakfast 2+ Months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
--	---	--

<p>Parental Engagement workshops, including EAL support, phonics and early reading, maths, SATs, attendance, wellbeing, SEND support etc. Supply cover for prep and delivery, plus resources</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Moderate impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>All</p>
<p>Invest in ongoing CPD for an ELSA to support emotional and social well-being to effectively implement a variety of emotional based therapeutic support e.g. Advanced Drawing and Talking therapy, Think Bricks, Lego Therpay, Happy Minds emotional regulation intervention, DESTY, Sand therapy, Seedings, Talk About, Socially Speaking, Hive boxall based therapeutic sessions including: Gardening, crafts, cooking, music therapy and others.</p> <p>Purchase the resources needed to fulfil these for maximum impact.</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/Evaluation-Report-DCC-ELSA-programme-June-2020.pdf</p> <p>https://www.elsanetwork.org/report/elsa-evaluation-report-pembrokeshire/</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p> <p>Developing staff effectiveness to support the explicit teaching of social and emotional learning is a protective factor for pupils' wellbeing.</p> <p>Findings show that: Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.</p>	<p>All</p>

<p>Further develop the role of the Learning Mentors in assessing pupil's wellbeing needs and planning to address these in a timely manner through the use of Boxall and SDQ's to ensure a consistent approach to the assessment of SEL.</p> <p>Develop an overview of enrichment activities including extracurricular, sporting competitions and performance related activities and actively monitor the participation of PP pupils in these.</p> <p>Continue with, and further promote, Children's university to support the above, building on the successes from our first year as participants.</p>	<p>https://www.boxallprofile.org/guide-to-social-and-emotional-learning-sel-in-schools/</p> <p>https://www.nurtureuk.org/supporting-you/the-boxall-profile/</p> <p>https://youthendowmentfund.org.uk/wp-content/uploads/2022/04/18.-YEF-SDQ-guidance-April-2022.pdf</p> <p>https://www.mentallyhealthyschools.org.uk/resources/the-strengths-and-difficulties-questionnaire-sdq/</p> <p>Evidence suggests that to effectively embed SEL within the curriculum, schools need to adopt a structured, holistic approach that aligns with the Six Principles of Nurture:</p> <ul style="list-style-type: none"> • Transitions, • Learning, • Behaviour, • Language, • Wellbeing • Safety <p>https://childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</p> <p>Research suggests that the quality of activities, explicit links to learning, and recognition for children's achievements are important components of extra-curricular activities that aim to improve educational outcomes. This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Reported higher levels of communication, empathy, self-confidence, resilience, and happiness, after the intervention.</p>	
---	---	--

<p>Develop the role of Outdoor Learning across the school, including development of our Forest Schools area and a sensory garden</p>	<p>Research shows that connecting with nature can fosters confidence, independence and development in language and communication.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://www.wildlifetrusts.org/30-days-wild-5-year-review</p>	
--	--	--

Total budgeted cost: £ 314, 680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils from 2022 to 2025 (3-year plan).

Intended outcome 1:

Improved oral language skills and vocabulary among disadvantaged pupils.

See following data for reading, writing and PSC

Wellcomm Data:

Wellcomm data indicates that pupils' language and oracy skills increased by 48.6% for EYFS pupils, who typically start significantly below age related expectations. 27% of disadvantaged pupils met the expected expectations. To develop this further, Wellcomm will be embedded further within EYFS to ensure continued language and oracy skills are promoted throughout the foundation stage.

All Mentors have been trained to assess with blanks Wellcomm and blank level assessments. Speech and language sessions have been increased to include not only socially speaking interventions, such as: Ginger bear, talk about town and Socially Speaking, but also include receptive language assessments and interventions to support progress vocabulary and grammar development and sentence structure through Wellcomm, which has been purchased and is used in both the EYFS and KS1 and 2.

Humanities:

Comparative data for Opening Worlds from 2022-23 to 2024-25, evidences an increase in the development of higher-level vocabulary and oracy through high-quality texts for both disadvantaged and non-disadvantaged pupils.

Pupils meeting expectations increased in Geography by:

- 8.6% Disadvantaged and 29.2% for Non-Disadvantaged. The gap between disadvantaged and non-disadvantaged learners increased by 20.6%.

Pupils meeting expectations increased in History by:

- 8.6% Disadvantaged and 29.2% for Non-Disadvantaged. The gap between disadvantaged and non-disadvantaged learners increased by 20.6%.

Pupils meeting expectations increased in Religious Education by:

- 14.3% Disadvantaged and 25% for Non-Disadvantaged. The gap between disadvantaged and non-disadvantaged learners increased by 10.7%.

Further QLA of pupil assessments has identified areas of development that would support oracy and language development through targeted pupil support and intervention that will focus on vocabulary development, oral composition and inferring meaning of language. These areas of targeted support have been identified and plans to address areas of weakness are being implemented to enable pupils to make further progress within this area.

Intended outcome 2:

Improved and sustained attainment and progress data in reading and writing for disadvantaged children across the school, with a particular focus on diminishing the gap between PP and non-PP at the end of KS2.

End of KS2 SATs Data 2025

	2025			2025	
	EXS	Diff from 24	HS	NAT	NAT Diff
Reading	68%	-11%	23%	75%	-7%
Writing	78%	+4%	8%	72%	+6%
Maths	75%	-6%	22%	74%	+1%
GPS	80%	-6%	42%	73%	+7%
Combined (RWM)	58%	-14%	2%	62%	-4%

Results at the end of KS2 indicate that for RWM combined our disadvantaged pupils have closed the gap between National non-disadvantaged pupils by 7% over the last three years and outperformed National disadvantaged pupils by 15%, which is an increase of 10% since 2023.

In Reading, results at the end of KS2 indicate that while our disadvantaged pupils have gap of 11% compared to National non-disadvantaged attainment, we closed the gap between National non-disadvantaged pupils and our disadvantaged pupils by 13% over the last three years and outperformed National disadvantaged pupils by 7%, which is an increase of 15% since 2023.

The gap between our disadvantaged pupils and non-disadvantaged pupils in Reading across Reception to Year 6, was 11.4%. However, as the previous cohort benefitted from these strategies over the last three years, a gap of 18.1% remained between disadvantaged and non-disadvantaged pupils within the end of key-stage 2 results by the end of year 6. This reflects the potential of impact over time, recognising the prospective ability to continue to close this gap while strategies continue to be embedded. Plans have been implemented to continue reducing the barriers to our disadvantaged pupils to support continuing to reduce this over the next three years.

Phonics screening check data 2025

2024	National (2024)	2025	National (2025)
75%	80%	72%	81%

72% PP pupils passed the PSC 2025, compared to 61.3% non-PP, therefore non-PP pupils outperformed PP pupils by 10.7%. In the year two retakes, 71.4% of non-PP pupils passed PSC, compared to 60% of PP pupils, therefore non-PP pupils outperformed PP pupils by 11.4%. The barriers impacting this cohort have been compounded by complex special educational needs and additional transience within this cohort. Continued targeted tutoring in groups and individually to reduce the gap between PP and Non-PP performance in the PSC.

Additional measures and impact evidence:

To further support Intended outcome 1, we have refined our adaptive teaching pedagogy across the school, ensuring an inclusive and challenging curriculum for all pupils. Training sessions have taken place on SEMH, de-escalation and distraction, SEMH toolkit and further graduated approach systems and practices. The quality of education lead has continued to embed training on adaptations to learning and bespoke adaptations that include the use of visuals from widget.

The widget program has been rolled out to all staff and is supporting the development of not only lesson material, but also the implementation of augmented and alternative communication systems being used by staff.

Staff have had tailored medical and speech and language training from Alderhey professionals to develop their knowledge to support planning and implementing provision from pupils with specific needs.

An EAL oracy programme has begun for year 6 pupils and a parenting EAL programme has been planned for the spring term. Interpreters have been acquired for developing parental communications and widget is being explored to support incidental conversations to increase the access to all parents to school provision and planning.

Intended outcome 3:

Improved GLD outcomes for all disadvantaged pupils.

58.9% of children reached a good level of development in the 2024 to 2025 academic year. This is compared to the Liverpool average of 64.3%, the North West average of 65.0% and the national average of 68.3%. Comparatively, 33.3% of PP pupils achieved GLD, with a gap of 25.6% between Non-PP and PP pupils.

This represents a -3.9 percentage point gap between local authority PP averages; a -2.0 percentage point gap between regional PP averages and a -4.2 percentage point gap

with National averages. The data represents refining improvement within fine motor skills development and word reading would support reducing the gap between PP and National average scores to continue to close this gap and have further impact for pupils GLD.

Speech and language sessions have been increased to include not only socially speaking interventions, such as: Ginger bear, talk about town and socially speaking, but also include receptive language assessments and interventions to support progress, speech sound assessments, vocabulary and grammar development and sentence structure through Wellcomm, which has been purchased and is used in both the EYFS and KS1 and 2.

Intended outcome 4:

Disadvantaged pupils with SEND make excellent progress from their starting points.

GLD SEND:

This represents a -3.3 percentage point gap between local authority PP averages for pupils with SEND reaching GLD; 5.7% more of our pupils with SEND reach GLD than regional PP averages and +3.6% more pupils with SEND reach GLD than the National averages of pupils reaching GLD with SEND, evidencing strong foundations for pupils with SEND.

By the end of KS2, 25% of pupils with SEND met ARE in reading, 8.3% in writing and 25% in mathematics, while 33.3% of those with Education and Health Care plans were working just below ARE by the end of KS2 in reading. There is no current published data regarding a National comparison currently available at this time. To be updated when available.

87.34% of SEND pupils now access extra-curricular clubs, an increase of 25.8% since 2023-24, evidencing enrichment overall for pupils with SEND has improved.

Intended outcome 5:

To achieve and sustain improved attendance for all pupils, especially those who are disadvantaged

Attendance figures evidence that in comparison to National, whole school attendance was 1.4% more than National in 2024/25, 0.6% more than National in 2023/24 and 0.7% more than National in 2022/23, evidencing an increase of 1.5% in attendance overall over the last 3 years. Comparatively, for PP pupils attendance was 2.7% more than National in 2024/25, 2.3% more in 2023/24 and 2.7% more than National in 2022/23, evidencing an increase for attendance overall of 1% for PP pupils over the last three years.

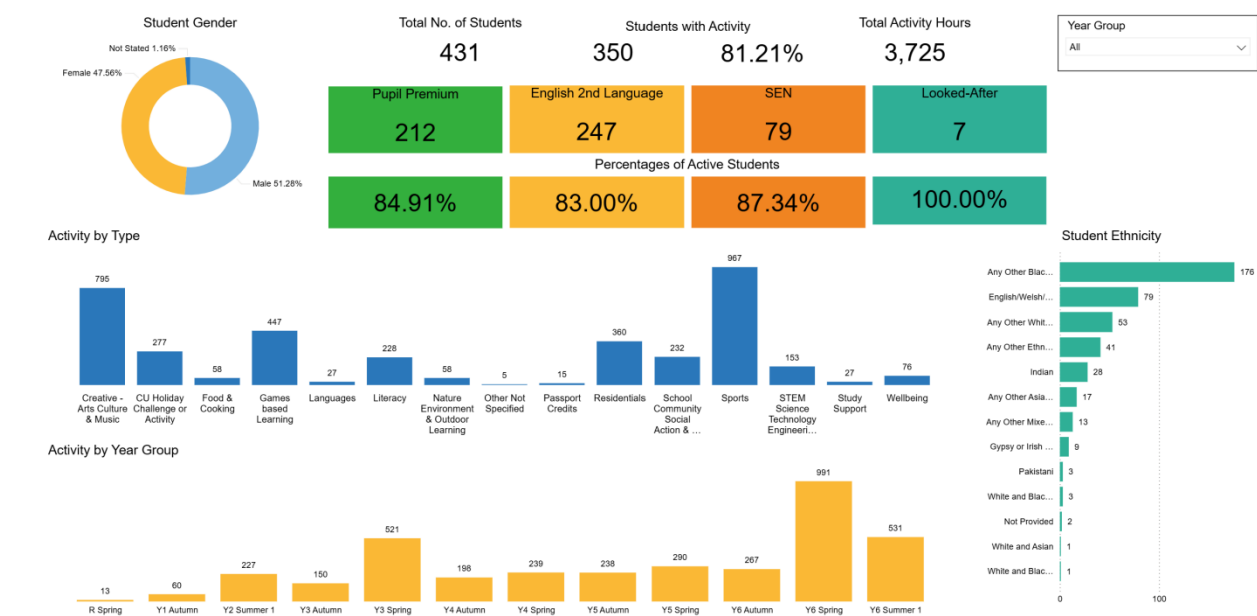
Our persistent absence was 1.5% lower than National in 2024/25 and has decreased by 3.6% since 2022/23. Comparatively, our PP pupils persistent absence was 7.8% lower than

National in 2024/25 and has decreased by 3.4% since 2022/23. This evidencing the positive impact our rigours attendance procedures and strategies are having overall on our pupils.

Intended outcome 6:

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

In 2024/25, 81.2% of pupils across school accessed extra-curricular clubs and therefore gained credits through the Children's University programme. 84.91% of PP pupils attended an extracurricular club, which is in line with whole school data. Comparing this to 2023-24, there has been an increase of 16.2% of pupils overall accessing extra-curricular clubs and an increase of 19.9% of PP pupils accessing extra-curricular clubs.



Pupil and parent voice indicate that parents and children feel supported by school, and gain access to support if needed. Children are more prepared for school and parents engage in school activities and feel better equipped to support their child's learning at home.

Over the last 3 years, we have seen an increase in parental engagement in school, particularly through events such as book breakfast, assemblies and performances, Phonics workshops, sports and music events, SEND coffee mornings etc. Our increased capacity of the pastoral team, along with its strong leadership, has resulted in a wider coverage of interventions and support taking place, and working towards the IQM has further enhanced our ethos pedagogy to ensure that we are a fully inclusive school. We will continue with this in the future PP strategy. We sought support from a number of additional external agencies last year, particularly our Family Support Worker, to support both pupils and families effectively, and will continue to do so in the future PP strategy.

Parents have had access to a sleep workshop; an intervention workshop, an ASD support and strategies workshop; they have been signposted to Advanced Solution workshops for neurodevelopmental needs, sensory processing needs and sleep and eating support; riding the rapids support; speech and language training sessions for specific and individual support with speech and language needs; behaviour as communication needs with the EMHP; flourishing families courses with YPAS.

Parents also access individualised meetings with the SENCo and/or teacher as and when required to support developing their understanding of their child's needs across both the school and home domain to support strategies being used and reviewing the impact of these and to plan for next steps. SENCo parent meetings take place on a weekly basis, depending on parental needs.

The family support worker now takes three family cases to support their early help with access to services, signposting and behavioural support beyond the school. There is also a weekly drop-in session for any parent to attend to support their ongoing needs beyond the school grounds they may need support or help with.

Intended outcome 7:

Support the mental health and emotional needs of disadvantaged pupils so they are ready to learn – an increasing number of disadvantaged pupils have emotional or mild to moderate mental health difficulties such as anxiety.

Our Happy Minds curriculum has been implemented alongside our current PHSE and No-Outsider's curriculum to develop pupils' emotional literacy and support their emotional and mental health needs. To support this, parents have been on-boarded to enable them to use the same strategies at home, that are being used within school.

The following intervention programme, supports pupils on a variety of needs within SEMH, by focusing in on their social interaction skills, talk around emotions and experiences and assessing and analysing their emotions and how they respond in the moment. They are tailored to the needs of the pupils to support their emotional development to improve the impact they have on the pupils overall mental health and wellbeing.

Interventions which have been unsuccessful:

- Emotions and self-regulation
- Desty

Wave 1 Support:

- Happy Minds emotional Literacy Curriculum
- Ensure clear behaviour expectations are in place and understood
- Promote positive relationships- peer/peer and peer/staff
- Capture the voice of the child
- Identify individual strengths and interests

- Consider using calming music as approach to promoting self-regulation when appropriate
- Providing multi-sensory learning opportunities when appropriate
- Model and embed positive language and unconditional positive regard towards children
- Positional seating (for e.g. for attention, focus, good role models)
- Prepare children adequately for times/events of transitions
- Modelling calm, clear communication methods
- Keeping instructions, routines and rules short, precise and positive

Wave 2 Support:

- ELSA
- Happy Minds Intervention- emotional literacy intervention
- Tummy full of fireworks
- Nurture group
- Lego therapy
- Think Bricks
- Drawing & Talking
- Sand/bereavement therapy
- Emotion coaching
- Social stories
- Quiet Cafe

Wave 3 Support:

- Seedlings
- OT
- Speech and Language Therapy
- EMHP
- CAMHs
- Oakleaf bereavement
- Cells
- Family Support Worker
- ASD team
- Riding the Rapids
- Flourishing Families
- ADDvanced solutions
- neurodevelopmental course
- sensory processing
- sleep workshops

All three learning mentors have been trained as Drawing and Talking practitioners, one who is advanced drawing and talking trained and is an ELSA in training. Two mentors have been trained in both Think Bricks and Lego therapy. Seedlings service level agreement has been implemented to take four cases on a weekly basis providing weekly

sessions for up to eight individual sessions per child and extended when necessary to up to 16 sessions. The outcome of these sessions has been very positive and have supported pupils to increase their emotional wellbeing. The Emotional Mental Health Practitioner service level agreement has been signed to support pupils, who do not display neurodevelopmental conditions, with anxieties and worries, as well as support parents with behavioural and worry support. A learning mentor has been trained in safety planning for pupils displaying behaviours around self-harm and to support emotional based school avoidance a mentor has been trained in EBSA strategies and support. One of our mentors has been trained in mental health leadership to support whole school development of mental health practices across the school. One mentor has been trained in nurture groups theory and practice to support pupils who require bespoke level provision.

Learning Mentors have been trained to deliver joint attention and interaction interventions, such as Intensive interaction and attention autism and are certified in these interventions. They have all been trained in emotion coaching, along with all staff and have received up to date sensory circuit training.

Happy Places is being launched in January 2026 to replace 'Zones of regulation', which is part of our Happy Minds emotional literacy program and will support learners to make progress with emotions identification, strategies to develop independent self-regulation and resilience. The intervention for Happy Minds is being more widely used to increase SEMH support for pupils who require a more bespoke focus on emotional development, self-regulation and self-management.

Focused work around assessment beyond pupil's academic needs has supported the identification of primary areas individual pupils are struggling with. Half termly reviews are carried out to identify pupils needs and target provision to support those needs moving forward at an emerging, targeted and specialist level according to the individual pupil. These can be reviewed and identified within individual pupil referral forms, where all contextual information is recorded, logged and reviewed in partnership with parents and pupils. Tailored support can specifically target pro-social skills relating to emotions, peer interactions, behaviour and conduct as well as hyperactivity to support improving self-confidence and self-awareness, managing feelings and behaviour, and making and managing relationships.

Intended outcome 8:

Increased support for disadvantaged EAL pupils who are acquiring the English language, working to reduce the vocabulary gap and allowing them to access their year group's curriculum in full.

Flash Academy has been introduced to support developing English language proficiency and develop vocabulary, speaking and listening and reading skills for EAL pupils. All pupils have had their English proficiency assessed and pupils have access to bespoke

lessons to develop and close the gaps in the English proficiency to reduce it as a barrier and increase access to the curriculum.

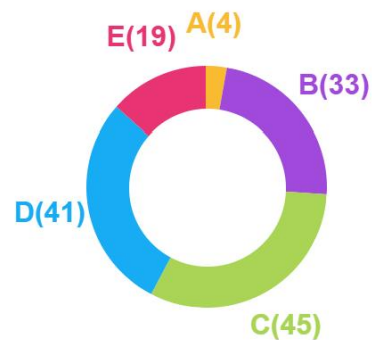
This identifies that overall, across the school EAL learners are evidencing an average competent scoring in English proficiency: 29% of learners who are competent in English, 3% who are new to English, 23% are in the early acquisition phase, 32% who are developing confidence and 13% who are fluent in English.

Overall grade of my students

Average grade across the school

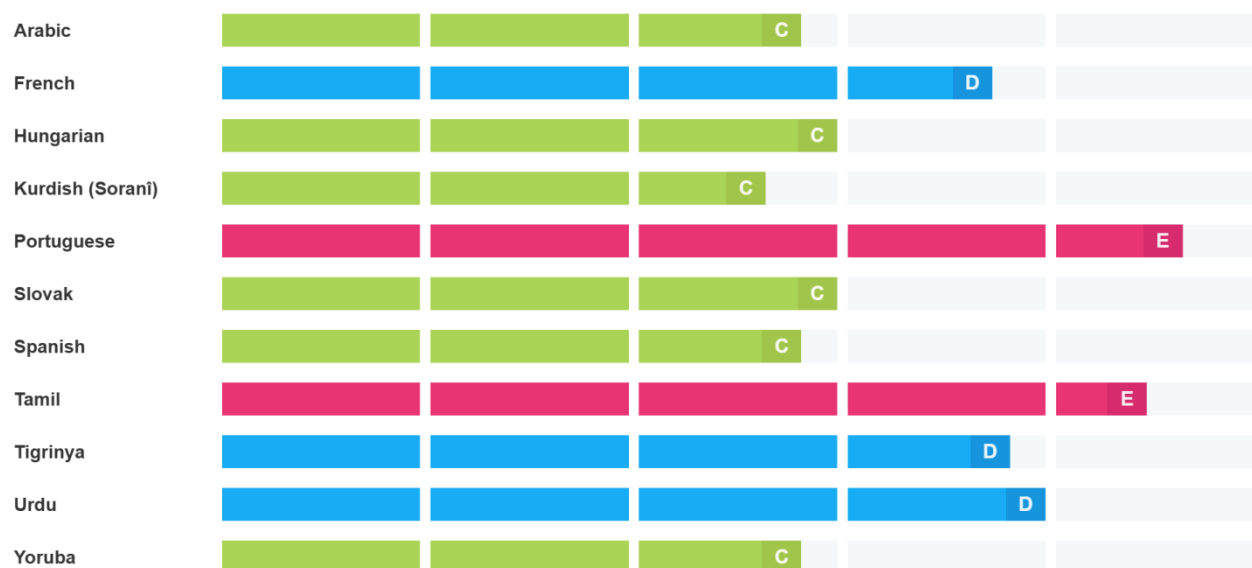


Grade breakdown of my students

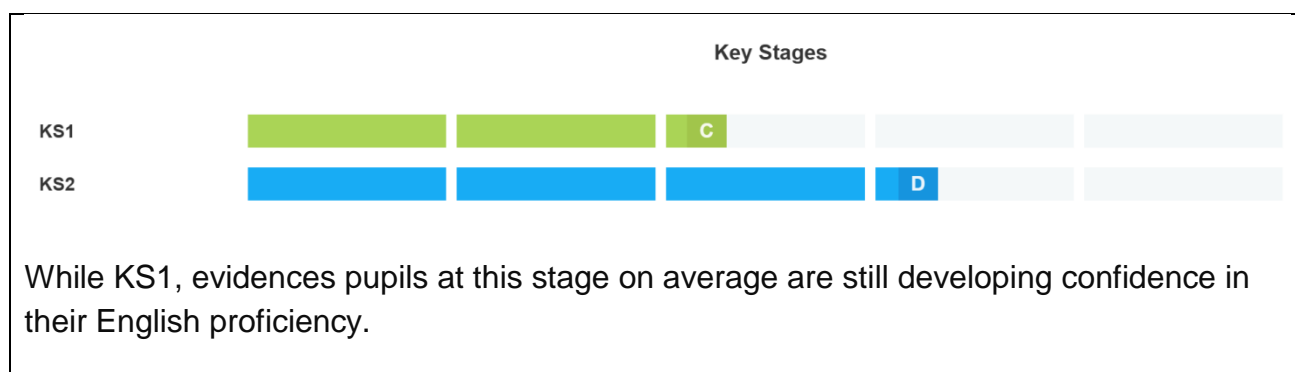


Competency breakdowns can be entered based on pupils' selection of their home language score, evidencing the competency within each of their first languages spoken at home:

A=New to English, B= Early acquisition, C= Developing confidence, D=Competent
E=Fluent



Competency levels evidence that over time, KS2 pupils develop their competency in English acquisition to at least an average of a competent level:



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
Phonics	RWI phonics
Reading Plus	Dream Box
Times Tables Rockstars	Maths Circle
Reading Eggs	3P Learning
Opening Worlds	Haringey Education Partnership
HEP Science	Haringey Education Partnership
Ready Steady Comprehension	Literacy Counts
Read Steady Write	Literacy Counts
EAL English Proficiency	Flash Academy
Emotional Literacy	Happy Minds
Children's University	Children's University
Spelling Frame	Spelling Frame
Computing curriculum	Hi Impact
White Rose Maths	White Rose Maths

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback, improving the quality of teaching and learning and the use of diagnostic assessment. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- continuing to develop the senior mental health lead's role. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.