

Parish CE Primary School



Pupil Premium Strategy Statement 2025-26

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
School name	Parish C.E. Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<u>2024-25</u> 2025-26 <u>2026-27</u>
Date this statement was published	October 2025
Date on which it was reviewed	September 2025
Statement authorised by	Jennifer Young (Executive Headteacher)
Pupil Premium Lead	Hannah Moore
Governor / Trustee lead	Mihaela Nucu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,056
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	£ 94,056

Part A: Pupil premium strategy plan

Statement of intent

Parish CE Primary School is a one-form entry school located in the heart of St Helens town centre (an area of widespread regeneration) and serves a diverse and ever-evolving community. Parish is positioned in an area that ranks among the top 10% most deprived areas in England. Most of its neighbourhoods fall into the lowest decile (Decile 1) on the Index of Multiple Deprivation (IMD). 97% of the country are earning a higher amount than our families with 34% of our children living in IDACI bands A, B and C. Our school is central to ensuring that the families and children facing challenges within the domains of deprivation, are given the very best quality of education and support. We see it as our mission, regardless of their starting points, to nurture the aspirations and ambitions of our young people to achieve well and become successful in life. This is a key part of our Christian Vision and our Rainbow Promises.

In our work to create a climate of tackling disadvantage, we consider the challenges faced by disadvantaged and other vulnerable children, such as those who have a social worker, young carers and those who have suffered ACES. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our monitoring demonstrates the progress disadvantaged children make throughout their primary years at Parish from starting points. This is underpinned and driven by the commitment staff have to the nurturing of wellbeing and health – a strategic Rainbow Promise at Parish, for children to achieve their potential. We invest globally into developing the whole child: personally, socially, emotionally and academically. Through rigorous monitoring and assessment, outcomes are used to inform quality and timely intervention, support and enrichment opportunities. It is the intention of Parish CE Primary School for the attainment of disadvantaged children to be improved alongside the progress of their disadvantaged peers.

Our expectation is for all our children, inclusive of those who are disadvantaged, to leave Parish as confident and resilient individuals. Our school knows that for our children to succeed and derive the maximum benefit from school life, then it has to offer a coherent and engaging curriculum with high-quality teaching at the heart. Our creatively constructed Rainbow Curriculum provides a bespoke, engaging learning experience that reflects the specific needs of our school community. Carefully sequenced and inclusive by design, it fosters curiosity, builds cultural capital, and supports pupils in becoming confident, articulate learners with high aspirations. In Genesis, God tells us the rainbow is a sign of His promise to the Earth; inspired by this, our Rainbow Curriculum symbolises our commitment to delivering a high-quality education that enables all pupils—regardless of background or starting point—to flourish academically, socially, and spiritually.

As a school, our approach is responsive to common challenges and individual needs, rooted in robust diagnostic analysis of data, not assumptions about the impact of disadvantage. The approaches that we have adopted complement each other to support our children to thrive.

This strategy has been written to indicate our mission to tackle disadvantage and as such we:

1. Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress. We intend to address these barriers through specific, realistic targets and with timely and appropriate intervention.
2. Will target funding to accomplish these targets for the benefit of all children inclusive of Pupil Premium.
3. Ensure that high quality and adaptive teaching provides appropriate support and challenge for disadvantaged pupils.
4. Every action we take will be informed by national research and evidence of best practice for raising outcomes among disadvantaged pupils such as from the EEF.
5. Ensure that we achieve the most efficient use of resources and can respond to new challenges in a timely manner.
6. Provide quality professional learning to teaching and support staff.
7. Continuously monitor progress against our set objectives - redirecting and re-planning where necessary to achieve the desired outcomes.
8. Monitor the progress of each individual pupil and ensure timely intervention where necessary.
9. Work to lessen the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils.
10. Provide the very best opportunities for all our pupils centred on a curriculum (inclusive of personal development opportunities), which is appropriately adapted whilst striving for ambition for all.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Addressing under-developed oral language skills and vocabulary gaps</u></p> <p>Assessment, observation, and pupil voice consistently highlight under-developed oral language skills and limited vocabulary among children entering the Early Years. These challenges – regularly observed within curriculum monitoring – are just one component of secure foundational</p>

	<p>knowledge and are particularly pronounced among disadvantaged pupils. Without targeted support, these challenges often persist into Key Stage 1 and 2, affecting attainment across the wider curriculum. On baseline in September 2025, just 10% of children were achieving the ELG in Communication and Language.</p>
2	<p><u>Securing foundational knowledge and skills across the curriculum</u></p> <p>Analysis of 2024-25 outcomes at the end of KS2 show that 41.7% of disadvantaged pupils achieved RWM combined compared to 63.3% of non-disadvantaged pupils. Although all children made progress from their individual starting points, this gap was particularly prevalent in Reading where 41.7% of disadvantaged pupils achieved the expected standard in comparison to 66.7% of all pupils.</p>
3	<p><u>Providing enrichment opportunities and experiences to meet on-going needs of the school community</u></p> <p>Stakeholder voice highlights the strong commitment of our families to their children's development. Parents recognise the value of broad experiences, and many are keen for their children to have opportunities that extend beyond their immediate community. Currently, our intelligence indicates that some of our disadvantaged pupils have had fewer chances to explore the wider world, which can limit aspirations and their growing sense of themselves as global citizens.</p> <p>Families in our community frequently manage significant financial pressures, which can restrict access to enrichment opportunities at home. However, this reinforces the crucial role the school can play in unlocking pupils' talents, skills and interests. By working in partnership with parents, we can ensure every child's potential is nurtured and fully realised.</p> <p>This makes it essential that rich experiences and wider opportunities are embedded in our annual Personal Development Strategy, particularly for our most vulnerable learners. Importantly, 100% of parents who completed our 2024/25 survey stated that they believe extra-curricular activities are important for their child's development—strong affirmation of our shared priorities and a key driver for our continued work.</p>
4	<p><u>Improving Attendance and School Readiness</u></p> <p>Data analysis, observations, and pupil voice indicate that many of our disadvantaged pupils face multiple challenges that can affect their learning, participation in wider school life, and opportunities beyond the school gate. These pupils are often at greater risk of poor or inconsistent attendance, due to the longer-term impact of socio-economic disadvantage and other contextual barriers.</p> <p>Following increased intervention, enhanced parental engagement, and close collaboration with the Education Welfare Service (EWS), whole-school attendance improved to 95.13% (2024-25), exceeding the</p>

	<p>national average. Attendance for pupils eligible for Pupil Premium was 93.61% which showed an increase on the previous year's attendance of 92.23% (2023-24). However, this still indicates a gap that must be addressed. Improving attendance—particularly for disadvantaged pupils—remains a priority, as regular school attendance is strongly associated with improved academic outcomes, well-being, and long-term life chances. Last academic year, 69% of children who were persistently or severely absent were a disadvantaged pupil.</p>
5	<p><u>Supporting vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.</u></p> <p>In recent years our records show, the support offered to vulnerable families and pupils has increased with rising incidents of social, emotional or mental health difficulties – particularly amongst our most disadvantaged pupils.</p> <p>When parents were surveyed last year, 80% of parents stated that they wanted additional resources or workshops to support their child's mental health (while 52% wanted this for themselves). 26% of parents stated that their child's mental health and wellbeing had improved in the last 12 months.</p> <p>Our 24/25 Wellbeing and Health pupil survey also provided a clear indication that support with promoting positive 'wellbeing and health' and managing emotions is needed. Some classes had over a quarter of the class with an excellent rating for their knowledge of managing their emotions. However, across school, there was almost a 50/50 split of children who had a good understanding of their mental health compared to those who had a poor or little understanding. As children move from KS1 to KS2, there was a clear trend that on the whole pupils feel they have a weaker understanding of how to manage their emotions.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved language among disadvantaged pupils, leading to improved outcomes across the curriculum. This is evident when triangulated with other sources of evidence including oral language assessments, learning walks and case sampling. Pupils to more fully access appropriate curriculum opportunities through improved language skills. Lower attaining pupils more willing to talk, build upon the ideas of others and articulate their own thinking.

Improved Reading, Writing and Maths attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> • Outcomes indicate that disadvantaged pupils are making sustained progress in narrowing the attainment gap. • Close the attainment gap with a strong focus on reading by the end of KS2
To develop inclusive teaching strategies to ensure the needs of disadvantaged pupils, particularly those also with SEND, are met.	<ul style="list-style-type: none"> • Pupil voice activities demonstrating improved ability to discuss and explain concepts using subject-specific vocabulary. • Evidence from book scrutiny showing progressive development of knowledge and understanding over time. • Teacher assessments and end-of-unit outcomes reflecting improved knowledge retention and articulation. • Attainment gap closes. • Targeted interventions are having a positive impact on achievement.
To improve attendance for our disadvantaged pupils to bring them in line with our non-disadvantaged pupils.	<ul style="list-style-type: none"> • To improve the attendance of disadvantaged pupils in order to continue reducing the gap against non-disadvantaged pupils. • The reduce the percentage of all pupils, including disadvantaged pupils, who are persistently absent. • To tackle lateness of disadvantaged pupils.
Develop pupils' social, emotional and mental health so they fully access all aspects of school life. Ensure the curriculum (and beyond) provides opportunities for pupil engagement in projects, residential trips and after school clubs.	<ul style="list-style-type: none"> • Improved engagement within lessons of those pupils who have difficulty in regulating emotions. • Impact will be measured through: • Increased positive responses in pupil wellbeing and emotional health surveys. • Reduction in behaviour incidents and referrals related to social and emotional difficulties. • Higher attendance and punctuality rates, particularly among disadvantaged pupils. • Improved participation and focus in lessons. • Evidence of effective use of social and emotional learning (SEL) interventions through progress monitoring and staff feedback. • Positive feedback from parents and carers regarding their child's wellbeing and support received. • Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil wellbeing.

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: £ 60,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a TLR3 for an 'Oracy Champion'. Ongoing professional learning and curriculum refinement to continue to ensure Oracy remains at the heart of the curriculum to develop 'articulate learners'.	Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11. Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years). Early Years Communication EEF Toolkit Gender Gap Literacy and Language Development University of Bristol Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
To continue to embed and develop our delivery of RWI and Fresh Start, including Read, Write, Inc Hand-writing, through ongoing consultancy support, coaching and professional learning.	The Education Endowment Foundation (EEF) has conducted multiple evaluations of Read Write Inc. (RWI) Phonics , and the findings show that it can support foundational reading knowledge , particularly for disadvantaged pupils . https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start	2
To implement the enhanced English 'Ready, Steady, Write' Scheme in EYFS and Year 1 with clear vocabulary progression to support children's language progression and writing skills in both	'Ready, Steady, Write' is a comprehensive and evidence-based English scheme. It provides a sequenced, ambitious curriculum, that places quality literature at its core and has a strong focus on vocabulary development. Vocabulary and Oral Language Teach-	2

English and across the curriculum.	ing and Learning Toolkit EEF <p>EEF's recent evaluations of early years programmes show that building strong foundations in language and communication leads to measurable improvements in children's outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/what-weve-learned-from-findings-from-seven-early-years-evaluations</p>	
Fully implement the Ready Steady Spell scheme to positively impact on pupil's writing fluency	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
Continue to implement fully the Opening Worlds Humanities Curriculum	<p>EEF research shows that teaching reading comprehension strategies can have a high impact on pupil progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Children from disadvantaged backgrounds often begin school with a 19-month gap in vocabulary compared to their more affluent peers.</p> <p>https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</p>	1, 2, 3
Continue to embed and develop the use of the Maths No Problem scheme and resources to ensure it is used to support the needs of all learners including a staff INSET day, purchasing	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence including the</p>	2

necessary resources and ongoing coaching.	<p>use of manipulatives and visual representations to support pupils who are struggling with maths:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
To improve mathematical foundational knowledge in EYFS and KS1 by implementing the NCETM Mastering Number program including professional learning for staff.	<p>Education Endowment Foundation (EEF) has funded and is currently evaluating the NCETM Mastering Number programme in EYFS and KS1. Early findings and rationale suggest:</p> <ul style="list-style-type: none"> • Develop fluency and flexibility with number through short, focused sessions. • Build strong foundational number sense in Reception, Year 1, and Year 2 <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial</p>	2
To facilitate a Professional Learning curriculum for staff to impact on high quality, inclusive teaching (including Flourishing Leaders, NPQEL, NPQLPM, NPQSL, NPQSENCO and instructional coaching).	<p>Evidence from the EEF suggests that well-designed professional development (PD) has a positive impact on pupil achievement.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Teacher-professional-development.pdf?v=1759654796</p>	1,2
To implement the My Happy Mind PSHE and Wellbeing Curriculum across EYFS, KS1, and KS2 to enhance our Parish Spirit offer and support pupils in developing positive mental health habits, emotional regulation, and self-awareness.	<p>A study by the University of Chester found that My Happy Mind significantly improved: Pupil mental health and resilience, Positive behaviours and Stress management strategies. The programme helped pupils apply emotional regulation techniques independently, both at school and at home. Parents also reported noticeable improvements in their children's wellbeing and happiness.</p> <p>https://myhappymind.org/</p>	5

To assign an additional experienced UKS2 teacher to the class of 2026 (47% PP) to enable us to split the class based during English and Maths sessions so as best to support pupil's needs.	<p>This is supported once again by the EEF research which states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p> EEF: Effective Professional Development</p>	1, 2, 5,
---	--	----------

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

Budgeted cost: £21,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (including Fast Track phonics and Fresh Start) targeted for pupils across school who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
Continue to engage in Nuffield Early Language Intervention (NELI) and Early Talk Boost, ensuring they are implemented effectively through ongoing professional development and monitoring progress.	<p>Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11.</p> <p>Further research from EEF, evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</p> <p>Early Years Communication EEF Toolkit</p>	1
Reconsider the time-tabling, roles and	EEF -The average impact of the deployment of teaching assistants is about an additional four	1, 2, 5

deployment of teaching assistants to effectively support pupils in the classroom and to deliver high quality targeted interventions based on outcomes and wellbeing support.	<p>months' progress over the course of a year. All our interventions are chosen as they have a proven track record of success in previous academic years.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points.</p> <ul style="list-style-type: none"> - Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. - Explicit links to classroom teaching made. <p>Effective Use of Teaching Assistants EEF</p>	

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

Budgeted cost: £,12,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff and School Attendance Team including the LA EWS, to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.	<p>Rapid Evidence Assessment on Attendance Interventions conducted by the Education Endowment Foundation (EEF) in 2022 reviewed 72 studies on interventions aimed at improving school attendance emphasised that attendance is closely linked to academic attainment, especially for disadvantaged pupils. It highlighted that low attendance correlates with poor outcomes, including lower achievement and increased behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	4, 5
Introduce school-wide regulation strategies (calm corners, regulation stations, whole class sensory circuits).	<p>'Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>Social and Emotional Learning in Primary EEF Social and Emotional Learning Teaching and Learning Toolkit EEF</p>	4,5

Fund targeted judo sessions for 9 identified UKS2 pupils requiring additional support with behaviour and social skills.	Sessions will focus on developing self-discipline, respect for others, and emotional regulation, using the structured environment of martial arts to reinforce positive behaviour both in and out of the classroom. The British Judo Association (2019) notes that judo for children helps build self-discipline, self-respect, courtesy toward others, improves focus and reduces aggressive/violent behaviour.	4,5
Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, music tuition, residential trips and after school clubs, subsidising as needed. Curriculum and enrichment opportunities to be mapped out, with PP children prioritised and tracked.	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,5
Extensive support for parents/carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All
Contingency fund for acute issues.	Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 94,056

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

High Quality Teaching

End of Key Stage 2 data for 2024–25 indicates that 63% of all pupils achieved the expected standard (Exp+) in Reading, Writing, and Mathematics (RWM) compared to 42% of disadvantaged pupils. This is the first time in 3 years that the attainment of disadvantaged pupils has fallen below NA. This represents a widening trend. An analysis of the cohort demonstrates varying contextual factors and progress from starting points. Across Reading, Writing and Maths individually, gaps in attainment between disadvantaged and all pupils were observed. This was particularly present in reading. The plan for 25/26 focuses on high quality teaching to impact on these core areas.

Continued investment in staff professional learning and targeted training remains a priority, with the strategic aim of further improving attainment and progress by 2026.

Assessment data for Key Stage 1 indicates a marked improvement across all three core areas: Reading, Writing, and Mathematics, compared to the previous year. Overall, 70% of pupils met the expected standard in the combined RWM measure compared to 63% the previous year.

Among pupils eligible for Pupil Premium funding (43% of the cohort), 61.5% achieved the expected standard in RWM combined, compared to 50% the previous year. Additionally, 15.3% of disadvantaged pupils met expectations in both Reading and Mathematics individually, compared to non-disadvantaged pupils in 2024. 23% of disadvantaged pupils did not reach the expected level, and although this is a decrease of 10% compared to the previous academic year, it still highlights a continued need for targeted support and intervention.

Targeted Support:

Children who had accessed the Nuffield Early Language Intervention (NELI) made significant progress in the four areas of Expressive Vocabulary, Listening Comprehension, Receptive Vocabulary and Sentence Repetition. The language screening check carried out with children in EYFS at the start and end of the year showed that the language skills of the pupils who were assessed as benefitting from intervention (Amber), 66.6% improved to a level which resulted in their language skills as not being a cause for concern (Green). Of the pupils assessed in the autumn term whose language skills were a cause for concern (Red), 80% improved to a level where their language skills were no longer a cause for concern but would benefit from some support (Amber).

Further Read Write Inc (RWI) developmental training supported staff in identifying the children in need of further intervention. 3 groups of Y5 and Y6 pupils took part in Fresh Start phonics and reading intervention in 2024-25. 61.5% pupils completed the full 32 units of work and returned to whole class reading lessons. The remaining 38.5% of pupils were assessed and re-grouped according to their progress.

Daily fast-track phonics booster sessions took place throughout the year for pupils working below ARE in Year 1 and 2. The impact of which was that 93% of all Year 1 pupils, (including 100% of disadvantaged pupils) passed the phonics screening check in June 2025.

Year	Y1 total number of children in cohort	Y1 SEND/school support K (%)	Y1 PSC pass rate (%)	School FSM (%)	Y1 children eligible for FSM (%)	Y1 PSC pass rate FSM (%)	Y1 PSC average raw score (number)	0-10	11-20	21-31	32-35	36-40	Y1 children on roll since Sept 2023 (number)	Y1 PSC pass rate of children on roll since Sept 2023 (%)	Y2 PSC recheck (%)
2025	30	16.6	93	34.2	26.6	100	35.2	2	0	0	3	25	27	92.5	50

Y2 – 2 children = PSC retake. 50% pass rate (1 child with EAL joined school January 2025)

Wider Strategies:

Pupil Premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. The support of outside agencies, the designated mental health support staff, the development of Lego Therapy and the school dog have all been effective in supporting children with wellbeing, social, emotional and behavioural needs. A well-being register, recording pupil voice, continues to be effective in monitoring the impact taking part in interventions has on our pupils with the greatest SEMH needs.

Attendance was a whole-school priority for all of our pupils, including those at a disadvantage. Attendance figures for the academic year shown a discrepancy of -1.49% for disadvantaged pupils (93.61%) when compared to attendance of all pupils (95.1%). Although attendance figures were strong compared to the previous year's, we will remain focused on closing the attendance gap and particularly focusing on reducing the number of disadvantaged persistent absentees.

Areas of Strength	Areas for Development	Actions
<ul style="list-style-type: none"> Challenge to parents has been increasing with all members of the attendance team more aware of patterns of absence and a script to refer to when speaking with parents. Rewards and incentives are more focused; staff consider key dates for likely absences and attempt to motivate children to attend on these days. Attendance continues to be a focus of assemblies and worship, and is celebrated, with 	<ul style="list-style-type: none"> Further training for office staff needed on basic data e.g. PAs and recording. Continue to support member of staff with office procedures. 	<ul style="list-style-type: none"> Attendance Team to continue to meet weekly to ensure that the process continues. Further training for office staff. Case studies to be updated. Further guidance on holidays to be provided to parents e.g. leave of absence form highlighted.

<p>children earning prizes for their class; this term's incentives have been well received.</p> <ul style="list-style-type: none"> • Attendance continues to steadily climb, with Parish above 95%. • The number of 'nearly PAs' has decreased, meaning most children who may have had an illness or holiday, have been able to improve again. • Vulnerable groups PP and SEN are improving; PP for this half term has all classes above 90%, and the Year 5 focus pupil has now been escalated to CP, following concerns around attendance. 		<ul style="list-style-type: none"> • Attendance Team to meet with Year 5 teacher and SENDCo to establish actions around this key year group.
---	--	---

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)