December 2026 Update

St William's Catholic Primary School

Pupil Premium Strategy Statement

2024/2025- 2026/27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

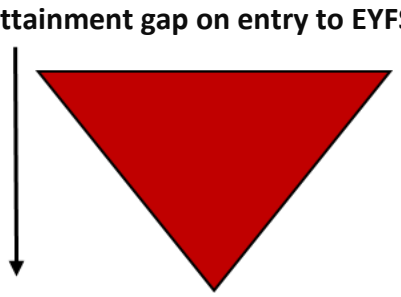
Detail	Data (as of December 2026)
School name	St William's Catholic Primary School
Number of pupils in school	203 (exc. Nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/25-2026/27
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Emily Ellis Headteacher
Pupil premium lead	Danielle Walls Deputy Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139, 500
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*	£139, 500

December 2026 Update

Part A: Pupil premium Strategy Plan
Statement of Intent



At St William's Catholic Primary School, rooted in our Christian mission *to stand side by side and nurture each other to fulfil our hopes and dreams*, it is our intention that all children make strong progress and achieve high levels of attainment across the curriculum, irrespective of background or the challenges they may face. We are committed to ensuring that disadvantage is not a barrier to success, and that all pupils are given the opportunity to achieve their full potential.

Our Pupil Premium strategy is focused on systematically reducing the gap between disadvantaged pupils and their peers year on year. We recognise that many of our disadvantaged pupils experience multiple, interconnected barriers (both academic and non-academic) which can impact attainment, attendance, wellbeing and readiness to learn. These barriers are identified through robust, diagnostic assessment, not assumptions about disadvantage.

We use a wide range of evidence to identify and prioritise need, including NGRT and NGST assessments, WellComm screening, SDQs, baseline and summative data, classroom observations, pupil and family voice, and attendance analysis. This enables us to respond precisely to the challenges our disadvantaged pupils face, including weaknesses in oral language, literacy (writing, phonics and spelling), early numeracy, SEMH needs and attendance.

Our strategy is evidence-informed, drawing on the Education Endowment Foundation (EEF) and wider educational research to ensure that funding is spent on approaches with the greatest impact. Key principles underpinning our work include high-quality teaching, metacognition, effective feedback, mastery approaches, reading comprehension strategies and emotional intelligence. All actions are clearly defined, measurable and closely monitored to ensure impact and value for money.

Our Pupil Premium strategy is fully aligned with the School Development Plan and Sports Premium, ensuring a coherent, whole-school approach. We adopt the EEF three-tier model, prioritising:

- **High-quality teaching and learning for all**, supported by sustained investment in high-quality CPD for staff
- **Targeted academic interventions**, including speech and language support, reading, writing and maths provision, informed by pupil need
- **Wider strategies** to support **attendance, behaviour, physical and mental wellbeing**, recognising the significant link between wellbeing, engagement and achievement

Through this approach, we aim to ensure that disadvantaged pupils at St William's are confident communicators, resilient learners, regular attenders and successful academically, fully prepared for the next stage of their education and life beyond primary school.

Please see Appendix A for our "Current Offer for All"

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These barriers affect pupils' ability to access the curriculum, communicate effectively and articulate their thinking in writing.
2	Writing attainment for disadvantaged pupils remains a key area for improvement across EYFS and KS1/KS2. Although outcomes have improved, disadvantaged pupils continue to achieve less well than their peers in writing. School assessment data shows that the proportion of disadvantaged pupils achieving age-related expectations in writing increased from 41% in July 2025 to 47% in July 2026. Despite this positive trend, attainment remains below that of non-disadvantaged pupils, particularly in the lower- and middle-year groups. Closing this attainment gap and improving writing outcomes for disadvantaged pupils remains a key school priority.
3	Assessments, observations and discussions indicate that the application of phonics for reading and spelling is inconsistent in KS2. Difficulty is apparent in identifying the correct spelling for the sound. This has resulted in poor spelling and significant gaps which are impacting writing outcomes. These difficulties particularly impede our disadvantaged children.
4	Baseline assessments indicate that many children enter Nursery and Reception with mathematical understanding below age-related expectations, particularly disadvantaged pupils. Although many make strong progress, gaps in early number knowledge and understanding can make it difficult for some pupils to keep pace with their peers. Across KS1 and KS2, assessments and observations show that some pupils, particularly those who are disadvantaged, have insecure recall and application of key number facts. This limits fluency, efficiency in calculation and confidence when tackling more complex mathematical concepts, creating an ongoing barrier to higher attainment in mathematics.
5	Assessments, observations and discussions with pupils and families continue to highlight social, emotional and mental health (SEMH) challenges for a number of pupils, particularly those who are disadvantaged. These barriers can affect attendance, readiness to learn and academic outcomes. While the proportion of pupils with a primary SEMH need who are also disadvantaged has reduced from 79% to 65%, disadvantaged pupils remain disproportionately represented within this group, indicating the need for continued targeted support.
6	Our attendance data for the 2025/6 academic year shows that disadvantaged pupils had lower attendance rates compared to their non-disadvantaged peers, with PP attendance at 93.3% compared to 94.8% for non-PP pupils. Additionally, 76% of persistently absent pupils are disadvantaged, meaning absenteeism continues to have a negative impact on the progress of disadvantaged students.

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. **(Challenge One)**	Assessments and observations show improved oral language and vocabulary for disadvantaged pupils, evidenced through increased engagement, higher-quality pupil talk, and improved outcomes in speaking and writing. Disadvantaged pupils use a wider and more precise range of vocabulary in spoken and written contexts across the curriculum. In EYFS, disadvantaged pupils demonstrate strong progress in Communication and Language, reflected in ELG outcomes and ongoing observations in line with *Development Matters*.
Improved writing attainment for disadvantaged pupils by the end of KS2. **(Challenge Two)**	By the end of KS2, disadvantaged pupils achieve EXS+ in writing in line with, or above, national averages, with a narrowing attainment gap. Additionally, the percentage of disadvantaged children reaching the Early Learning Goal (ELG) in Writing will increase each year, leading to a reduction in the gap between disadvantaged and non-disadvantaged pupils by 2026/27.
Improved phonics application/ spelling for disadvantaged pupils by the end of KS2. **(Challenge Three)**	Spelling outcomes improve annually, with disadvantaged pupils consistently applying spelling rules in line with age-related expectations by 2026/27. NGST results will show more disadvantaged pupils meeting the expected standard (sitting within the average range), reducing the gap between them and their non-disadvantaged peers.
Increased percentage of disadvantaged children achieving the Early Learning Goal (ELG) in Number and improve their progress in Maths by the end of Key Stage One, narrowing the achievement gap with their peers by 2026/27. **(Challenge Four)**	By the end of 2026/27, the proportion of disadvantaged children achieving the Early Learning Goal (ELG) in Number will have risen, resulting in a reduced gap between them and their peers. Furthermore, the percentage of disadvantaged children on track in Maths by the end of Key Stage One will show steady year-on-year progress compared to their 2024/25 Reception baseline, leading to a sustained reduction in the achievement gap between disadvantaged and non-disadvantaged pupils.
Improved social, emotional, and mental wellbeing of all pupils in our school, with a particular focus on our disadvantaged pupils. **(Challenge Five)**	By 2026/27, wellbeing assessments (motional snapshots) will show measurable improvement in the social, emotional, and mental wellbeing of pupils, particularly disadvantaged ones. A higher percentage of disadvantaged pupils will be actively engaging in social and emotional support programs, including counselling, wellbeing workshops and sensory therapy. Additionally, self-regulation in the Early Years Foundation Stage (EYFS) will align more closely with national expectations.

	All staff will be trained on pupils' social, emotional, and mental wellbeing, with a focus on the needs of disadvantaged students. This will reduce behavioural incidents related to self-regulation issues across the school.
To improve and sustain attendance for our disadvantaged pupils, aligning their rates with those of non-disadvantaged pupils. **(Challenge Six)**	Attendance rates will improve, and the gap between disadvantaged and non-disadvantaged attendance rates will have narrowed by 2026/27 including those identified as persistently absent.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £85, 646.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the 'Closing the Attainment Gap' pilot programme **£2,450.00**	The EEF identifies metacognition and self-regulated learning as one of the most effective strategies for raising attainment, especially for pupils from disadvantaged backgrounds. The EEF Teaching and Learning Toolkit indicates an average impact of +7 to +8 months' additional progress, with a strong evidence base and low cost. Research highlights that disadvantaged pupils are less likely to develop effective metacognitive strategies independently and therefore benefit particularly from explicit teaching that helps them to plan, monitor and evaluate their learning.	1, 2, 4, 5
Teaching Quality: Improving literacy skills Embed explicit vocabulary instruction. **Teaching Quality: Curriculum development** Key vocabulary to be identified by subject	EEF research shows that communication and language approaches, including explicit vocabulary instruction, can lead to up to seven months' additional progress, particularly for disadvantaged pupils. The EEF *Improving Literacy in KS1 and KS2* guidance recommends the systematic and explicit teaching of vocabulary, including modelling word meanings, repeated exposure and application in talk and writing. Strengthening teacher subject knowledge and pedagogy through CPD en-	1, 2, 3.

leaders/class teachers in conjunction. **Professional development** Staff meeting time dedicated to lesson design training for all teachers (led by curriculum lead).	sures consistent, high-quality vocabulary instruction across phases, supporting improved oral language, spelling accuracy and writing outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers	
Provide protected CPD release time for the ECT to fully engage with the Generate Teaching Hub induction programme (Year 2), ensuring compliance with statutory requirements and supporting high-quality early career development.	https://www.gov.uk/government/publications/early-career-teachers-your-training-and-support-entitlement/early-career-teachers-your-training-and-support-entitlement	1, 2, 5
Identified teachers to be released to work with English consultant in relation to Reading and Writing pedagogy.	The EEF's 'Effective Professional Development' highlights that high-quality teaching is essential for improving outcomes and narrowing the disadvantage gap. It also emphasises that managing workload and providing effective professional development are key to retaining great teachers and maintaining high standards. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
EYFS teachers and Year 1 teacher to be released to engage with EY2P training. Senior leaders to engage with EY2P Headteacher briefings.		1, 2, 3
Fund release time for the completion of ECT Specialist Knowledge for Teaching Mathematics (SKTM) programme, including cover for gap tasks and session reflections. (Four sessions across the academic year 2025-26)	The EEF's review on 'Improving Mathematics in the Early Years and Key Stage 1' highlights that professional development should deepen practitioners' understanding of mathematics, children's development, and effective teaching strategies. It emphasises the importance of understanding developmental progressions, as children learn at different rates and sequences, and stresses the need to build self-regulation and metacognitive skills for early math success. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4

December 2026 Update

Fund release time for UPKS2 teacher to complete Super Sonic Spelling Stars training, ensuring strong phonics and spelling rule knowledge.	Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. In addition, Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Provide high-quality Oracy and explicit vocabulary instruction training for teachers and TAs to strengthen classroom talk, questioning, structured discussion routines, and systematic vocabulary teaching, ensuring disadvantaged pupils benefit from improved speaking, listening, and language development.	EEF research shows that structured oral language and dialogic teaching can accelerate pupil progress by 6–7 months, particularly benefiting disadvantaged pupils. Providing high-quality Oracy training for teachers and teaching assistants ensures all pupils have rich speaking, listening, and vocabulary development opportunities, supporting both attainment and confidence in communication. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/dialogic-teaching?utm_source https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
Year 1-6 Class Teachers to access 'Developing Foundation Skills for Writing'.	The EEF's *Improving Literacy in Key Stage 1 and 2* reports emphasise structured, evidence-based teaching of reading and writing, focusing on phonics, vocabulary, and comprehension. It highlights the need for high-quality teaching, regular assessment, and targeted interventions, particularly for disadvantaged pupils. A whole-school approach, involving staff and parents, with tailored instruction is recommended for long-term progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

Renewal of Square Club maths assessment to improve diagnostic assessment and inform high-quality teaching, enabling early identification of learning gaps for disadvantaged pupils.	The Education Endowment Foundation (EEF) highlights that investing in high-quality teaching and effective assessment has the greatest impact on improving outcomes for disadvantaged pupils. Their research shows that diagnostic assessment helps teachers identify specific gaps in learning and adapt instruction accordingly, while high-quality professional development ensures teachers can use this information to deliver more effective teaching. The EEF's *Teaching and Learning Toolkit* summarises the strong evidence base behind these approaches, emphasising that improving teaching quality is the most sustainable and cost-effective way to close the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
Purchase of NTS termly assessment for Reading, Spelling, Grammar and Punctuation. Purchase and implement Boost Insights assessment analysis platform to support reading and SPaG assessment analysis and intervention planning. Purchase Air Education to analyse writing attainment and progress data, enabling the early identification of gaps and targeted support for disadvantaged pupils.	Effective use of assessment information enables schools to identify need, adapt teaching and evaluate the impact of interventions. EEF guidance highlights the importance of gathering and interpreting data to inform school improvement and improve outcomes for disadvantaged pupils. Diagnostic assessment | EEF:	1, 2, 3, 4
Renewal of 'Aspire Behaviour Management' CPD platform- a tool to support with providing inclusive education. Time dedicated for both teachers and teaching assistants to access training linked to whole school, cohort and individual need.	Evidence from the EEF's 'SEND in Mainstream Schools' suggests that prioritising the development of high-quality teaching for SEND children is essential, as to a great extent, good teaching for pupils with SEND is good teaching for all. It tells us that it is essential to build an ongoing, holistic understanding of our pupils and their needs using the graduated approach of assess, plan, do review. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5, 6
Further develop teachers' understanding and	The DfE's non-statutory guidance outlines a clear sequence for the primary maths	4

application of Teaching for Mastery lesson design principles through high-quality professional development. Support teachers to design lessons that are accessible to all pupils, build learning through small, connected steps and provide appropriate challenge, enabling every pupil to engage successfully with the mathematics. Further develop classroom practice in line with Teaching for Mastery principles, ensuring lessons are highly interactive and pupils actively engage in mathematical thinking, discussion and reasoning. Promote the effective use of concrete and pictorial representations to expose mathematical structure and move away from passive learning approaches. Introduce the updated NCETM Mastering Number programme across Reception, Year 1 and Year 2, including new curriculum and assessment materials. Fund teacher release time to access NCETM national training and Maths Hub professional development to support high-quality implementation and impact. Continue to embed the NCETM Mastering Number in Year 4 and 5. (Support to be given by Maths Lead/ North West hub for teachers new to year group) Embed the NCETM Mastering Number programme in Year 3,	curriculum, combining curriculum prioritisation with high-quality professional development and NCETM Primary Mastery PD materials. The EEF emphasises the importance of professional development to enhance practitioners' knowledge of maths, children's development, and effective teaching. It also highlights that mastering early maths concepts requires time, with skills emerging in varying sequences, and that self-regulation and metacognitive skills are crucial for success in early mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	

supporting pupils to develop secure number fluency and understanding through daily practice and structured teaching. Utilise programme assessment materials to monitor progress, identify gaps and evaluate impact on pupil outcomes. Continue to implement Mastering Number at home for Reception and Key Stage One. Provide funded release time for the Reception teacher and teaching assistant to engage in the NCETM SKTM Reception programme, strengthening the development of a mathematics-rich environment where mathematical learning is embedded throughout continuous provision and everyday classroom experiences. Implement the Number Sense Maths programme across Key Stage 1, supporting pupils in the systematic acquisition of essential number facts and the development of secure number fluency. Provide dedicated time for teachers to access online training and ensure high-quality, consistent delivery of the programme. Provide funded release time for Nursery teacher and teaching assistant staff to participate in the NDNA Maths Champions programme. Develop staff knowledge, confidence and expertise in supporting early		

mathematical development through play, everyday routines and a mathematics-rich environment, ensuring meaningful opportunities for mathematical thinking are embedded throughout provision. Allocate release time for the Primary Maths Specialist to lead TRGs for internal professional development.		
Renewal of 'Learning By Questions' (LBQ) for Years 1-6 to enhance teaching and learning in school and beyond.	We want our pupils to be able to continue to support their learning at home through ensuring applications are available for at least Maths and English. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3, 4
Develop a library of high-quality texts to support the teaching of foundation subjects and promote 'sticky knowledge' across the curriculum.	High-quality texts expose pupils to ambitious vocabulary, rich language structures and subject-specific knowledge. They support explicit teaching, retrieval and revisiting of key concepts while providing models for speaking and writing. This is particularly beneficial for disadvantaged pupils by strengthening vocabulary, background knowledge and curriculum access.	1, 2

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

Budgeted cost: £31,055.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Across all subjects, teachers will use structured dialogic activities informed by the ShREC approach to: 1. Enable pupils to articulate their thinking clearly and confidently.	EEF: There is evidence to suggest the average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions | Teaching and Learning Toolkit | EEF	1, 2

2. Consolidate understanding through collaborative discussion and reasoning. 3. Extend vocabulary by providing repeated, scaffolded opportunities to use new language in context.		
Renew 'Book in a Box' subscription.	The EEF identifies reading comprehension strategies as a high-impact, low-cost approach, delivering on average +6 to +7 months' additional progress, with evidence suggesting that disadvantaged pupils may benefit particularly well when strategies are taught explicitly and practised through structured activities. The EEF also highlights oral language interventions as having a positive impact (+5 to +6 months' progress), especially for disadvantaged pupils, emphasising the importance of structured discussion, vocabulary development and adult-led talk linked to texts. EEF literacy guidance further recommends the use of high-quality texts, explicit teaching of comprehension strategies and targeted small-group support to help pupils who are behind their peers to access the curriculum. When delivered as targeted academic support and linked closely to classroom teaching, such approaches are shown to be effective in improving reading outcomes for disadvantaged pupils.	1, 2, 3
Purchase high-quality texts and teaching materials to support the implementation of EY2P in Reception.	The EEF report on improving communication, language, and literacy in the early years emphasizes that strong language development is the foundation for literacy and wider learning**.** It highlights the importance of high-quality adult–child interactions, vocabulary-rich environments, storytelling, shared reading, and systematic phonics**,** alongside opportunities for children to write and develop self-regulation skills**.** The report also stresses the value of targeted support for struggling or disadvantaged children, active parental involvement, and regular assessment to ensure all children make good progress.	1,2,3
Embed Super Sonic Spelling Stars in Lower Key Stage Two and implement in Year 5.	Phonics approaches effectively help younger students master reading basics, with an average gain of five months' progress. Studies in England show that pupils eligible for free school meals benefit equally or slightly more from phonics interventions.	3

Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics development.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
One-to-one and small group same-day/ next day interventions to provide targeted academic support skilfully linked to classroom teaching.	The EEF report on using Teaching Assistants highlights the importance of evidence-based interventions with clear goals, regular monitoring, impact reviews, and assessments. These are supported by ongoing CPD and an appraisal cycle for Teaching Assistants. Additionally, strong links between TA support and classroom teaching ensure alignment and effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4

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

Budgeted cost: £22 798.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise specialist services to enhance well-being for all children, including: Dragonflies mobile multi-sensory therapist Additional school counsellor for targeted support Half-termly Purely Wellbeing sessions (Nursery - Year 6) Extra PSHE lessons on mental health, First Aid, financial literacy, online safety and Life Education.	Social and emotional skills are vital for children's development, supporting learning and lifelong outcomes. With the right support, children can manage emotions, resolve conflicts, solve problems, empathise, and communicate effectively. Research shows SEL programmes can boost academic progress by 4 months per year. However, disadvantaged children often have weaker SEL skills, affecting mental health and achievement, making SEL development crucial for closing this gap and promoting equitable outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
Provide whole school and individual training opportunities through	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	5, 6

'Aspire Behaviour Management' to foster inclusive and nurturing learning environments.	(e.g. improved academic performance, attitudes, behaviour and relationships with peers). Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	
Embed principles of good practice set out in the DfE's 'Working together to improved school attendance' and Toolkit for communicating with parents.	Working together to improved school attendance: support for schools and local authorities - GOV.UK Working together to improve school attendance - GOV.UK Toolkit for schools: communicating with families to support attendance - GOV.UK	6
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school	Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school	5
Provide one-to-one music tuition and specific resources so children have the opportunity to learn an instrument.	Arts participation has a positive impact on academic learning, contributing an average of three months' progress. It improves outcomes in English, mathematics, and science, with specific arts activities, like drama, linked to better writing and music to improved spatial awareness. Arts also promote positive attitudes to learning and enhanced well-being. Arts participation | EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Utilise 'Cool Milk' to subsidise school milk for pupil premium children.	As part of the School Food Standards, all maintained primary schools are legally required to make milk available for drinking during school hours. https://coolmilk.com/schools/ https://www.gov.uk/guidance/school-milk-subsidy-scheme	5, 6
Subsidising children to attend enrichment activities – school trips, clubs & residentials to enable equal experiences for all.		5, 6
Extensive support for parents through information workshops, EYFS Stay and Play, coffee mornings.	Parental engagement is vital for children's learning, with research showing it can boost academic progress by up to +3 months annually. The EEF's "Working with Parents to Support Children's Learning" highlights the positive impact of effective parental involvement.	All
Sign post Pupil Premium families to Holiday Activity and Food Programmes.		

Increase engagement of parents in children's learning - newsletters, the school website, School Page on X, Class Dojo, Parents meeting's with teachers.	EEF Evidence: Working with Parents to Support Children's Learning	
Collaborate closely with external agencies, including TESS, MHST, and Early Help.	EEF Toolkit strand on social and emotional learning and behaviour interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
After school club provision.	The EEF Toolkit strand on arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Part B: Review of the previous academic year 2025-26

Comparisons made with 2024-25 (due to the strategy being a three-year plan)

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the period 2024-2025 and 2025-26. 2025-26 being the second year of this three-year strategy.

The information below links specifically to each challenge outlined in the strategy above.

Early Years Good Level of Development:

GLD July 2025	**All:**	**Pupil Premium:**	**Non-Pupil Premium:**
	54%	50%	56%
	No significant difference between disadvantaged and non-disadvantaged.		
GLD July 2026	**All:**	**Pupil Premium:**	**Non-Pupil Premium:**
	67%	63%	*68%*
	GLD attainment reached 67%, with a minimal gap of 5% between PP (63%) and non-PP pupils (68%), demonstrating that disadvantaged pupils are achieving broadly in line with their peers by the end of Reception.		

Challenge One: Oral Language Development

Note: There were no disadvantaged pupils in Nursery in the academic year 2024-25.

% of disadvantaged pupils in Nursery and Reception on-track to achieve/achieving ELG in Personal, Social, Emotional Development.

Self-Regulation

Cohort		Baseline 2024	Autumn 2024	Spring 2025	Summer 2025	Baseline 2025	Autumn 2025	Spring 2026	Summer 2026
Nursery	Pupil Premium					0%	25% ↑25% (Since BL)	20% ↑20% (Since BL) (Additional PP pupil joined the cohort)	60% ↑60% (Since BL)
	Non-Pupil Premium	*No Pupil Premium children to compare*				45%	55% ↑10% (Since BL)	74% ↑29% (Since BL)	74% ↑29% (Since BL)
Disadvantage gap						-45%	-30%	-54%	-14%
Reception	Pupil Premium	45%	50% ↑5% (Since BL)	55% ↑10% (Since BL)	82% ↑37% (Since BL)	17%	17%	47% ↑30% (Since BL)	100% ↑83% (Since BL)

	Non-Pupil Premium	47%	58% ↑11% (Since BL)	56% ↓2% *Decrease due to mobility ↑9% (Since BL)	71% ↑24% (Since BL)	54%	71% ↑17% (Since BL)	78% ↑24%	82% ↑28% (Since BL)
Disadvantage gap		**-2%**	**-8%**	**-1%**	**+11%**	**-37%**	**-54%**	**-31%**	+18%

By Summer 2025, disadvantaged pupils (PP) made exceptional progress, increasing from 45% to 82%, compared with non-disadvantaged pupils who rose from 47% to 71%. The attainment gap has not only closed but reversed, demonstrating the strong impact of targeted support.

Managing Self

Cohort		**Baseline 2024**	**Autumn 2024**	**Spring 2025**	**Summer 2025**	**Baseline 2025**	**Autumn 2025**	**Spring 2026**	**Summer 2026**
Nursery	**Pupil Premium**					0%	25% ↑25% (Since BL)	20% ↑20% (Since BL)	60% ↑60% (Since BL)
	Non-Pupil Premium	***No Pupil Premium children to compare***				45%	55% ↑10% (Since BL)	74% ↑29% (Since BL)	74% ↑29% (Since BL)
Disadvantage gap						**-45%**	**-30%**	**-54%**	**-14%**
Reception	**Pupil Premium**	27%	50% ↑23% (Since BL)	55% ↑28% (Since BL)	82% ↑55% (Since BL)	17%	33% ↑16% (Since BL)	71% ↑54% (Since BL)	88% ↑71% (Since BL)
	Non-Pupil Premium	37%	74% ↑37% (Since BL)	56% ↓ 18% ↑19% (Since BL)	76% ↑39% (Since BL)	58%	67% ↑9% (Since BL)	78% ↑20% (Since BL)	82% ↑24% (Since BL)
Disadvantage gap						**-41%**	**-34%**	**-7%**	+6%

By Summer 2025, disadvantaged pupils had already surpassed their peers, with attainment of 82% compared to 76%, demonstrating strong progress and the effectiveness of early provision.

This positive trajectory continued into 2026, where outcomes in Managing Self show strong progress for all pupils, with particularly rapid gains for those eligible for Pupil Premium (PP). PP attainment increased significantly from baseline, with progress of up to +71%, reflecting highly effective support in developing independence, self-regulation and resilience. Non-PP pupils also made secure progress, with gains of up to +39%.

Over time, the attainment gap narrowed substantially, reducing from -41% at baseline to -7%, and ultimately reversing to +6% by the final assessment point.

Overall, the data evidences a sustained and significant closing of the disadvantage gap over time, with disadvantaged pupils consistently catching up and, by the end of Reception, exceeding their peers in Managing Self.

Building Relationships

Cohort		Baseline 2024	Autumn 2024	Spring 2025	Summer 2025	Baseline 2025	Autumn 2025	Spring 2026	Summer 2026
Nursery	Pupil Premium					0%	25% ↑25% (Since BL)	20% ↑20% (Since BL)	60% ↑60% (Since BL)
	Non-Pupil Premium	*No Pupil Premium children to compare*				45%	55% ↑10% (Since BL)	74% ↑29% (Since BL)	74% ↑29% (Since BL)
Disadvantage gap						-45%	-30%	-54%	-14%
Reception	Pupil Premium	36%	50% ↑14% (Since BL)	73% ↑ 37% (Since BL)	91% ↑55% (Since BL)	17%	33% ↑16% (Since BL)	100% ↑83% (Since BL)	100% ↑83% (Since BL)
	Non-Pupil Premium	53%	68% ↑15% (Since BL)	50% ↓ 18% ↓ 3% (Since BL)	88% ↑35% (Since BL)	58%	83% ↑25% (Since BL)	83% ↑25% (Since BL)	86% ↑28% (Since BL)
Disadvantage gap						-41%	-55%	+17%	+14%

In building relationships, Pupil Premium children once again showed the most accelerated progress, improving by 55% (from 36% to 91%) versus a 35% gain for non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged has narrowed when comparing baseline (17% gap) to summer term outcomes (3% gap), with disadvantaged pupils outperforming their non-disadvantaged peers.

Challenge Two: Writing Outcomes

Early Years *(No Pupil Premium in Nursery to compare 2024-25)*

On-track to achieve ELG in Writing 2024-25

Reception	Baseline (Autumn 2024)	Autumn % on-track for ELG	Spring % on-track for ELG	Summer % on-track for ELG	Change: Baseline → Autumn	Change: Autumn → Spring	Change: Baseline →Spring	Change: Spring → Summer	Change: Baseline → Summer
Pupil Premium	9%	20%	9%	55%	↑11%	↓11%	↔	↑46%	↑46%
Non-Pupil Premium	16%	16%	33%	53%	↔	↑17%	↑17%	↑17%	↑37%

Disadvantaged gap	**- 7%**	**+4%**	**-24%**	**+2%**	

The data shows a clear upward trajectory in writing outcomes for Reception pupils over the 2024–2025 academic year, with particularly strong progress among disadvantaged children. From a baseline of just 9%, the proportion of Pupil Premium pupils achieving the Early Learning Goal (ELG) in writing rose significantly to 55% by summer—a 46% increase. These outcomes highlight that, while all groups improved, Pupil Premium pupils made the most accelerated progress, effectively narrowing the attainment gap and demonstrating the success of strategies aimed at improving early writing skills for all learners.

On-track to achieve ELG in Writing 2025-26

Cohort		Baseline (Autumn 2025)	Autumn % on-track for ELG	Spring % on-track for ELG	Summer % on-track for ELG	Change: Baseline → Autumn	Change: Autumn → Spring	Change: Baseline →Spring	Change: Spring → Summer	Change: Baseline → Summer
Nursery	**Pupil Premium**	**0%**	**0%**	**0%**	**0%**	**↔ 0%**	**0%**	**0%**	**0%**	**0%**
	Non-Pupil Premium	**15%**	**20%**	**32%**	**42%**	**↑5%**	**↑12%**	**↑17%**	**↑10%**	**↑27%**
Disadvantage gap		**-15%**	**-20%**	**-32%**	**-42%**					
Reception	**Pupil Premium**	**0%**	**0%**	**14%**	**75%**	**↔0%**	**↑14%**	**↑14%**	**↑61%**	**↑75%**
	Non-Pupil Premium	**13%**	**46%**	**70%**	**77%**	**↑33%**	**↑24%**	**↑57%**	**↑7%**	**↑64%**
Disadvantage gap		**-13%**	**-46%**	**-56%**	**-2%**					

EY2P Impact of Implementation

The EY2P approach has been successfully introduced in Nursery, prompting revisions to long-term planning. As part of this, 12 new texts have been incorporated—two per half term—enhancing the breadth and depth of language exposure. This has led to increased writing opportunities, particularly focused on letter formation and name writing. The next step is to implement EY2P into Reception (this has commenced September 2025) to ensure consistency across the Early Years, with plans to integrate aspects of Drawing Club to further enrich the provision.

Drawing Club Impact of Implementation

The introduction of Drawing Club has had a positive impact on children's engagement, creativity, and early writing development. By combining storytelling with drawing and mark-making, children are more motivated to participate in literacy activities. It has enhanced

vocabulary acquisition, improved fine motor skills, and fostered imaginative thinking. The approach has also supported sustained shared thinking and strengthened Oracy skills through group discussions and storytelling. Overall, Drawing Club has provided a rich, playful context for developing key early literacy and communication skills.

Writing Outcomes of Disadvantaged Children in Year 1-6

Year Group	Academic Year 2024-25				Academic Year 2025-26			
	Autumn 2024	Spring 2025	Summer 2025	Overall impact 2024-25	Autumn 2025	Spring 2025	Summer 2026	Overall impact 2025-26
1	5/11 **45%**	5/10 **50%** ↑5%	8/12 **67%**	Autumn-July ↑22% improvement.	2/13 **15%**	3/13 **23%** ↑8%	50% ↑27%	Autumn-July
2	3/12 **25%**	2/12 **17%** ↓8%	3/12 **25%**	Autumn-July **0%** improvement.	7/15 **47%**	6/15 **40%** ↓7%	43% ↑3%	Autumn-July
3	5/16 **31%**	5/15 **33%** ↑2%	6/15 **40%** ↑7%	Autumn-July ↑ 9% improvement.	3/14 **21%**	5/14 **36%** ↑15%	57% ↑21%	Autumn-July
4	5/15 **33%**	5/14 **36%** ↑3%	5/14 **36%**	Autumn-July ↑3% improvement.	6/18 **33%**	6/18 **33%**	41% ↑8%	Autumn-July
5	5/17 **29%**	4/17 **24%** ↓5%	5/16 **31%** ↑7%	Autumn-July ↑2% improvement.	2/14 **14%**	3/14 **21%** ↑7%	36% ↑15%	Autumn-July
6	2/12 **17%**	4/12 **33%** ↑16%	6/12 **50%** ↑17%	Autumn-July ↑33% improvement.	7/16 **44%**	7/16 **44%**	56% ↑12%	Autumn-July

Overall % of disadvantaged pupils meeting the expected standard in Writing (Year 1- Year 6)

July 2025	July 2026	July 2027
41%	47%	*To be added July 2027*
+6%		

Overall Impact statement for Target Two:

The proportion of disadvantaged pupils achieving the expected standard in writing has improved from 41% in July 2025 to 47% in July 2026, representing a 6-percentage increase across Years 1-6. Strong gains were seen in several year groups, particularly Years 1, 3, 5 and 6. These outcomes reflect the positive impact of targeted Pupil Premium support, quality-first teaching, and robust assessment practices. Although further work is needed to close attainment gaps fully, the overall trend demonstrates improving attainment and increased success for disadvantaged pupils in writing.

Challenge Three*: Spelling Outcomes in Key Stage Two*

Application of Spelling knowledge in Key Stage Two.

Our phonics programme 'Supersonic Phonic Friends', has had a positive impact across Early Years and KS1 and as a result a phonics pass rate of 81% was achieved in 2024-25, exceeding national figures by 1%. 80% of our disadvantaged pupils achieved the pass rate exceeding national figures by 13% (National 67%) and local by 15% (65%). The gap between our disadvantaged pupils compared to non-disadvantaged continues to close as shown in the table below, declining from 7% to 2%.

Phonics Screening Data

YEAR	School Pass Rate (All)	National Pass Rate (All)	School Disadvantaged achieving a PASS	School Non-Disadvantaged achieving a PASS	Difference
2024	86%	80%	82%	89%	**-7%**
2025	81%	80%	80%	82%	**-2%**
2026	86%	%	79%	93%	**-14%**

NGST Outcomes:

% of disadvantaged children who sit within the 'average' SAS (Standardised Age Score) range or above for Spelling at the end of 2024-25. (Note: to assessment points scheduled for all pupils across the academic year.)
(A standardized score used to compare a pupil's performance to that of peers of the same age.)

By Summer, the attainment gap between disadvantaged (PP) and non-disadvantaged pupils has narrowed in most year groups…

Year Group	Autumn		Summer		Change (PP)	Change (Non-PP)	Autumn Gap	Summer Gap	Gap Difference
	PP	Non-PP	PP	Non-PP					
2	36%	75%	58%	83%	↑22%	↑8%	39%	25%	**↓14%**
3	50%	80%	47%	80%	↓3%	—	30%	33%	**↑3%**
4	87%	71%	71%	63%	↓16%	↓8%	16%	8%	**↓8%**
5	59%	86%	56%	71%	↓3%	↓15%	27%	12%	**↓15%**
6	67%	75%	75%	81%	↑8%	↑6%	8%	6%	**↓2%**

Challenge Four: *Low numeracy skills on-entry to school*

% of disadvantaged pupils achieving ELG in Number

Early Years *(No Pupil Premium in Nursery to compare 2024-25)*

Reception	Baseline (Autumn 2024)	Autumn % on-track	Spring % on-track	Summer % on-track	Change: Baseline → Aut	Change: Autumn → Spr	Change: Baseline →Spr	Change: Spring → Sum	Change: Baseline → Sum
PP	27%	70%	64%	73%	↑43%	↓6%	↑37%	↑9%	↑46%
Non-PP	42%	53%	50%	67%	↑11%	↓3%	↑8%	↑17%	↑25%
Disadvantage Gap	**-15%**	**+17%**	**+14%**	**+6%**					

Over the course of the year, disadvantaged children made substantial progress, particularly between the baseline assessment and Autumn, resulting in the gap closing and subsequently reversing. By the end of the Reception year (Summer 2025), disadvantaged children were slightly ahead of non-disadvantaged children, with a 6% advantage. This reflects a significant reduction in the disadvantage gap.

ELG in Number 2025-26

Cohort		Baseline (Autumn 2025)	Autumn % on-track	Spring % on-track	Summer % on-track	Change: Baseline → Aut	Change: Autumn → Spr	Change: Baseline →Spr	Change: Spring → Sum	Change: Baseline → Sum
Nursery	**Pupil Premium**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**
	Non-Pupil Premium	**45%**	**50%**	**68%**	**74%**	**↑5%**	**↑18%**	**↑23%**	**↑6%**	**↑29%**
Disadvantage gap		**-45%**	**-50%**	**%**	**%**					
Reception	**Pupil Premium**	**0%**	**17%**	**29%**	**75%**	**↑17%**	**↑12%**	**↑29%**	**↑46%**	**↑75%**
	Non-Pupil Premium	**42%**	**67%**	**78%**	**86%**	**↑25%**	**↑11%**	**↑36%**	**↑8%**	**↑44%**
Disadvantage gap		**-42%**	**-50%**	**-49%**	**-11%**					

Attainment in ELG Number has improved significantly for all pupils, with particularly strong gains for those eligible for Pupil Premium. PP attainment increased from 0% to 75%, compared to an increase from 42% to 86% for non-PP pupils. As a result, the attainment gap has narrowed substantially from -42% to -11%, demonstrating that disadvantaged pupils are catching up rapidly with their peers. This reduction reflects the positive impact of targeted support and high-quality teaching in early mathematics.

Maths outcomes across Key Stage One (July 2024-Jul 2026)

End of Reception 2024 ELG Number		End of Year 1 2025 achieving 'ARE'		Year 2 2026 achieving 'ARE'	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	PP	Non-PP
67%	**75%**	**7/12** 58%	**10/15** 67%	**6/14** 43%	**9/13** *69%*
Difference of 8% between disadvantaged and non-disadvantaged		**Difference of 9% between disadvantaged and non-disadvantaged**		**Difference of 26% between disadvantaged and non-disadvantaged**	

Maths outcomes across Key Stage One show that disadvantaged pupils make a strong start, with a small attainment gap at the end of Reception (8%) and Year 1 (9%), demonstrating that early provision is supporting pupils to achieve broadly in line with their peers.

By the end of Year 2, 43% of PP pupils and 69% of non-PP pupils achieved Age-Related Expectations, reflecting continued progress for both groups and a secure foundation in early mathematics from Reception.

It is important to note that cohort mobility across this period has led to changes in the demographic profile of pupils, meaning that year-on-year comparisons should be viewed with caution. Despite this, the data continues to demonstrate that disadvantaged pupils are benefiting from strong early support and are developing key mathematical skills across Key Stage One.

Challenge Five: Improved Wellbeing and Social, emotional and mental health.

Pupils' wellbeing, social, emotional and behavioural needs:

Throughout 2024-25 and 2025-26, we delivered pupil wellbeing workshops with support from Purely Wellbeing, while continuing weekly sessions with a sensory therapist and counsellor for targeted pupils. An additional counsellor was also used in order to meet the demand presented. We have also worked with the MHST team to provide targeted workshops on stress management, sleep hygiene and transition from Key Stage One and Key Stage Two and Key Stage Two to Key Stage Three as well as 1:1 short-term intervention linked to worry management and low self-esteem.

In 2024-25 and 2025-26, the Strengths and Difficulties Questionnaire (SDQ) was used as a screening and monitoring tool to evaluate pupils' social, emotional and mental health needs. The data gathered informed targeted interventions and enabled staff to measure the impact of support on pupils' wellbeing and engagement in school.

This academic year, Dragonflies, multi-sensory sessions have continued to provide valuable support for children requiring additional help with their development, focus, and emotional regulation.

Challenge Six: *Improving Attendance*

% of persistent absentees who are disadvantaged

Improving attendance remains a whole-school priority. We will continue to embed and strengthen the targeted strategies and bespoke support plans that have been effective in narrowing the attendance gap so far.

Throughout the period from 2nd September 2025 to 17th July 2026, whole school attendance data shows that Pupil Premium pupils achieved an attendance rate of 93.49%, compared to 95.42% for Non-Pupil Premium pupils. See cohort breakdown below…

Year Group	PP 2024-25	Non- PP 2024-25	Difference 2024-25	PP 2025-26	Non- PP 2025-26	Difference 2025-26
R	92.9%	93.9%	-1%	90.5%	93.04%	-2.54%
1	94.2%	95.2%	-1%	94.73%	96.06%	-1.33%
2	93.6%	96.5%	-2.9%	93.97%	97.06%	-3.09%
3	94.1%	95.8%	-1.7%	91.51%	96.7%	-5.19%
4	93.7%	94.6%	-0.9%	93.89%	95.64%	-1.75%
5	91.7%	93.7%	-2%	94.3%	93.65%	0.65%
6	93.6%	96.4%	-2.8%	92.96%	93.97%	-0.98%

Persistent Absentees:

The overall attendance for Pupil Premium pupils currently stands at **93.49%**, compared to **95.42%** for Non-Pupil Premium pupils. This reflects a modest but consistent attendance gap of -1.93**%**. While the difference is not vast, it highlights an ongoing need to continue supporting our PP pupils to improve attendance and reduce the risk of academic underachievement. Disaggregated data reveals that the attendance gap between Pupil Premium and Non-Pupil Premium pupils is more pronounced in specific year groups, with the most significant differences seen in Year 3 (-5.19%), Year 52(-3.09%), and Year R (-2.54%).

Persistent absenteeism remains a challenge, particularly among Pupil Premium pupils. A total of 23 PP pupils have been identified as persistently absent, compared to 7 Non-Pupil Premium pupils. Even after accounting for pupils who have left the school (4 PP and 0 Non-PP), PP pupils remain disproportionately represented—almost three times more than their peers. This pattern indicates that strengthening our targeted and personalised attendance support will help address underlying barriers and continue to improve attendance outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Appendix A - Current Offer for All:

• All staff – teaching and non-teaching – involved in performance management cycle to access CPD and ensure accountability through monitoring.

• Provide staff with ongoing CPD for quality first teaching and learning and adaptive teaching strategies/approaches. Linked with school development plan.

• Invested research-based training and school development focus on QFT and adaptive teaching in all areas of the curriculum from GMOAIP.

• Targeted letters/phone calls, monitoring and incentives for attendance.

• Focused RHSE/PHSE and core RE lessons are school priorities to improve mental health and well-being (including First Aid Training, online safety, personal safety)

• Regular consultations with our Education Mental Health Practitioner through MHST who provides targeted 1:1, group and parent led interventions. She also provides training for staff and parent workshops on understanding and supporting mental health.

• Student leadership groups across the school – Faith in Action team, sports leaders, Eco team, Digital Leaders and pupil council.

• Supported by external agencies e.g. Early Help, Wigan TESS Team, EP team and MHST.

• School based support for parents – EYFS Stay and Play, Parent Information mornings/afternoons/evenings, Stay and Pray sessions, SATs information workshop.

• Sign post Pupil Premium families to Holiday Activity and Food Programmes.

• To increase engagement of parents in children's learning – Weekly newsletter, the school website, active Class Dojo and Parents Consultation Meetings.

December 2026 Update

• Weekly attendance awards and recognition, termly RAG rated letters to parents. EPN system used due to high proportion of HITT.

• We provide a range of after school clubs for children from EYFS to KS2 in a range of subject areas to provide enrichment and engagement to support learning new skills.

•Trips, visitors and experiences are mapped out for the journey of a child for each year. (Curriculum on a Page documents on the School Website contain this information.)