

Rimrose Hope CE Primary School



Pupil Premium Report 2025 – 2026 and Impact Statement for 2024 – 2025

Report Introduction

The Pupil Premium is additional government funding provided to schools to raise the attainment of disadvantaged pupils and to close the gap between them and their peers. At Rimrose Hope, we are committed to ensuring that all pupils, regardless of their background or barriers to learning, have access to high-quality teaching, targeted support, and a broad, enriching curriculum that enables them to thrive both academically and personally.

This report sets out how Pupil Premium funding has been allocated during the [academic year, 2025-2026, the rationale behind our spending decisions, and the impact of our strategies on pupils' progress, attainment, and wellbeing. Our approach is informed by research and best practice, including the Education Endowment Foundation (EEF) guidance, and is regularly reviewed to ensure maximum effectiveness.

Governors play an important role in monitoring the impact of our Pupil Premium strategy, ensuring accountability, and supporting leaders in evaluating outcomes for disadvantaged pupils. Through careful planning, high expectations, and a shared commitment to equity, we aim to ensure that every child at Rimrose Hope achieves their full potential and leaves our school well-prepared for the next stage of their education.

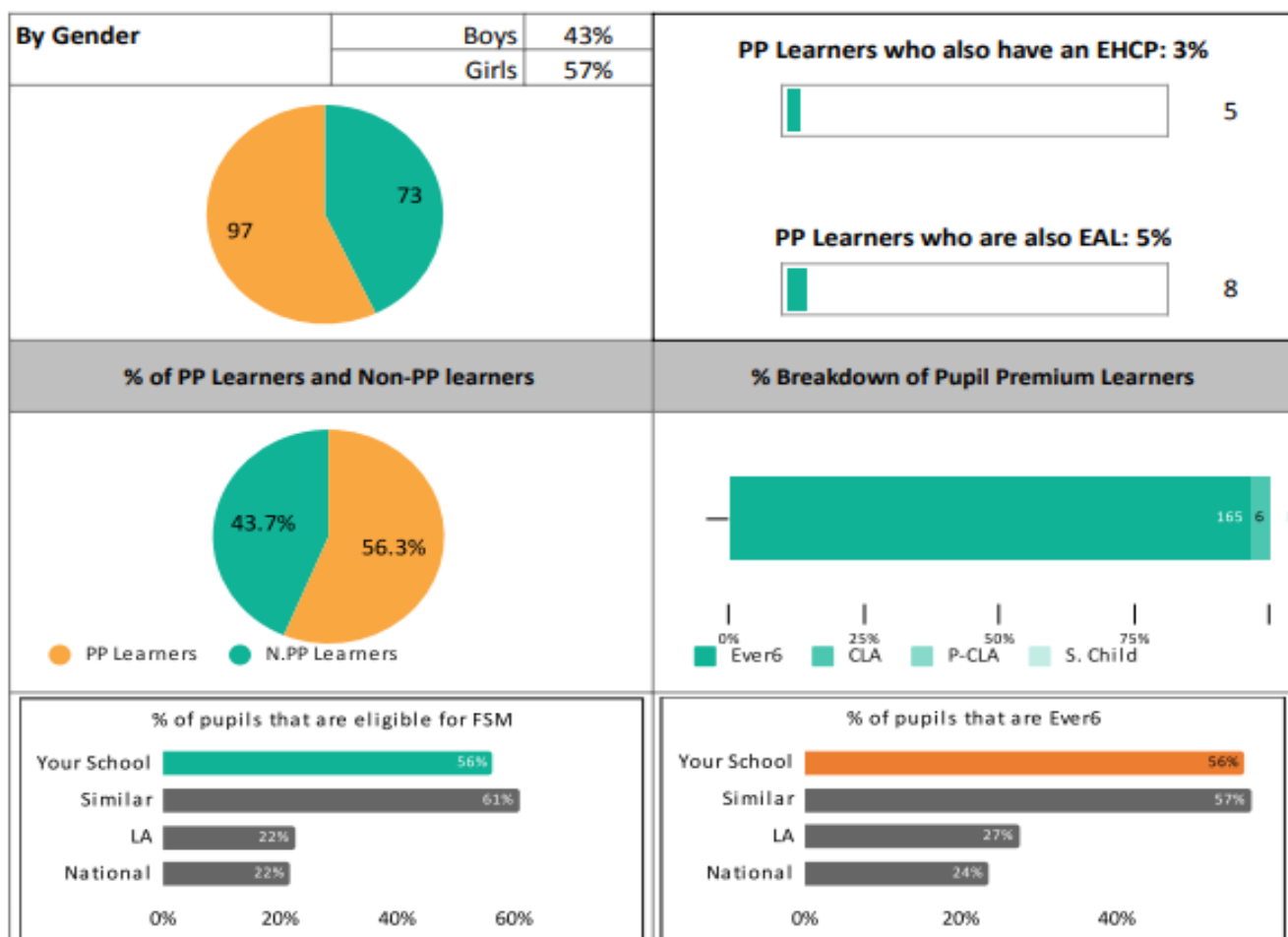
Pupil Premium Summary	Number of Pupil Premium pupils	Percentage of cohort	FSM level	Number of pupils funding is based on
2025/26 Data	165	56.31%	HIGH	170
2024/25 Data	183			

Pupil Premium (PP) Learners By Year Group

	All Pupils	Total Pupils eligible for PP	% of pupils eligible for PP	Breakdown of PP learners				
				FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children
Year R	47	20	43%	20	20			
Year 1	45	22	49%	22	22			
Year 2	35	16	46%	16	16	1		
Year 3	41	25	61%	25	25	2		
Year 4	36	23	64%	23	23	2		
Year 5	44	25	57%	25	25			
Year 6	45	34	76%	34	34	1		
TOTAL	293	165	56%	165	165	6	0	0

1 Disadv. pupil is equivalent to 0.3%

Pupil Premium Learners By Characteristics



Data Summary 2024-2025

3385	Rimrose Hope CofE Primary School				Church		The Strand LP		Sefton		NCER National	
	2023	2024	2025	24 v 25	%	Sch v Ward	%	Sch v SIG	%	Sch v LA	%	Sch v Nat
EYFSP -% achieving GLD												
All Pupils	71.4	64.1	72.7	8.6	61.8	11.0	57.5	15.2	65.1	7.6	68.3	4.4
Disadvantaged	72.2	52.9	65.0	12.1	46.2	18.8	43.8	21.2	45.2	19.8	57.1	7.9
SEN (EHCP and SEN Support)	44.4	11.1	55.6	44.4	20.0	35.6	20.4	35.2	18.8	36.8	20.6	35.0
Year 1 Phonics												
All Pupils	87.8	72.7	79.4	6.7	72.8	6.6	71.1	8.3	78.7	0.7	79.9	-0.5
Disadvantaged	85.0	76.2	80.0	3.8	56.0	24.0	61.6	18.4	64.4	15.6	66.8	13.2
SEN (EHCP and SEN Support)	83.3	25.0	37.5	12.5	31.3	6.3	32.5	5.0	40.0	-2.5	43.5	-6.0
KS2 Reading												
Expected All Pupils	79.4	86.8	88.9	2.0	74.3	14.6	65.3	23.6	73.3	15.6	75.1	13.8
Expected Disadvantaged	76.2	83.3	92.3	9.0	60.0	32.3	60.1	32.2	61.4	30.9	63.2	29.1
Expected SEN (EHCP and SEN Support)	50.0	75.0	69.2	-5.8	45.7	23.5	49.1	20.2	47.5	21.7	45.2	24.0
Higher All Pupils	26.5	26.3	37.8	11.5	29.2	8.6	20.0	17.8	28.9	8.9	33.4	4.4
Higher Disadvantaged	14.3	29.2	30.8	1.6	17.5	13.3	14.2	16.6	16.3	14.5	21.3	9.5
Higher SEN (EHCP and SEN Support)	25.0	0.0	7.7	7.7	5.7	2.0	6.4	1.3	11.6	-3.9	12.8	-5.1
KS2 Writing TA												
Expected All Pupils	70.6	73.7	73.3	-0.4	51.3	22.0	58.8	14.5	65.9	7.4	72.3	1.0
Expected Disadvantaged	61.9	62.5	69.2	6.7	40.0	29.2	46.2	23.1	47.3	21.9	59.4	9.8
Expected SEN (EHCP and SEN Support)	25.0	25.0	23.1	-1.9	17.1	5.9	23.8	-0.7	29.5	-6.4	32.0	-8.9
GDS All Pupils	8.8	13.2	11.1	-2.0	5.3	5.8	5.5	5.6	7.2	3.9	12.8	-1.7
GDS Disadvantaged	4.8	4.2	7.7	3.5	5.0	2.7	3.0	4.7	3.7	4.0	6.6	1.1
GDS SEN (EHCP and SEN Support)	0.0	0.0	7.7	7.7	2.9	4.8	1.5	6.2	2.4	5.3	2.8	4.9
KS2 Maths												
Expected All Pupils	73.5	78.9	86.7	7.7	74.3	12.3	65.5	21.1	71.8	14.9	74.1	12.6
Expected Disadvantaged	66.7	79.2	88.5	9.3	50.0	38.5	56.9	31.6	57.3	31.2	60.6	27.9
Expected SEN (EHCP and SEN Support)	33.3	66.7	61.5	-5.1	48.6	13.0	37.7	23.8	41.6	20.0	39.6	21.9
Higher All Pupils	17.6	18.4	20.0	1.6	15.0	5.0	14.3	5.7	19.6	0.4	26.3	-6.3
Higher Disadvantaged	14.3	20.8	15.4	-5.4	5.0	10.4	6.8	8.6	8.9	6.5	15.1	0.3
Higher SEN (EHCP and SEN Support)	0.0	0.0	7.7	7.7	5.7	2.0	3.8	3.9	7.4	0.3	8.4	-0.7
Combined RWM												
Expected All Pupils	70.6	63.2	73.3	10.2	47.8	25.5	47.8	25.5	55.2	18.2	62.2	11.1
Expected Disadvantaged	61.9	58.3	69.2	10.9	32.5	36.7	37.3	31.9	37.8	31.4	47.4	21.8
Expected SEN (EHCP and SEN Support)	25.0	25.0	23.1	-1.9	17.1	5.9	20.0	3.1	22.9	0.2	23.6	-0.5
Higher All Pupils	5.9	2.6	4.4	1.8	0.9	3.6	3.0	1.4	4.5	-0.1	8.4	-4.0
Higher Disadvantaged	0.0	0.0	0.0	0.0	0.0	0.0	0.9	-0.9	1.8	-1.8	3.5	-3.5
Higher SEN (EHCP and SEN Support)	0.0	0.0	0.0	0.0	0.0	0.0	0.4	-0.4	1.3	-1.3	1.6	-1.6

Rimrose Hope CE Primary School Pupil Premium Strategy Statement

This statement outlines our school's use of Pupil Premium funding for the academic years 2025–2028, with annual reviews each autumn and an in-year review in January 2026. It details our Pupil Premium strategy, how we plan to allocate funding in the current academic year, and the impact of last year's Pupil Premium spending on the attainment of our disadvantaged pupils.

School Overview

Detail	Data
School name	Rimrose Hope CE Primary School
Number of pupils in school	320 (including nursery)
Proportion (%) of pupil premium eligible pupils	52% (including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026
Statement authorised by	L Crilly
Pupil premium lead	S McMinn
Governor / Trustee lead	P Yip

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 258, 621
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£258 621

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

The governors and staff of Rimrose Hope strongly believe in an evidenced based approach to teaching and learning. Our curriculum is constantly evolving to meet the changing needs and skills within our community. Governors have supported a decade long focus on teacher development, and in recent years governors have fully funded two members of our senior leadership team who have gained distinctions in their master's degree. Whilst one member of staff followed a course of study, which focused on 'Achievement in city schools,' another focused their studies on 'Comparative early education.' The research conducted by the staff during their studies has played a large part in the development of the school's response to the curriculum and appropriate pedagogies. Both staff members have had their education research published and continue to contribute to the on-going educational debate. All teaching staff work alongside known experts and advisors to develop the school's approach and all work is piloted and trialled thoroughly before it becomes an adopted pedagogy.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress academically, socially and physically. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are in the high prior attainment group.

When making decisions about using Pupil Premium funding we will consider the context of the school and the subsequent challenges faced alongside relevant contextual research. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High quality teaching and learning is central to everything that we do. Staff receive excellent CPD across the curriculum each half term, with a focus on areas in which disadvantaged pupils require the most support. Analysis of data from previous years has shown that this has had the biggest impact on closing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.

Our allocation of pupil premium funding will be tailored to meet the identified challenges based on accurate assessment information.

Oracy Development: To improve pupils' oracy skills, enabling them to articulate ideas clearly, express themselves confidently, and participate effectively in discussions across the curriculum.

Attendance: To ensure that all disadvantaged pupils (DAPs) achieve good attendance, with targets set at 96% or above, through monitoring, support, and engagement strategies.

Academic Progress and Interventions: To identify DAPs at risk of falling behind early and implement targeted, evidence-based intervention programmes that close gaps in attainment.

External Support and Personalised Plans: To identify pupils requiring additional support from external agencies and ensure they receive high-quality first teaching and tailored support plans that address their individual needs.

Support for Pupils with ACEs: To ensure that all pupils identified through the ACE pro-forma are supported to make strong progress academically, emotionally, and physically, through personalised interventions and holistic support.

Challenges

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

Challenge number	Detail of challenge
1	Pupils currently lack the oracy skills required to articulate their ideas clearly and express themselves confidently. This impacts their ability to engage effectively in discussions, explain their reasoning, and access learning across the curriculum
2	ACE assessments and an increase in the number of referrals to external agencies indicate that there are a high proportion of DAPs with adverse childhood experiences.
3	The SEN register and robust assessments indicate that a large proportion of pupils with SEND are disadvantaged. These pupils require a multi-agency approach and comprehensive support plans.
4	End of EYFS assessment data has identified a group of DAPs who did not achieve a GLD at the end of EYFS. This will impact on their ability to access a KS1 curriculum.
5	Discussions with pupils and recent local library closures mean that some disadvantaged pupils do not have access to high quality texts to read at home.
6	Attendance data from the previous academic year indicates that attendance amongst DAPs has been between 3.5% lower than for Non DAPs. Poor attendance is having a negative impact on pupils' academic attainment and emotional wellbeing.

Intended outcomes

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

	Intended outcome	Success criteria
1	To develop and strengthen pupils' oracy skills across the curriculum, enabling them to communicate ideas confidently, listen actively, and engage in structured discussions, thereby supporting their progress in reading, writing, and wider learning outcomes	Speaking and Listening Skills Pupils demonstrate improved clarity, fluency, and expression in both formal and informal speaking contexts, aligned with Voice 21's oracy strands. Pupils participate confidently in discussions, debates, and presentations, showing increased use of subject-specific vocabulary. Listening and Responding Pupils listen actively to peers and adults, ask relevant questions, and respond thoughtfully, showing understanding and respect for different viewpoints. Evidence from classroom observations and Voice 21 assessment tools shows progressive development in listening and collaborative talk skills. Structured Talk and Thinking Pupils can articulate reasoning, explain ideas, and structure responses logically during paired, group, and whole-class activities. Progress is tracked termly using Voice 21's assessment rubrics, with measurable improvement against baseline data. Impact on Learning Pupils' enhanced oracy skills contribute to improved reading comprehension, writing quality, and engagement across the curriculum. Teachers report increased confidence in verbal expression, with pupils able to reflect on and evaluate their own and others' contributions.
2	To achieve and sustain improved mental, social and physical wellbeing for all pupils, particularly those identified as being disadvantaged and/or identified on the ACE proforma.	Improved Wellbeing Measures: Pupils show measurable improvements in mental, social, and physical wellbeing through surveys, observations, and Mood Tracker. Targeted Support: Disadvantaged pupils and those identified on the ACE proforma receive

		timely and effective interventions that meet their specific wellbeing needs. Engagement in Wellbeing Activities: Pupils participate actively in structured activities promoting mental health, social skills, and physical development. Positive Behaviour and Relationships: Reduction in behavioural incidents and improvements in peer relationships, respect, and social interactions. Staff Confidence and Skills: Staff demonstrate increased confidence and capability in supporting pupils' mental, social, and physical wellbeing. Parental and Community Involvement: Families and community partners are engaged in initiatives that support pupils' wellbeing. Sustainability of Practices: Wellbeing strategies and interventions are embedded into school routines and consistently maintained across year groups. Monitoring and Review: Regular monitoring and evaluation of wellbeing provision ensures interventions are effective and responsive to pupils' changing needs.
3	Targeted intervention programmes are carefully designed and implemented to enable disadvantaged pupils to make strong progress towards their individual learning goals. Progress tracking data indicates that the majority of pupils participating in these interventions meet or exceed their expected outcomes, with measurable gains observed in reading fluency, writing stamina, and mathematical reasoning. Early identification of disadvantaged pupils with special educational needs and/or disabilities (SEND) ensures that tailored support is provided promptly. As a result, these pupils make sustained progress from their individual starting points, and gaps in attainment are narrowing over time.	Progress Monitoring At least 75% of disadvantaged pupils make expected or better progress in reading, writing, and mathematics by the end of the academic year. Progress data demonstrates a narrowing of the attainment gap between disadvantaged pupils and their peers. Intervention Impact Targeted intervention programmes show measurable improvements in pupils' individual learning goals, evidenced through regular assessments and progress tracking. Evidence of increased engagement, confidence, and independence in learning for pupils receiving interventions. Early Identification and Support for SEND All disadvantaged pupils with SEND are identified within the first term and have a tailored support plan in place.

		Progress reviews show that SEND pupils achieve at least expected progress from their individual starting points, with barriers to learning effectively addressed. Whole-School Outcomes The proportion of disadvantaged pupils reaching age-related expectations (ARE) in core subjects increases year-on-year. Staff and governors report positive impact of interventions on pupils' wellbeing, engagement, and readiness to learn.
4	To improve attainment in reading, writing, and mathematics for disadvantaged pupils (DAPs) who did not achieve a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS), ensuring they make accelerated progress and are supported to reach age-related expectations.	Academic Progress At least 75% of targeted DAPs make expected or better progress in reading, writing, and mathematics each term. By the end of Key Stage 1, a significant proportion of these pupils achieve age-related expectations (ARE) in all core subjects. Intervention Effectiveness All pupils not achieving GLD at EYFS receive tailored interventions, with progress tracked and reviewed half-termly. Assessment data demonstrates accelerated progress compared to prior attainment, with gaps closing between DAPs and their peers. Engagement and Confidence Pupils show increased engagement, motivation, and independence in learning as observed in teacher assessments and learning walks. Monitoring and Review Termly progress reports are presented to governors, highlighting impact of interventions and any adjustments needed to maximise pupil outcomes.
5	To ensure all disadvantaged pupils have access to high quality texts in school and at home.	Early Years Reading At least 75% of DAPs achieve the Reading Early Learning Goal (ELG) by the end of the EYFS. Disadvantaged pupils' attainment in reading ELG shows progress in line with or exceeding national averages. KS1 Phonics

		At least 80% of DAPs pass the Key Stage 1 phonics screening check, in line with national expectations. Intervention programmes are in place for pupils not meeting the standard, with progress tracked termly. KS2 Reading Attainment The proportion of DAPs reaching expected standard (EXS) in reading at the end of KS2 is in line with national averages. Progress for all pupil groups, including disadvantaged pupils, shows narrowing of any attainment gaps. Reading Engagement The majority of DAPs complete the Rimrose Hope Reading Award Scheme, demonstrating sustained engagement with reading. Pupil voice and surveys indicate that pupils enjoy reading, can discuss books confidently, and use reading skills across the curriculum. Monitoring and Impact Termly assessments and progress data are reviewed by senior leaders and governors to ensure targets are being met. Impact of reading interventions is evaluated and adapted to maximise progress and engagement for all pupils.
6	To achieve and sustain improved attendance for all pupils, particularly those that are classed as disadvantaged.	Reducing the Attendance Gap The gap in attendance between disadvantaged and non-disadvantaged pupils is reduced termly. Disadvantaged pupils' attendance meets the school's target benchmark. Monitoring and Intervention Attendance panels are held each term, led by the Education Welfare Officer (EWO) and Learning Mentor. Pupils at risk of falling below their attendance target are identified early, informed, and placed under a structured monitoring period. Raising Awareness and Engagement

		Pupils understand the importance of regular attendance through assemblies led by the EWO. Whole-school attendance initiatives and rewards encourage consistent attendance and engagement. Impact Evaluation Attendance data is reviewed termly to measure improvement and inform future strategies. Interventions demonstrate measurable impact on improving attendance for pupils at risk.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School have signed up to the Voice 21 programme for the next 3 years. £3,000	The Voice 21 Oracy Schools Programme has demonstrated positive outcomes in enhancing pupils' oracy skills and academic attainment, particularly benefiting disadvantaged pupils. Key findings include: Improved Early Learning Goals: Participation in the programme increased the likelihood of pupils achieving the Speaking and Listening Early Learning Goals at the end of the Early Years Foundation Stage. FFT Education Datalab Accelerated Progress in Reading: Students in Voice 21 Oracy Schools made accelerated progress in reading compared to their peers, as evidenced by the Voicing Vocabulary project. voice21.org Enhanced Teacher Confidence: Teachers reported increased confidence in delivering oracy instruction, leading to improved pupil engagement and communication skills. EEF These outcomes suggest that integrating oracy education through the Voice 21 programme can effectively support the development of disadvantaged pupils, aligning with the objectives of the Pupil Premium strategy.	1
Bespoke English training for staff each half term led by English consultant Maddy Barnes. Focus: • Reading comprehension • The reading into writing process • Proof-reading and editing	Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 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.	1,4,5

• Progression in skills • Closing the attainment gap • Writing moderation £3,000	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 comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. 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. EEF Improving Literacy in KS1: Use a balanced and engaging approach to develop reading which integrates both decoding and comprehension skills and teach students to use strategies for developing and monitoring their reading comprehension. Improving Literacy in KS2: Teach reading comprehension strategies through modelling and supported practice. Use high-quality structured interventions to help pupils who are struggling with their literacy. Teach writing composition strategies through modelling and supported practice.	
Bespoke Mathematics training for all staff each half term led by Maths consultant Sarah Martin. <u>Focus</u> To support subject knowledge and effective teaching strategies to ensure a consistent approach to the teaching of mathematics.	There are a number of meta-analyses, which indicate that, on average, mastery-learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. EEF What are the benefits of school-based CPD? • It shapes CPD to reflect the needs of the actual	3,4

To embed and enhance mathematical reasoning within lessons. To develop pupils use of mathematical vocabulary and problem solving skills. To improve the teaching of mastery and depth in mathematics. £3,000	school context and culture • It enables CPD to be focused on improving the learning outcomes of specific groups of learners and individuals within those groups • It uses evidence of actual practice in the school to establish intended outcomes for CPD • It allows for meaningful collaboration between teachers who are working in the same context and facing the same opportunities and challenges in their subjects • It enables CPD to be sustained throughout the school calendar • It brings CPD directly under the responsibility of the school leadership who can relate it to the priorities of the school These benefits correlate with the evidence for effective teacher development, for example in Cordingley et al (2015).	
Music Services Specialist music teachers to deliver and support wider opportunities for pupils to learn to play a musical instrument. Instruments on offer: • Recorder • Guitar • Djembe drums • Glockenspiel £15,000	How effective is it? (EEF) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Evidence suggests that the impact of curriculum constraint disproportionately affects schools serving disadvantaged communities and whilst the life chances of deprived children are suppressed when the curriculum fails to develop cognitive and affective attributes, their more privileged peers continue to enjoy elite school experiences in art, music, sport, culture and travel and their teachers do not have to endure the maintained sector's continuous struggle under the weight of accountability (Horgan, 2007)	2

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

Budgeted cost: £203,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor The Learning Mentor provides targeted support for families and supports the work of the EWO. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes, which aim to develop parental skills such as literacy or IT skills. general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	Research suggests that mentoring can have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Education Endowment Foundation (Teaching and Learning Toolkit) There are a number of ways in which poverty and social class impact on children's opportunities to be successful in school. School readiness is challenged daily whether physically in terms of health, or in housing or in the affective domain with relevant curriculum experiences, levels of literacy in the home, lower expectations or aspirations, parental relationships with the school, the response of the school curriculum to the needs of the child and the school's ability to build and sustain productive networks (Thrupp 1999). "The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement.	2,6

£30,000		
Small Group Tuition Daily English and Mathematics intervention programme delivered by experienced teacher. £40,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	3, 4
HLTA dedicated to providing small group and individual interventions. Creation of a dedicated intervention base. £50,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	1, 3, 4
Educational Psychology/Behaviour Support Additional Educational Psychologist support for pupils who are falling behind and/or have additional needs. Behaviour Consultant to assess pupils with additional needs and provide targeted support	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. What we know from working with our Education Psychologists over the last 15 years: • Our EPs are critical in identifying special educational needs (SEN) and providing a statutory contribution to Education, Health and Care (EHC) assessments. • They also play an essential role in upskilling teachers and TAs, thus ensuring high quality special educational needs and disability (SEND) provision is available. • A fundamental part of their role is supporting the social, emotional and mental wellbeing of our children and families and teachers, to help address the increase in mental health problems in children and young people.	2, 3

for staff and parents. Outcomes Enhanced transition plans for vulnerable pupils moving to secondary provision. Early identification and assessment of pupils causing concern. Support and guidance given to staff. Support and guidance given to parents. £20,000		
Reading Resources Introduce reading graduate programme to promote love of reading All pupils encouraged to read 25+ quality texts a year. All classes have received set of 50 new texts to support Purchase a range of phonetically decodable books that are matched to the phonics scheme.	Training from Mary Myatt on advantages of reading wide variety of texts modern and classic. May Myatt comments that: <i>“Stories have the power to open up the imagination, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts. Stories also contain sophisticated language of greater lexical depth and complexity than we would encounter in everyday classroom talk”. And it is as a result of this insight that Doug Lemov makes the case that reading aloud is critical for developing vocabulary for all pupils.</i> The importance of stories is backed up by findings from cognitive science. If we agree with Daniel Willingham’s argument that our ‘brains privilege story’ 3,4 7 Reviewed October 2021 then it follows that learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our schemes. Additionally, the Education inspection framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. And in the handbook ‘reading is prioritised to allow pupils to access the full curriculum offer.’ This makes it a great opportunity to	4, 5

£10,000	consider some of the most efficient ways of tapping into the power of stories in order to develop reading. Phonics approaches have a strong evidence base and have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Education Endowment Foundation (Teaching and Learning Toolkit)	
Teaching assistant support in LKS2. Each LKS2 class will have a TA to support learning in class and deliver intervention programmes to small groups of pupils. Focus: English and Mathematics intervention programmes delivered to small groups of pupils who are working below national expectations. £50,000	EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	1, 3
Feuerstein Programme Improve strategies in helping children learn how to learn through accessing metacognition/ emotional literacy programmes	All staff have been trained in Feuerstein's IE programme and have received regular refresher courses in this metacognitive strategy. The potential impact of metacognition and self-regulation approaches is high (+8 months additional progress for primary children over the course of a year) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more	2, 3

£3,000	effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy To develop pupil's strategies to deal with social, emotional and behaviour issues which impact on their wellbeing and capacity to learn. £13,000	EEF Social and emotional learning toolkit: Social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions. 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. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. 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. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-	2

	regulation, both of which may subsequently increase academic attainment. EEF behaviour toolkit: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	
EWO Additional Support As a school we acknowledged that to raise and maintain attendance external support is needed to monitor attendance and to support school attendance panels. Use the principles of good practice set out in the DFE's Improving School Attendance advice to amend and adapt current practice. £5,000	Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the North West of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	6
Educational Visits Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital £15,000	We acknowledge the importance of educational visits to support and enhance the curriculum. As a school we offer considerable discounts on school visits making large contributions towards school visits to ensure every child attends educational visits. The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Bourdieu defined cultural capital as the various assets that people	2

	have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as ‘the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said’, usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens.	
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Total budgeted cost: £260,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2024/2025

Desired Outcome

- 1. To raise attainment of DAPs in writing so that it is in line with national expectations.**

	School Data	National Data
All Pupils	73.3%	72%
DAPs	69.2%	59.4%

The proportion of pupils achieving the expected standard (EXS) in writing is in line with the national average. There is no significant gap in attainment between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils achieve well in writing, and when compared with disadvantaged pupils nationally, the school's disadvantaged pupils perform 9.8% better.

- 2. To achieve and sustain improved mental, social and physical wellbeing for all pupils, particularly those identified as being disadvantaged and/or identified on the ACE proforma.**

Pupils are aware of how they can achieve good physical and mental well-being. School is open 51 weeks of the year. Camps are provided for all pupils during the holidays. The focus of the camps is physical and mental well-being. The camps are well attended with up to 45 pupils attending each day. Pupils are provided with a healthy lunch free of charge.

School have employed a play therapist who comes into school to deliver weekly blocks of play therapy to identified pupils. Parents and pupils have been overwhelmingly positive about the sessions. School has a dedicated mental health practitioner that works one day a week supporting vulnerable pupils. Last year 12 referrals were made to MHST and 18 pupils received play therapy.

The MHST have delivered a number of staff training sessions to raise awareness of mental health difficulties in pupils and to provide strategies for use in the classroom. Pupils in KS2 have participated in a number of workshops (emotions and feelings and 5 ways to well-being). Pupils in Y6 have been supported with transition to high school through a number of workshops.

Pupils with SEMH difficulties have been identified and received a block of Lego Therapy.

School have purchased a software programme called 'Mood Tracker'. Pupils record electronically how they are feeling twice a day. Pupils' moods are monitored by class teachers

and senior leaders. Pupils experiencing low mood are spoken to and appropriate support measures are put in place.

3. Targeted intervention programmes help disadvantaged pupils to make good progress towards their individual targets. Disadvantaged pupils with SEND are identified early and appropriate support is put in place.

Targeted intervention programmes help disadvantaged pupils to make good progress towards their individual targets. Disadvantaged pupils with SEND are identified early and appropriate support is put in place. All pupils with additional needs have a comprehensive support plan with achievable targets put in place. Their progress is carefully monitored by the SENDCO and termly review meetings are held. Parents are kept informed of their child's progress and have the opportunity to meet with the SENDCO and class teacher each term. School have purchased additional time from the inclusion service and pupils are seen by external professionals (i.e. Educational psychologists) to ensure that the appropriate support is put in place.

"Staff are accomplished in identifying the particular needs that individual pupils have, including those pupils with SEND. Leaders make sure that pupils benefit from expert support to help them to keep up with their peers. Pupils with SEND excel." Ofsted 2023
"All pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well." Ofsted 2023

EYFS

The proportion of pupils with SEN (EHCP/SEN Support) achieving a GLD at the end of EYFS was 55.6%. This is a 44.4% increase when compared to the previous year.

KS1 Phonics Screening

The proportion of pupils with SEN (EHCP/SEN Support) achieving the expected standard in the Year 1 Phonics Screening Check was 37.5%, compared with 43.5% nationally. This represents an improvement of 12.5% compared with the previous year's outcomes

KS2 Data

The proportion of pupils with SEN (EHCP/SEN Support) achieving the expected standard in **writing** at the end of KS2 was 7.7%, compared with 2.8% nationally. This represents an improvement of 7.7% compared with the previous year's outcomes.

The proportion of pupils with SEN (EHCP/SEN Support) achieving the expected standard in **reading** at the end of KS2 was 7.7%, compared with 12.8% nationally. This represents an improvement of 7.7% compared with the previous year's outcomes.

The proportion of pupils with SEN (EHCP/SEN Support) achieving the expected standard in **maths** at the end of KS2 was 7.7%, compared with 8.4% nationally. This represents an improvement of 7.7% compared with the previous year's outcomes.

4. To raise attainment in reading, writing and mathematics for DAPs who did not achieve a GLD at the end of EYFS.

	Reading Comprehension	Word Reading	Writing	Number	GLD
All Pupils	84%	77%	77%	84%	73%
DAPs	64%	64%	58%	71%	58%

There is a high proportion of pupils within the cohort presenting with additional needs, with speech and language difficulties being the most common. These challenges have had a direct impact on pupils' reading and writing, compared with the previous academic year. Writing was identified as a key area for development and was addressed through targeted Read Write Inc. (RWI) interventions for pupils during Year 1. The intervention was led by an experienced teacher, with progress closely monitored by the Phase Leader and SENDCo. All pupils made good progress towards their individual targets, and phonics outcomes for pupils with SEND improved to 37.5%, representing a 12.5% increase compared with last year's data.

5. To ensure all disadvantaged pupils have access to high quality texts in school and at home.

All pupils from Nursery through to Year 6 have access to high quality texts to enjoy at home. Pupils in Year 6 have taken responsibility for the day to day running of the scheme and feedback from parents and children has been very positive. Over 65% of pupils are accessing the scheme. We aim to increase the number of pupils participating in the scheme next academic year and will continue to update the books to ensure that they are engaging and relevant to all pupils.

6. To achieve and sustain improved attendance for all pupils, particularly those that are classed as disadvantaged.

Attendance for disadvantaged pupils was 93.2% compared with 95.7% for non-disadvantaged pupils. This is still an area for improvement and will remain a key priority for the academic year 2025-2026.

94.2% Whole school

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	TT Rockstars
Tapestry Online Journal	Tapestry
Play Therapy	Jo Whalley Counselling Services
Nessy	Nessy
Spelling Mastery	McGraw Hill

