

Pupil premium strategy statement – St Monica’s Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Monica’s Catholic Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	105
LAC	2
Post LAC	4
Post LAC Lead	Julie Tohill
Service Children	2
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	Termly
Statement authorised by	James Gouldbourne (Headteacher)
Pupil premium lead	James Gouldbourne (Headteacher)
Governor / Trustee lead	Claire Roughneen (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,047
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£148,470

Part A: Pupil premium strategy plan

Statement of intent

At St Monica's Catholic Primary School, our curriculum is carefully constructed with children at the centre of everything we do. We are committed to ensuring that every child is supported to fulfil their potential and develops as an all-round citizen, equipped with the skills, knowledge and experiences required for success in school and in later life.

Our curriculum is fully inclusive and designed to address all aspects of a child's development, supporting academic progress alongside emotional and personal growth. We recognise that some pupils, particularly those who are disadvantaged, may face a range of barriers to learning. Our curriculum is therefore structured to anticipate, support and overcome these challenges. We strive to ensure that all pupils thrive within a supportive and purposeful environment that raises aspirations and prepares them positively for their future lives.

All members of the senior leadership team, teaching staff, governors and support staff are united in their commitment to providing exceptional support for socially disadvantaged pupils. Our shared mission is to ensure that pupils from disadvantaged backgrounds receive high-quality teaching and meaningful learning experiences that enable them to become confident, motivated learners who aspire to achieve their full potential, regardless of background or context. Decisions about the allocation of Pupil Premium funding are made with careful consideration of the specific context of our school and the needs of our community.

Our intention is that all pupils, irrespective of background or need, make strong progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to remove barriers to learning so that disadvantaged pupils can achieve these outcomes, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable pupils, including those with a social worker and young carers. The strategies and provision outlined within this statement are designed to support these pupils, whether or not they are eligible for Pupil Premium funding.

High-quality teaching is at the heart of our approach. We prioritise areas where disadvantaged pupils require the greatest support, as evidence shows this has the strongest impact on closing attainment gaps while also benefiting non-disadvantaged pupils. This approach ensures that attainment for all pupils is sustained and improved alongside progress for disadvantaged learners.

Our Pupil Premium strategy aligns closely with wider school improvement priorities and education recovery planning, particularly through targeted support for pupils whose education has been most affected.

We remain responsive to emerging data and the evolving needs of our pupils. We do not make assumptions about the impact of disadvantage. Instead, we assess and monitor each child as an individual while also analysing whole-school trends to identify learning needs, provision priorities, and areas for staff professional development or resource allocation.

The approaches we adopt work together to support pupils to excel. To ensure effectiveness, we will:

- implement robust assessment and tracking systems that are owned by teachers and leaders, enabling early identification of need and timely intervention
- ensure disadvantaged pupils are appropriately challenged and supported to achieve high standards
- adopt a whole-school approach in which all staff take responsibility for pupil outcomes and maintain consistently high expectations

Outcomes for disadvantaged pupils are central to our success. Our guiding principle is clear: when Pupil Premium pupils are doing well, the school is doing well.

All interventions and strategies are informed by the Education Endowment Foundation's evidence base to ensure decisions are robust, effective and evidence driven.

Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p>Vocabulary and Oracy Language Skills</p>	<p>Assessments, observations, and discussions with pupils indicate that many disadvantaged pupils have underdeveloped oral language skills and gaps in vocabulary. These issues are evident from Reception through to Key Stage 2 and are significantly more prevalent among disadvantaged pupils than their peers.</p> <p>Limited vocabulary and reduced exposure to high-quality and classic texts are key contributing factors. This is evidenced through WellComm screening outcomes and analysis of disadvantaged pupils' performance in NFER Reading Assessments.</p> <p>Many pupils live in a vocabulary-challenged ward, which can result in weaker use of Standard English and reduced oral language proficiency. These factors can have a lasting negative impact on pupils' academic success, transition to secondary education, and longer-term life chances.</p> <p>Raising standards in oral language and vocabulary development, and improving outcomes in this area, therefore remains a key priority and challenge for the school.</p>
<p>2</p> <p>Disadvantaged Reading</p>	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally experience greater difficulties with reading than their peers.</p> <p>Over the past three years, on entry to Reception, approximately 40% of disadvantaged pupils have arrived below age-related expectations in reading, compared with around 20% of non-disadvantaged pupils. Although this gap narrows as pupils progress through the school, it remains significant by the end of Key Stage 2.</p>
<p>3</p> <p>Disadvantaged Writing</p>	<p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally experience greater difficulty with writing than their peers.</p> <p>In Year 2, 55% of disadvantaged pupils achieved EXS+, compared with 65% of all pupils in 2025, indicating a remaining attainment gap at the end of Key Stage 1.</p>

	<p>In Year 6, 57% of disadvantaged pupils achieved EXS+, which is significantly above local outcomes. This demonstrates that targeted intervention and teaching strategies are having a positive impact as pupils progress through the school.</p>
<p>4 Disadvantaged Maths</p>	<p>Internal and external assessment data indicate that mathematics attainment among disadvantaged pupils is below that of their non-disadvantaged peers.</p> <p>Over the past three years, on entry to Reception, approximately 40% of disadvantaged pupils have arrived below age-related expectations in mathematics, compared with around 20% of other pupils. This attainment gap remains broadly consistent through to the end of Key Stage 2. Reducing this gap is a key priority, with the aim of achieving measurable improvement by 2027.</p>
<p>5. Improving phonics outcomes for PP pupils across the school.</p>	<p>Assessments, observations, baseline data, and discussions with pupils indicate that many disadvantaged pupils have underdeveloped oral language skills and gaps in vocabulary. These are evident from Reception through to Year 6 and are more prevalent among disadvantaged pupils than their peers.</p> <p>In addition, assessment information highlights an attainment and performance gap between disadvantaged and non-disadvantaged pupils in phonics baseline assessments and phonics outcomes across the school. This gap has been exacerbated by periods of lockdown, affecting not only pupils in EYFS but also targeted pupils in Key Stages 1 and 2. These weaknesses in early reading and phonics continue to negatively impact disadvantaged pupils' access to learning and performance across the wider curriculum.</p> <p>To address this, the school will implement Read Write Inc as a single, systematic synthetic phonics programme across the school from 2024 to 2025. This will ensure that disadvantaged pupils benefit from a consistent, high-quality approach to phonics teaching each year, delivered with fidelity.</p> <p>The introduction of a single phonics programme will support continuity, reduce variability in practice, and strengthen early reading outcomes. This consistency is intended to reduce the attainment gap between Pupil Premium and non-Pupil Premium pupils and improve reading fluency, confidence, and comprehension for disadvantaged learners across all phases.</p>
<p>6</p>	<p>Assessments, observations, wellbeing surveys, and discussions with pupils and families indicate that a significant number of pupils</p>

<p>Mental Health & Well-being</p>	<p>experience social and emotional difficulties. These challenges are particularly prevalent among disadvantaged pupils and have a direct impact on wellbeing, attendance, and academic attainment.</p> <p>The school views attendance as a core component of safeguarding and remains determined to improve attendance outcomes for Pupil Premium pupils. Social and emotional barriers, including experiences of bullying and limited access to enrichment opportunities, contribute to reduced engagement and inconsistent attendance for some disadvantaged pupils.</p> <p>Teacher referrals for pastoral support remain relatively high. Currently, 67 pupils require additional support for social and emotional needs, of whom 40 are disadvantaged. Of these pupils, 40 are receiving targeted small-group interventions, including 30 disadvantaged pupils. This data highlights the ongoing need for structured pastoral provision and early intervention to support disadvantaged pupils' wellbeing and readiness to learn.</p>
<p>7 Attendance</p>	<p>Attendance data for 2024 to 2025 indicates that attendance among disadvantaged pupils was 93.19%, compared with 96.5% for non-disadvantaged pupils.</p> <p>Attendance data over a four-year period shows a consistent pattern of lower attendance for disadvantaged pupils when compared with their non-disadvantaged peers. Reducing this gap remains a key priority, and we will continue to target it through clearly defined and targeted strategies.</p> <p>In 2024 to 2025, 16 of the school's 40 persistently absent pupils were disadvantaged, representing 3.56% of the disadvantaged cohort. This compares with 26 non-disadvantaged pupils, representing 6% of that cohort. Despite the higher proportion of persistently absent non-disadvantaged pupils, assessments and observations indicate that absenteeism has a disproportionate negative impact on the progress and attainment of disadvantaged pupils.</p>

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
<p>Improved oral language skills and</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing</p>

vocabulary among disadvantaged pupils.	formative assessment. We will place vocabulary and oracy at the heart of the curriculum for PP pupils - Debate week, school council speeches, performance poetry, focus on Standard English in lessons
Improved reading progress and attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 72% of disadvantaged pupils met the expected standard.
Improved progress and attainment maths among disadvantaged pupils. disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 72% of disadvantaged pupils met the expected standard.
Improved quality and fluency of writing disadvantaged pupils at the end of KS2.	KS2 disadvantaged outcomes in 2026/27 show that more than 72% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school , particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils , particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.


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.

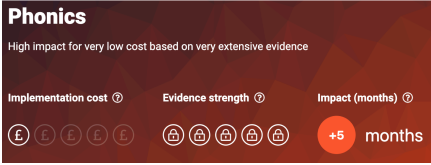
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£70,000**

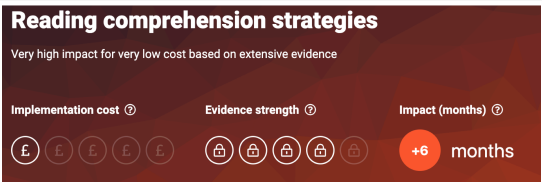
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teacher Recruitment, Retention and Training.</p>	<p>A highly motivated and well-trained teaching workforce is essential to raising standards for Pupil Premium pupils. Our strategy places a strong emphasis on high-quality teaching and learning, informed by research into cognitive science and evidence-based classroom practice.</p> <p>High levels of professional learning, effective teacher recruitment, and the successful retention of skilled staff enable us to provide Pupil Premium pupils with a consistently strong learning environment in which they can achieve and succeed. Leaders embed, support, and monitor a clear and coherent teaching approach aligned to Ofsted’s three inspection domains of curriculum, teaching, and behaviour, ensuring consistently high expectations and standards across the school.</p> <p>The importance of teacher quality and retention for disadvantaged pupils is well evidenced by the Education Endowment Foundation, which highlights high-quality teaching as the most impactful strategy for improving outcomes for Pupil Premium pupils.</p> <p>EEF - Importance of retaining teachers for PP pupils</p>	<p>1,2,3,4,5,6,7</p>
<p>Teacher Assistant Provision</p> <p>Intervention and Support Teaching Assistants in each year group to support learning for all pupils (incl. PE department)</p>	<p>Teaching assistants play a vital role in supporting high-quality teaching and learning. Their deployment is carefully planned to maximise impact, particularly for disadvantaged pupils. Teaching assistants are typically deployed either to support learning within the classroom or to deliver targeted interventions, which may take place in or outside the classroom environment.</p> <p>In line with evidence-informed practice, teaching assistants are strategically targeted to address the specific needs of disadvantaged pupils. This includes:</p> <ul style="list-style-type: none"> • daily reading support to strengthen phonics, reading fluency, and comprehension through Read Write Inc 	<p>1,2,3,4,5,6,7</p>

	<ul style="list-style-type: none"> ● same-day mathematics intervention to address misconceptions promptly and secure understanding ● targeted one-to-one support for pupils with the highest levels of need ● structured small-group intervention programmes focused on identified learning gaps ● mathematics pre-teaching, where key concepts are introduced in advance to a targeted group of Pupil Premium pupils to support confidence and readiness for whole-class teaching <p>It is important to note that 24% of disadvantaged pupils in the school also have identified SEND or learning difficulties, making targeted and skilled adult support particularly critical to their progress.</p> <p>The use of additional support staff enables effective small-group work and timely intervention. This approach is informed by evidence from the Education Endowment Foundation, particularly guidance on the effective deployment of teaching assistants and the strong evidence base for reading comprehension strategies when delivered with appropriate training and clear instructional focus.</p> <p>The additional support staff enable small group work EEF - Teaching Assistant Interventions EEF - Evidence for Reading comprehension strategies.</p> 	
<p>Assessment and Feedback</p> <p>Purchase of standardised diagnostic assessments: NFER</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and recorded in Insight</p> <p>Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER).</p>	<p>NFER assessments are used to provide clear, consistent tracking of pupil attainment across the curriculum. This enables accurate identification of need within the Pupil Premium cohort and informs timely feedback, target-setting, and intervention for disadvantaged pupils who require additional support.</p> <p>These assessments support the identification of pupils who are falling behind on a summative basis. Outcomes are reviewed in Pupil Progress Meetings, where teachers and leaders analyse performance, set precise targets, and plan appropriate next steps. These meetings also examine the relationship between attendance and attainment to ensure barriers to progress are fully understood and addressed.</p> <p>When used effectively, diagnostic assessment information highlights areas for development for</p>	<p>1,2,3,4,5</p>

<p>Subscription to Insight for robust tracking of all quantitative data Training of staff in NFER delivery and Insight.</p>	<p>individual pupils, as well as trends across classes and year groups. This allows leaders to deploy resources and expertise strategically to maximise impact for disadvantaged pupils.</p> <p>To strengthen outcomes further:</p> <ul style="list-style-type: none"> • internal writing expertise will be utilised to identify specific areas for development and to target support for Pupil Premium pupils in writing • NFER reading assessments will be used to identify weaknesses in comprehension and understanding, enabling targeted intervention to improve reading outcomes for disadvantaged pupils <p>This approach ensures assessment information is purposeful, evidence-informed, and directly linked to improved teaching, intervention, and outcomes for Pupil Premium pupils. Diagnostic assessment EEF</p>	
<p>Phonics Implementation</p> <p>We have purchased of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will continue to embed Read Write Inc -DfE validated Systematic Synthetic Phonics programme that includes the developing materials to secure stronger phonics teaching for all pupils.</p> <p>We will ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”. Ensure all new staff have received paid-for</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	<p>1,2, 5</p>

<p>training to deliver the new phonics scheme effectively TA training to enable CPD development Focus on SEN materials</p> <p>Release time of EYFS Assistant Head teacher for internal skills sharing and modelling/ coaching/collaborative planning with EYFS team. Ensure that EYFS are embedding high quality adult/child interactions in the early years and across the school.</p> <p>She will continue to ensure the EYFS team is creating and enhancing our language rich learning environments.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> 	
<p>Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Ensure that the core elements of maths are taught consistently using the principles of “keep up not catch up”.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <ul style="list-style-type: none"> • Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) <p>The EEF guidance is based on a range of the best available evidence:</p> <ul style="list-style-type: none"> • Improving Mathematics in Key Stages 2 and 3 The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of 	4

<p>Continue to develop consistent application lesson structure for White Rose Maths supported by the maths hub</p>	<p>Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> • The EEF guidance is based on a range of the best available evidence: • Improving Mathematics in Key Stages 2 and 3 	
<p>Wider Reading Curriculum Development.</p> <p>Systematic and tracked CPD for all staff to ensure high quality provision for disadvantaged pupils.</p>	<p>A rigorous and systematic approach to reading-focused continuing professional development will be implemented and monitored by the senior leadership team. This will ensure that high-quality pedagogy, informed by current research and evidence-based practice, is consistently shared, discussed, and embedded across the school.</p> <p>Professional development will focus on strengthening early reading, phonics, and reading comprehension through a coherent whole-school approach. Implementation will be supported through regular monitoring, coaching, and professional dialogue.</p> <p>Success criteria will include:</p> <ul style="list-style-type: none"> • Read Write Inc fully embedded and delivered with fidelity • consistent whole-school approaches to reading and wider reading strategies established • a Reading Leadership Team established to drive improvement and monitor impact • effective oversight and challenge provided through School Improvement Partner involvement • a clear, whole-school reading comprehension strategy in place • pupil reading strategies consistently taught and applied across all year groups • measurable improvement in reading outcomes for Pupil Premium pupils <p>The quality and consistency of reading teaching will be monitored through lesson observations, learning walks, and book scrutiny. External critical friends will be invited to provide additional challenge, validation, and professional feedback to support continuous improvement.</p>	<p>2</p>

	 <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +6 months</p>	
<p>Oracy at the centre</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>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:</p> <p>Whole school approach to communication and language and oracy. Teach CUSP vocabulary - train in Inset Develop support for children in KS1 who have more complex needs including AAC methods</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,5,6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	6
<p>CUSP</p> <p>Develop and teach the wider curriculum considering ambitious scope, rigour, coherence and careful sequencing as our measures of quality. Underpin this with explicit, intentional teaching of vocabulary in each lesson.</p> <p>Training from CUSP to understand how to support all learners</p>	<p>Implement the CUSP curriculum</p> <p>The school will continue to implement the CUSP curriculum to ensure a coherent, knowledge-rich curriculum that is ambitious for all pupils, including those eligible for Pupil Premium.</p> <p>Curriculum design and implementation are informed by Ofsted’s published evidence and priorities, with a clear focus on scope, rigour, coherence, and careful sequencing. This ensures that learning builds progressively over time and that pupils are supported to know more and remember more.</p> <p>Alongside this, we will continue to develop staff knowledge and the effective application of cognitive</p>	1,2,3

<p>further</p> <p>Implementation of CUSP slide desks.</p>	<p>science principles within classroom practice. Increasing teachers' understanding of how pupils learn, retain, and retrieve knowledge has a significant impact on rates of learning, particularly for disadvantaged pupils who may require more explicit instruction, structured practice, and opportunities for retrieval.</p> <p>This approach supports consistently high-quality teaching, strengthens curriculum delivery, and contributes directly to improved outcomes for Pupil Premium pupils.</p> <p>Based on Ofsted evidence and priorities of , scope, rigour, coherence and sequencing Increasing staff knowledge AND application of Cognitive Science can have a significant impact on rates of learning in the classroom</p> <p>In 2025/6, we will aim to introduce CUSP into EYFS, D&T (fully resourced), Computing (resourced with iPads and Chromebooks) to ensure our PP pupils receive the best possible education that is tailored to their needs.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>One to one and small group tuition for pupils in need of additional support, delivered in</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,5</p>

<p>addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Research from EEF evidences that reading comprehension strategies have a high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.</p> <p>Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> <p>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: Phonics Teaching and Learning Toolkit EEF</p>	
<p>Use of Chromebooks and targeted use of technology to support all KS2 learners to</p>	<p>Strong evidence base for impact on reading fluency and comprehension</p>	<p>1,2,3,4</p>

<p>access and make progress in reading, writing and maths</p> <p>Accessibility training for all new teaching staff. Use of coaching model to develop inclusive use of tech</p>		
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Wider Effective Interventions.</p> <p>Provide targeted, structured interventions to children across the whole school.</p> <p>Interventions to be monitored and evaluated by HT, relevant subject leadership team and external voice.</p> <p>Interventions to be carried out by experienced teachers and team leaders and Teaching Assistants within school.</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Provide teaching assistant led interventions to those who have significant gaps in their maths attainment.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, particularly any 'fallen behind' disadvantaged children.</p> <p>Teaching assistants will use 'Maths Stacks' materials and subscriptions to support their interventions.</p>	<p>High levels of provision and effective challenge for children identified as needing to catch-up – see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>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:</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantintervention</p>	1,2,3,4,5

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Attendance Team to ensure PP attendance is monitored and actions are implemented quickly and efficiently.</p> <p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>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>Attendance Officer employed by the school full time to retain high levels of attendance in PP pupils, forming a key part of the Attendance Strategy.</p> <p>Attendance awards, assemblies and priority established within school and overseen by HT, AO, EWO and all staff.</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-fundingsuccessfully</p>	6
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	5
<p>Pupil Wellbeing prioritised within strategies in school.</p> <p>Release time for SEND leader and Safeguarding Team to support families with high need</p>	<p>Pastoral Lead employed full time</p> <p>Attendance Officer; SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p>	5

<p>SEN and Pupil Premium children.</p>	<p>Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.</p> <p>Pastoral Room, Sensory Room and Quiet Room continue to be established to support the growing number of children with mental health problems and for those who have difficulties with accessing the curriculum due to home life/problems.</p>	
<p>Cultural Capital</p>	<p>To ensure trips can go ahead for all pupils, we will place a set amount into our budget to ensure trips can go ahead and we can subsidise them for PP pupils.</p>	<p>5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £145,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year, drawing on national assessment data and our own internal summative and formative assessments.

Subject	School All pupils	School Disadvantaged EXP+	School Other EXP+	Local PP (Sefton)	National PP	Difference
KS2 Reading	65%	50%	70%	61%	63%	-20%
KS2 Writing	76%	57%	82%	47.3%	59%	-25%
KS2 Maths	63%	50%	68%	57.3%	60.6%	-18%
KS2 Combined	53%	43%	57%	37.8%	47.4%	-14%
Phonics	78%	63%	85%	64.4%	64.4%	-22%
EYFSP	69%	50%	72%	45.2%	57%	-22%

The data demonstrated that:

- In EYFSP, our EYFSP for PP pupils was above Sefton and below National, showing that our PP pupils make progress from Baselines at the start of Reception, but are still behind the National average at the end of Reception.
- In Phonics, our PP pupils are in line with National and Local averages, but behind our non PP pupils.
- In KS2 Reading dipped this year for PP and is a target area for 2025/6.
- In KS2 Writing is above local and in line with National, but below non PP in school
- In KS2 Maths dipped this year for PP and is a target area for 2025/6.
- In KS2 Combined is above Sefton and slightly below National Average

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our PP pupils are generally in line with their PP peers nationally and locally, but the gap to our Non PP pupils is a key target.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our PP pupils are behind their peers in wellbeing and the need for attendance and pastoral support. This is becoming a priority as the cost of living crisis deepens and our families in such a deprived area

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations in all areas, and we are at present *not on course* in these areas to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our key areas to improve are: Reading and Maths in KS2. We also will put strategies into place to continue to make progress narrowing the gap between PP and non PP pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

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

- **Trauma and Attachment Training**

All staff will receive training in trauma-informed and attachment-aware practice to improve understanding of how adverse childhood experiences can impact behaviour, emotional regulation, and learning. This will support staff to respond consistently and effectively to pupils' social and emotional needs, leading to improved engagement, reduced behavioural incidents, and better outcomes for disadvantaged pupils.

- **Live Simply Award**

Through participation in the Live Simply Award, the school will promote values of community, stewardship, and social justice. This work will enhance pupils' sense of belonging and purpose, while also providing meaningful opportunities to explore issues such as poverty, inequality, and sustainability. These experiences support disadvantaged pupils by building cultural capital, empathy, and positive aspirations beyond the classroom.

- **Inclusive Schools Award**

The Inclusive Schools Award will provide a structured framework for reviewing and strengthening inclusive practice across the school. This includes identifying and addressing barriers to learning, improving provision for pupils with additional needs, and ensuring that policies and practices promote equity and high expectations for all. The award directly supports the Pupil Premium strategy by embedding inclusive approaches that enable disadvantaged pupils to access the full curriculum and achieve well.

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). 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

Development of the Pupil Premium Strategy is based on ongoing review and self-evaluation of school performance against the previous plan. We reviewed evidence from multiple sources including attainment data, assessment information, engagement in lessons through book scrutiny, and conversations with pupils, parents and staff to identify the key challenges faced by disadvantaged pupils.

We used the EEF's Families of Schools database to compare the performance of disadvantaged pupils in schools similar to ours and contacted both similar and local schools with strong outcomes for disadvantaged pupils to learn from effective practice.

In planning the new strategy, we evaluated why some activities undertaken in previous years did not have the level of impact anticipated. An external pupil premium review was commissioned to provide an objective perspective and further challenge our self-evaluation.

We considered a range of reports, studies and research evidence relating to the effective use of pupil premium funding, the impact of socio-economic disadvantage on educational outcomes, and strategies to address barriers to learning.

The EEF's implementation guidance has informed the development of our strategy, particularly the 'explore' phase, enabling us to diagnose pupils' needs accurately and select approaches most likely to be effective in our context. This guidance will continue to be used throughout implementation.

A robust evaluation framework is in place across the three-year strategy cycle, allowing us to refine and adapt provision over time to secure improved outcomes for disadvantaged pupils.