

Pupil Premium Strategy Statement – St Cecilia’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
Number of pupils in school	431 incl Nursery
Proportion (%) of pupil premium eligible pupils	41% incl Nursery
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 Evaluated termly
Statement authorised by	Suzanne Hurst Headteacher
Pupil Premium Lead	Suzanne Hurst Headteacher
Governor / Trustee lead	Alyson Rigby, Foundation Governors/ Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,370
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£239.370

Part A: Pupil premium strategy plan

Statement of intent

In line with our school's core values of 'ASPIRE' our aim is to use Pupil Premium funding is driven by a clear moral purpose to ensure that disadvantaged pupils achieve outcomes comparable to their peers and are fully prepared for the next stage of their education. Our strategy is informed by accurate assessment of need and is rooted in evidence-based practice, high expectations and inclusive provision.

A large proportion of our pupils experience socio economic disadvantage. Liverpool is the 5th most deprived Local Authority in the country. IDSR (2025) states that 42.49% of our pupils were eligible for free school meals at any time during the past six years and also indicates that our school local deprivation is **well above average**. As such, there is an ongoing, **whole school focus on how disadvantage can impact on learning**, with staff at all levels understanding their role and responsibility with removing barriers and reducing the attainment gaps.

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils at St Cecilia's achieve consistently strong outcomes in reading, writing and mathematics (closing the gap with non-disadvantaged pupils at each assessment point, especially KS2 RWM), and leave the school with the knowledge and skills required for the next stage of education.
- Ensure disadvantaged pupils develop strong oral language, vocabulary and reading comprehension so they can access the full curriculum.
- Ensure disadvantaged pupils with SEND and/or EAL receive high-quality inclusive teaching plus precisely targeted additional support so that multiple vulnerabilities are addressed effectively.
- Reduce barriers to learning caused by attendance, health, wellbeing, family circumstances and low engagement; improve attendance and reduce persistent absence (PA) among disadvantaged pupils.
- Strengthen pupils' social, emotional and behavioural skills and self-regulation so pastoral barriers to attainment are reduced.

How this strategy works towards those objectives

- We allocate Pupil Premium funding across the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). Each major activity is evidence-led and linked to explicit success criteria and monitoring.
- We prioritise high-quality whole-class teaching (reading, phonics, oral language and maths) so fewer pupils require long-term withdrawal from lessons.
- We combine whole-class improvements with targeted small-group or one-to-one tuition for pupils identified through diagnostic assessment.
- We strengthen SEND and EAL provision so that disadvantaged pupils with additional needs receive both inclusive classroom adaptations and targeted interventions.

- We invest in attendance, pastoral support, parental engagement and enrichment so pupils are in school, ready to learn, and supported at home.

Key principles

- Evidence-led: every chosen approach is supported by high-quality research (primarily Education Endowment Foundation guidance and reviews). See evidence links throughout the plan.
- Diagnose → Target → Monitor: we use frequent assessment and an assess–plan–do–review cycle for every pupil receiving additional support.
- Inclusion by design: mainstream teaching is the first line of support for pupils with SEND or EAL; targeted interventions supplement rather than replace classroom teaching.
- Capacity-building and sustainability: focus on staff CPD, coaching and practical systems so improvements are durable.
- Contextualised: interventions and CPD are shaped for our two-site, high-deprivation, high-SEND and rising EAL intake (431 pupils; 38% pupil premium; 29% EAL; high SEND proportion—14 EHCPs).
- Clear accountability and monitoring: senior leaders, subject leads, SENCo and designated governors monitor implementation and impact termly.

Sources for evidence referenced in this strategy are cited inline in the Activity tables (principally Education Endowment Foundation guidance). See Activity section for full hyperlinks.

Likely Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Vocabulary Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception baseline data and end of EYFS profile in 2024 showed 1.7% gap in communication and language between our school and the Local Authority. Across KS2 according to QLA of NFER data (Dec 2024), shows that in all year groups, pupils achieve less than 50% on the vocabulary content domain. In general

	there is a prevalent vocabulary gap between our disadvantaged pupils and their peers.
2	Early Reading and Reading Comprehension Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 2 years, baseline assessments show that many of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains significant to the end of KS2. An additional barrier but linked to language acquisition is that 47% of the current Reception cohort have EAL. Phonics Screening Check data July 2025 indicates that although disadvantage pupils performed in lines with national disadvantaged, there is a 24% gap between disadvantaged and other pupils and a 19% gap between disadvantaged and national other. The average mark for disadvantaged pupils was 26/40 compared to national which was 30/40. KS2 Phonics data: in September 2025 Y3/4, out of those pupils who receive phonics intervention daily, 52% are disadvantaged. KS2 outcomes in Reading shows that outcomes are in line with national disadvantaged pupils but there still remain a -5% gap. This prevents the same pupils achieving their RWM combined which shows -19% between them and their non-disadvantaged peers.
3	Reading, Writing & Maths combined At KS2 (2025) overall attainment for disadvantaged pupils in R/W/M is lower than non-disadvantaged with a 19% gap.
4	Disadvantaged pupils who also have SEND A large proportion (32% Dec 25) of our disadvantaged pupils have SEND compared to 14% of our non-disadvantaged pupils who have SEND. 75 SEND pupils: 51/75 are PP Eligible (68%) compared to 24/75 are Non PP Eligible (32%) Correct March 26. Internal assessment data indicates that in Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, these gaps lessen significantly when PP pupils with SEND are disaggregated. Children who are both disadvantaged and have SEND experience multiple challenges and barriers to their learning.
5	Social, emotional and mental health Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem and attachment issues. These challenges particularly affect disadvantaged pupils, including their attainment and attendance. This continues to be a pertinent challenge, stemming from the Covid19 pandemic. These findings are supported by national studies.

	Teacher referrals for support remain relatively high. 45 pupils (53% of whom are disadvantaged) currently require additional support with social and emotional needs, from our pastoral team and/or outside agencies.
6	Attendance and Persistent Absence Last year (2024/2025) our attendance data indicated that attendance among disadvantaged pupils was 3.6% lower than for non-disadvantaged pupils and 0.8% lower than National. Last year 27.33% of disadvantaged pupils were persistently absent from school compared to 18.82% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Pupils with English as an Additional Language Rising proportion of our pupils with English as an additional language (5% 2019 , 18% 2021 KS2 only – pre-amalgamation) to 27% in December 2024 and now 32% December 2025. Many new starters are also new to country and hold little or no English. Current Reception cohort (2025) has 47% EAL pupils. This presents additional challenges around reading and language acquisition, metacognition and feedback, addressed through quality-first teaching and bespoke intervention, aiming to enable them to become more proficient in English to fully access the national curriculum expectations for their year group, in-line with their peers. 32% of our EAL pupils are also disadvantaged.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils. (Reception – KS2)	- By end of academic year, targeted cohorts show measurable improvements on school language assessments: at least +6 months progress equivalent in oral language measures for pupils receiving interventions. - NFER & KS2 SATs QLA vocabulary domain scores move closer to national/LA averages; internal checks show vocabulary domain scores >60% for targeted year groups. 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 formative assessment.

	Across the school, reading fluency assessments show improved levels of reading fluency from baseline to end point. In KS2, the class average of the vocabulary content domain on NFER assessments improves. Disadvantaged pupils perform just as well to NPP pupils on vocabulary quizzes on Accelerated Reader. Evidence: EEF: Oral language interventions.
Stronger reading outcomes (decoding, fluency, comprehension) for disadvantaged pupils across phases.	- Phonics screening check pass rate for Year 1 maintained/improved from 80%; targeted keep-up groups show catch-up and Year 2 re-check pass rates rise. - KS2 reading attainment for disadvantaged pupils rises toward non-disadvantaged benchmark; reading average scaled score for disadvantaged pupils improves (aim: disadvantaged group mean $\geq$ school average 105). KS2 reading outcomes in 2026/2027 show the gap between PP V NPP is in line with National. Evidence: EEF: Phonics, EEF: Reading comprehension strategies.
Closing attainment gap in RWM at KS2 for disadvantaged pupils	- KS2 RWM outcomes for disadvantaged pupils increase to reduce the current -19% gap towards national non-disadvantaged (ambitious but realistic incremental improvement: e.g., +5–10 percentage points in two years), and the proportion of disadvantaged pupils achieving greater depth increases Monitoring by termly assessments and progress meetings. Evidence: EEF: One-to-one tuition and targeted group tuition guidance. KS2 outcomes in 2026/27 show that an increase of 15-20% for disadvantaged pupils meeting the expected standard in all core areas.
Improved GLD outcomes for all disadvantaged pupils	The proportion of disadvantaged pupils achieving GLD is in-line with the national average by 2026/2027, and the gap between PP and non-PP outcomes are diminished. C&L EYFS
SEND + PP pupils make better progress (reduced negative compound effect)	- For pupils who are both disadvantaged and have SEND, termly target outcomes are met or revised with positive trajectories; proportion meeting expected progress increases (measured by internal tracking). -SENCo reports improved quality of provision and reduced time out of class where appropriate. KS2 outcomes in 2026-2027 indicated SEND pupils who are disadvantaged make strong progress from their starting points.

	Evidence: EEF: Special Educational Needs in Mainstream Schools
Improved wellbeing and behaviour so pupils can access learning	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • All disadvantaged pupils access an enriched curriculum – including a wide variety of extra-curricular activities which disadvantaged children access and are encouraged to attend. • Participating in competitions, both sporting and non-sporting events throughout the school year. • Enrichment experiences and visits are planned into the curriculum. By the end of Year 6 pupils will have visited theatres, museums, residential, outdoor spaces and places of worship amongst others. Reduced number of behaviour incidents for pupils receiving pastoral support; improvements recorded in pupil wellbeing measures; teacher referrals for support reduce as early interventions take effect. Evidence: [EEF: Improving Behaviour in Schools] (see EEF guidance referenced in SEND report).
Increased attendance and reduced persistent absence among disadvantaged pupils	Sustained high attendance by 2026/27 demonstrated by: • The overall attendance of PP pupils is 2% above National PP figure and closing on the National NPP figure. • Reduce the number of persistent absentees among disadvantaged pupils. • PP attendance improves from 91.4% (Sept 24-July25) to be more in-line with National figures. • Further develop the role of attendance lead in school, by learning from good strategies of other schools within the network and CPD. Further engagement with our hard to reach parents. Review and add to current attendance & punctuality incentives. • Whole-school attendance rises (aim +2–3% from baseline); • PA proportion for disadvantaged pupils reduces year-on-year (aim: reduce PA among disadvantaged by at least 20% relative). Evidence: DfE attendance guidance and EEF recommendations on parental engagement and attendance-related strategies (see Activity evidence).
Improved language acquisition for Reception EAL starters	Reception cohort with EAL make accelerated gains in early language targets (communication & language GLD target

and accelerated EAL progress across school	70% maintained/improved); routine baseline and termly EAL progress reviews show rapid progress for targeted pupils. All EAL pupils make good progress from their start points, starting with a rigorous assessment (NASSEA) upon entry and their progress tracked and monitored until they become proficient in English. EAL pupils new to school and their families are fully settled into school life at St. Cecilia's. Teachers are fully equipped with the necessary tools, including necessary CPD to fully support EAL learners in the classroom, adapting teaching whilst maintaining high expectations. Evidence: EEF: Oral language interventions and SEND guidance on inclusive teaching for language needs.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

All activities below are mapped to the DfE Menu of Approaches (Tier 1, 2 or 3) and linked to the numbered challenges above. Each table lists the Activity, Evidence that supports this approach (with hyperlinks to the EEF or other high-quality reports), and Challenge number(s) addressed.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,855

Activity with Challenge numbers addressed	Evidence that supports this approach	Intended and actual impact with lessons learned
Purchase of standardised diagnostic assessments (NFER) Autumn & Summer for KS2. Training for staff to ensure assessments are interpreted and administered correctly. 1, 2, 3, 7	Standardised tests are a reliable form of assessment and completing the Question Level attached provides reliable insights into the specific strengths and weaknesses of each pupils and cohorts to help ensure that they receive the correct additional support through interventions or teacher instruction. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	April 2026: Completed . New staff trained and how to interpret data using QLA tool to help inform future planning and targeted interventions. Discussed during Pupil Progress meetings. Sept 2026:
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding	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:	April 2026: SHREC Approach implementation begun in EYFS (January 2026).

and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Purchase high quality texts to support the curriculum. Ensure explicit planning and teaching of vocabulary across the curriculum. Invest in staff CPD with regards to this. 1, 2, 3, 4, 7	Oral language interventions Teaching and Learning Toolkit EEF EEF: 6+Months progress	Improvements in high adult interactions and back and forth talk observed by SLT during monitoring visit, March 26. Twilight 23/3/26: Revisit dialogic activities pre-teach vocabulary and sentence stems across the curriculum. Summer Term 26: Part of a project: Translating into Practice: Progression in Spoken Language. R. Chadwick Curriculum Lead to drive this. Sept 2026:
Purchase and embed Monster Phonics in EYFS & KS1 and RWI in KS2 (as an intervention programme) and LKS2 to secure stronger phonics teaching for all pupils. Invest in all relevant CPD especially for new staff and ECTs. 1, 2, 3, 4 , 7	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 EEF: 5+ Months progress.	April 2026: From January 2026, Monster Phonics became the all through phonics scheme across the primary. RWI ceased. CPD: Staff trained by Phonics Lead – multiple sessions including triangulation during monitoring time. Sept 2026:

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to embed our new Power Maths scheme across the new primary school and invest in any relevant CPD through the LA and Maths Hub. Scheme to be adopted but adapted to meet the needs of all pupils to address and reduce gaps between PP and NPP pupils. 3	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 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	April 2026: Sept 2026:
To continue to embed our new Writing scheme 'Ready, Steady, Write' and Reading scheme 'Steps to Read' in Y1 and implement the improved reading framework from Literacy Counts: 'Ready, Steady, Read Together' in Y2-Y6 to ensure consistency in high quality teaching and sequencing of reading and writing. Scheme to be adopted but adapted to meet the needs of all pupils to address and reduce gaps between PP and NPP pupils. 1,2,3, 7	EEF evidence key findings: 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF: 6 months progress	April 2026: All Reading lessons have been observed by SLT and English Lead which show that pupils are making good progress in Reading. Reading Twilight took place 2/2/26 led by DHT/Curriculum Lead. Sept 2026:

	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Improve the quality of social and emotional learning. (SEL) Develop the role of the SEMH Lead across the primary school. Track and monitor the progress of pupils attending SEMH interventions both by internal and external partners, with entry and exit data. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. All	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): Improving Social and Emotional Learning in Primary Schools EEF	April 2026: Mental Health Champions for 26/27 training 16/3/26 organised by L. Quigley. SEMH Lead, L. Quigley roles defined and enhanced to now become 'Inclusion and Wellbeing Manager.' Sept 2026:
Work towards achieving Inclusion Quality Mark (IQM). All	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://iqmaward.com/what-is-educational-inclusion/	April 2026: Achieved in July 2025. School received 'Centre of Excellence' accreditation. School involved in IQM Cluster group to continue to enhance Inclusion , learning from and supporting other schools. Sept 2026:

Continue to review current SEND provision alongside the EEF's Special Educational Needs in 'Mainstream' guidance and the SEND Code of Practice. 2,3,4,5	Liverpool's SEND Graduated Approach toolkit: Special Educational Needs and Disabilities. The graduated approach starts at the whole school/setting level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all children and young people, however, for pupils with SEND, this approach is increasingly personalised depending on the needs of the child/young person. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	April 2026: Link Gov learning walk, examining provision for pupils with EHCPs. 16/3/26 CPD: Writing and updating Pupil Profiles; Gestalt Language Processor; Blank Level Questioning. SENDCo attended LA briefings. Reported to FGB each term. Sept 2026:
Purchase and implement NASSEA assessment system to monitor progress of EAL learners, particularly those with little to no 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. 1,2,7	https://www.nassea.org.uk/eal-assessmentframework/ The Framework is a cross-curricular tool which helps practitioners to observe, document and accelerate the ways bilingual pupils start to use English as a tool for learning in school, then continue to develop their use of English through all their subject areas. It describes the development of communicative behaviour in class and language for learning through listening, speaking, reading and writing. It also includes some aspects of personal development likely to be significant for bilingual learners, such as readiness to speak to others in the classroom. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches	April 2026: Flash Academy supports EAL pupils Y2+. Baselines for new to country, EAL pupils needed for younger pupils through NASSEA assessments. EAL Lead to ensure this happens. EAL Advocate trained other TAs on Flash Academy before commencing maternity leave Feb 1/2/ term. CPD: Communication boards 18/3/26 Sept 2026:

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

Budgeted cost: £169,214

Activity with challenge number(s) addressed	Evidence that supports this approach	Intended and actual impact with lessons learned
-Continue with Accelerated Reader/STAR Reader which allows pupils to take regular vocabulary quizzes to develop improve and monitor their vocabulary knowledge. -Purchase Reading Plus for Y6/5 pupils. -Implement vocabulary intervention for PP/PP+SEND/EAL pupils, prior to a new unit beginning, these pupils will learn the vocabulary, their definitions and meaning in context so they are familiar with these when lessons begin to reduce a potential vocabulary gap and thereby aid their knowledge retention. 1,2,3, 4,7	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF: There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	April 2026: This practice is embedded in KS2. Bullet 3: Reminded as a strategy to address the gap between PP and NPP in Twilight on 23/3/26. SLT & SLs to monitor this during Learning walks. Sept 2026:
PP+ pupils have the same opportunities as non PP pupils. Access a range of in school and outside activities; uniform; trips, after school provision, learning resources including 1:1/small group tuition paid for as stated in pupil's PEP 1,2,3,4, (7)	Pupil entitlement. PPP grant should be utilised to support each child's individualised learning targets (as stated in their PEP), driven by priority and need.	April 2026: Uniforms bought for current LAC pupils. PEP meetings conducted by CLA Lead, provision to be put in place for academic support/interventions. Sept 2026:

One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Some Y6s to receive after school, booster sessions to support gaps in knowledge in preparation of their SATs. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings 1, 2, 3	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	April 2026: % pupils attending Y6 booster are PP compared to % of NPP. Sept 2026:
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. 2	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	April 2026: % of pupils receiving additional phonics lessons are PP. Sept 2026:
Purchase Flash Academy for 20 EAL learners to enable them to become more proficient in the English language 7 1,2,3 5	https://www.bellfoundation.org.uk/resources/guidance/classroomguidance/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.	April 2026: Flash Academy supports EAL pupils Y2+. ½ termly reports indicate usage and progress. EAL Advocate trained other TAs on Flash Academy before commencing maternity leave Feb ½ term.

		Sept 2026:
To improve levels of pupils' self-esteem, engagement and aspirations of some PP pupils who require it through: SEMH intervention with our SEMH Lead; Seedlings; Play Therapy; ADHD Foundation. Sports coach to provide interventions throughout the week for targeted pupils who need sensory breaks, brain breaks, develop skills of co-operation and raise self-esteem. Sensory circuit every morning for pupils with ASD so ready to learn and sensory needs are met at the start of the school day. 5	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	April 2026: All sessions take place regularly. PP Lead to meet with staff to establish progress made. Sept 2026:
PP pupils with SEND Implement the EEF's five recommendations to support inclusive teaching and learning and improve outcomes for pupils with SEND. PP lead to work closely with SENDCo to ensure these pupils receive right provision for their needs. 1,2,3,4,7	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 & 1:1 interventions. 5) Work effectively with Tas https://educationendowmentfoundation.org.uk/news/eefblog-five-a-day-to-improve-send-outcomes	April 2026: Zones of Regulation implemented across the Primary in conjunction with ROAR. +ve start to day, welcome on gate/class, structured routines observed by SLT during monitoring. School environment refurbished to create a 'homely' feel. CPD for SEND involves teachers and Tas (see CPD log). HQT: staff defined what this looks like in our

		school during Twilight 23/6/26. HQT observed during lesson observations by Curr Lead and SLs. Anything less than expected practice is addressed and staff receive appropriate support. Interventions relate to Pupil Progress, discussed in Pupil progress meetings. Sept 2026:
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,301**

Activity with challenge number(s) addressed	Evidence that supports this approach	Intended and actual impact with lessons learned
Embed school's positive behaviour policy across the new primary school, ensuring quality CPD for staff for a consistent approach across the school. In addition to: Positive play and lunchtimes. Sports coach directed to organise and supervise team games to ensure incidents are limited on the yard and children enjoy their playtime. Lunch club supervised by SEMH Lead and TAs to take PP pupil x5 lunchtimes per week to reduce sensory anxieties.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF EEF: 4 months progress +	April 2026: +ve behaviour Policy, updated September 2025. To do: Playtimes in KS2 need to establish more games on the yard for Summer 26 to promote team work. Outdoor classroom now used during Y5 playtime as well as lunch to support

5, 6		selected pupils who need it. Sept 2026:
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Release time for Attendance Lead to attend termly attendance hub briefings in LA. 1 day release per week for Attendance Lead New Attendance Lead in place from September 2025 (DHT) and buy in of EWO support. Work closely with the attendance team to improve attendance of PP children, with a particular focus on persistent absentees. Support PP pupil's and families with uniform, extracurricular activities including residentials, wrap around care with funded breakfast and afterschool child care. 'No child goes hungry' morning toast provided for all pupils across KS2.(Fruit and milk provided for Infant children) All	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast EEF – Magic Breakfast 2+ Months	April 2026: Overall Attendance has improved from 93.4% July 2025 to 94.2% March 2026. New Att Lead received 'New to the role..' CPD and termly briefing through SIL. Part of DEFs RISE Uniforms have been provided for 5 PP Eligible pupils. Breakfast club provided for * PP pupils to improve attendance and/or punctuality. Sept 2026:

Contingency fund for acute issues. All	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.	April 2026: Sept 2026:
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Total budgeted cost: 239,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: Improve language skills and acquisition of vocabulary among disadvantaged pupils.

Reading

Based on the cohort of 58 pupils.

Strand	Marks available	Correct response %	National %	Difference
	?	?	?	?
2a. Give / explain the meaning of words in context	6	81	76	5
2b. Retrieve and record information / identify key details from fiction and non-fiction	15	73	73	0
2c. Summarise main ideas from more than one paragraph	3	71	74	-3
2d. Make inferences from the text / explain and justify inferences with evidence from text	24	60	63	-3
2h. Make comparisons within the text	1	48	52	-4
2g. Identify / explain how meaning is enhanced through choice of words and phrases	1	84	80	4
Total	50	68	68	0

Taken from ASP 2025 shows vocabulary strands of KS2 SATs QLA were above National.

Intended Outcome 2: Improved reading among disadvantaged pupils.

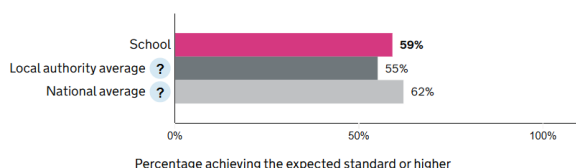
No progress measure published for 2024/2025.

Provisional data from ASP (data shown will increase as 2 pupils due to be discounted from data, new to school/country from non English speaking country).

Reading, writing and maths combined

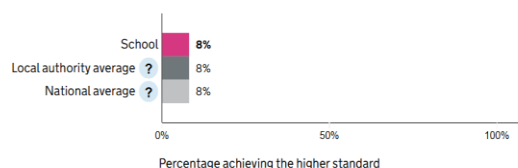
Percentage of pupils achieving the expected standard or higher

Number of pupils = 61



Percentage of pupils achieving the higher standard

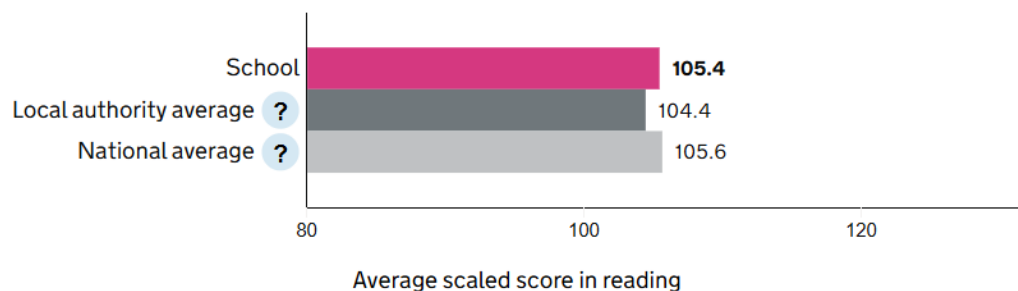
Number of pupils = 61



Average scaled score in:

Reading ?

Number of pupils = 61



Internal data analysis for academic year 2024-2025:

KS2 Disadvantaged

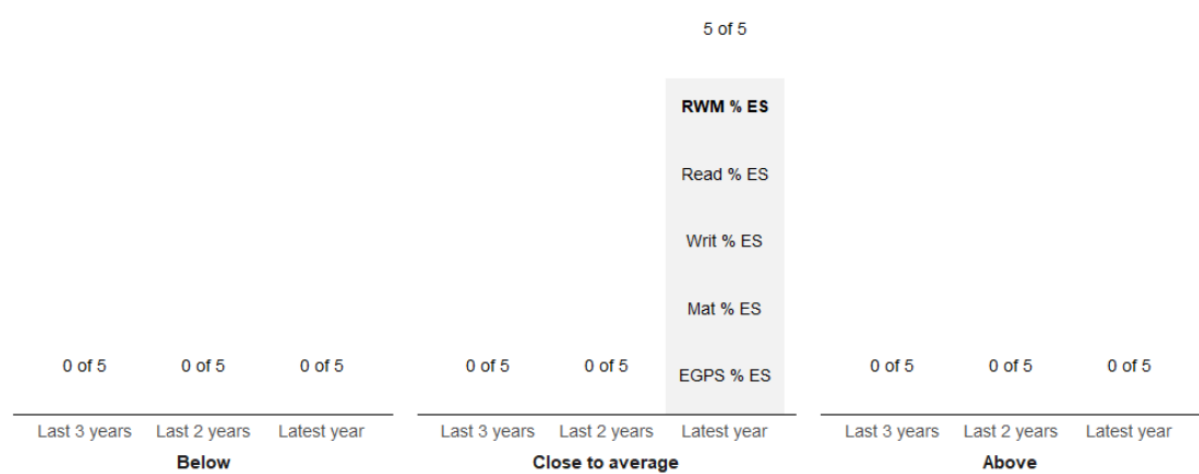
There were 59 children in the cohort, 24 of them were classed as disadvantaged. This table shows how our pupils compare to similar groups nationally.

	Below National	In Line with National	Above National
All Pupils Reading		+1%	
Disadvantaged Reading	-5%		
All Pupils Writing			+4%
Disadvantaged Writing			+8%
All Pupils Maths		+2%	
Disadvantaged Maths			+10%
All pupils GPS		-2%	
Disadvantaged GPS	-6%		
All Pupils RWM		-1%	
Disadvantaged RWM		+3%	

ASP also compares disadvantaged children to national non-disadvantaged at the end of KS2. This table shows how our disadvantaged children compare to non-disadvantaged children nationally.

	Below National	In Line with National	Above National
Reading	-22%		
Writing	-12%		
Maths	-10%		
GPS	-25%		
RWM	-19%		

IDSR 2025: The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years. **Our data excludes any 3 year trends due the amalgamation (1st March 2024).**



Year 6 2024/25 contextual information:

- 15 pupil on SEND register (7/15 also disadvantaged)
- 24 disadvantaged (PP) pupils. Excluding 2 pupils to be discounted from the data this will be based on 22 PP pupils (7 PP pupils with SEND).
- Reading 2 pupils were disapplied (disaggregate these from the cohort data = 79%)
- Maths 2 pupils were disapplied (disaggregate these from the cohort data = 79%)
- SPAG 2 pupils were disapplied (disaggregate these from the cohort data = 74%)

EYFS:

Challenge 1 when writing the strategy in 2024 showed that EYFS profile shows 1.7% gap in communication and language between our school and the Local Authority. In 2025 EYFS Profile data shows that this gaps reduced significantly to 0.2% between our school and the Local Authority.

EYFS & KS1 Data 2024-2025

Early Years Good Level of Development %

	2023	2024	2025
School	57	61	70
National	67	68	68

Upward trend.

Now in line with national attainment.

Year 1 Phonics Check %

	2023	2024	2025
School	70	73	80
National	79	80	80

Upward trend.

Now in line with national attainment.

Year 2 Phonics Check % (children who met the standard in Y1 + those who met it in Y2)

	2023	2024	2025
School		71	88
National	89	89	89

Upward trend.

Now in line with national attainment.

PSC 2025:

- PP 14/20 = 70% (+2% improvement on previous year)
- NPP 32/37=86% NPP outperformed PP pupils by 16% (gap has increased from previous year)

IDSR 2025

All pupils - Phonics expected standard

- There were 57 pupils who were eligible for the phonics screening check in Year 1 in 2025; 53 of them sat the check and 4 did not. Of those who sat the check, 7 pupils did not meet the **phonics expected standard**; their average mark was 3.
- There were 14 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 7 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 12.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	-	-	80%	-	-	Not applicable
2025	57	81%	80%	Close to average (non-sig)	Not available	High - FSM
2024	-	-	80%	-	-	-
2023	-	-	79%	-	-	-

► [Chart](#)

The data demonstrates that as a newly formed primary school our aim to meet national expectations for GLD, PSC was achieved and almost all aspects of end of KS2 data. Targeting and closely monitoring the progress of disadvantaged pupils to close the gap between them and non-disadvantaged remains a priority and features in this year's SDP, performance management targets for teachers, Headteacher's Performance Management and subject leader actions plans.

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

The attendance data (September 2024-July 2025) was 91.4% for PP pupils and 95% for NPP pupils, which demonstrated that PP pupils' attendance is lower than NPP pupils. We have changed Attendance lead for September 2025. This remains a priority for improvement and is included in this year's SDP.

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance 2023/24	Attendance 2024/25	National Average 24/25
All pupils	93%	93.4%	94.8%
Pupils with free school meals FSM	91.4%	91.4%	92.2%
Pupils with no FSM	94.2%	95%	95.8%
Pupils with SEND	89.4%	86.6%	92.3%
Pupils with no SEND	93.7%	95.1%	95.4%

IDSR 2025

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	161	91.5%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	149	90.9%	92.0%	Close to average	Not available	-

► [Chart](#)

In July 2025, school achieved Inclusion Quality Mark and was awarded Centre of Excellence.

Based on all the information above, as a newly formed, amalgamated school in March 2024, we have achieved what we set out to achieve as in, ensuring outcomes are in line with National. However, the performance of our disadvantaged pupils and whether we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above remains a focus and priority. The review of this strategy at the end of the academic year 2025-2026 will be more informative and we will be able to start to analyse against a two-year trend.

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
Accelerated Reader	Renaissance
Accelerated Maths	Renaissance
Reading Plus	Reading Solutions
Timetables Rockstars	Maths Circles Ltd
Spelling Frame	Spellingframe.co.uk
Spag.com	Spag.com
Computing curriculum support	Hi Impact
Ready, Steady , Write	Literacy Counts
Ready, Steady, Read Together	Literacy Counts
Power Maths	Pearson
Flash Academy	
Monster Phonics	

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:

- 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

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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.