



Newton-le-Willows Pupil Premium Strategy Statement

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 effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Newton-le-Willows Primary School
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	23.9% (137 Pupils)
Academic year/years that our current pupil premium strategy plan covers.	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	L. Chisnall (Headteacher)
Pupil premium lead	K. McCormack (Deputy Headteacher)
Governor / Trustee lead	M. Bradley (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207, 555 (April 2025 – March 2026)
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	£207, 555



Newton-le-Willows Pupil Premium Strategy Plan

Statement of Intent

At Newton-le-Willows Primary School, we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research - based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils.

We have high aspirations and ambitions for all our pupils and we believe that no pupil should be left behind. We are determined that every pupil should be given the chance to realise their full potential, make good progress and achieve in all curricular areas

We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

The Pupil Premium is an allocation of additional funding provided to schools and is used to support specific groups of children who are vulnerable to possible under achievement. This includes those who are already above age related expectations.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Closing the attainment gap between PP and non PP for combined (Reading, Writing and Maths)
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment including attendance, behaviour and wellbeing.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the vocabulary word gap

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact. We will:

Explore

- Use analysis of attainment and progress data, stakeholder consultations and local knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions.
- Examine the fit and feasibility with the school in relation to staffing and resources.

Prepare

- Develop a clear and logical plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations including a baseline measure to show starting points.
- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support and monitoring.

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices
- Linked to key priorities in the School Improvement Plan, Sports Premium and Professional Development Plan.

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises of three categories:

1. Quality First Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of basic skills on entry – phonics, early reading, writing & maths is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so. (Reception baseline and teacher assessment). This is holding pupils back from attaining and making progress as expected and us also preventing them engaging fully within the wider curriculum.
2	A central need of the school and our disadvantaged children is to further develop early language skills (speech and language skills) . Speech and language skills for our children entering nursery and reception are significantly lower for pupils with pupil premium that for other pupils.
3	Children's learning and progress is inconsistent and can be affected by home circumstances , including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse, parental mental health and wellbeing. (Evidenced through EHAT assessments, Operation Encompass, observations and dialogue with parent/carers).
4	Lack of/limited opportunities beyond their home life for some disadvantaged children to engage with enrichment activities, which impacts on their knowledge of the wider world/cultural capital. (Pupil voice, local deprivation data, assessment of prior learning and knowledge)

5	<p>An increasing number of eligible pupils have indicated signs of concern around SEMH needs (via the SEMH Audit tool which is completed by teachers). These difficult circumstances in their life affect their learning behaviour, attitudes and attendance in school.</p> <p>This area will be evidenced, monitored and supported by:</p> <ul style="list-style-type: none"> -SDQ questionnaires -Discussions with pupils and families -Pupil Progress Meetings -Team Around The Child Meetings (TAC) -Trauma Informed Strategies across the school.
6	<p>Low attendance/persistent absenteeism and punctuality concerns of pupil premium/disadvantaged children is an area for development.</p> <p>-Attendance data shows the gap between Pupil Premium and Non-Pupil Premium Pupils has increased over the last 3 years. See below:</p> <p>Academic Year 2023 – 2024 Gap 3.9% Academic Year 2024 – 2025 – Gap 4.63%</p> <p>September 2023 – July 2024 – Pupil Premium Attendance 91.6% Non-Pupil Premium 95.5% Pupil Premium attendance data of 3.9%</p> <p>September 2024 – Summer 2025 – Pupil Premium Attendance 93.8% Non-Pupil Premium 96.8% a gap of 3%</p> <p>2025 - Our attendance figures are broadly in line with the national average figure for Pupil Premium Attendance which is currently 93.8% and Non-Pupil Premium national data is currently 96.8%. However, this area of focus will continue to be an area of improvement in school.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase the % of KS2 pupil premium pupils achieving ARE or above in reading, writing and maths combined.	<p>End of Summer 2026 data will show an increase in the number of pupils achieving ARE in R,W,M</p> <p>The attainment gap will narrow between disadvantaged and non-disadvantaged pupils and the progress of disadvantaged pupils will exceed that of the comparable group nationally.</p>
Increase the % of KS1 pupil premium pupils achieving ARE or above in reading, writing and maths combined.	<p>End of Summer 2026 data will show an increase in the number of pupils achieving ARE in R,W,M.</p> <p>The attainment gap will narrow between disadvantaged and non-disadvantaged pupils and the progress of disadvantaged pupils will exceed that of the comparable group nationally.</p>
Increase the % of pupil premium pupils achieving greater depth in reading, writing and mathematics by the end of KS2.	End of Summer 2026 data to show that the percentage of pupil premium pupils achieving greater depth in reading, writing and mathematics is in line or above national average.

Increase the % of pupil premium pupils achieving greater depth in reading, writing and mathematics by the end of KS1.	End of Summer 2026 data to show that the percentage of pupil premium pupils achieving greater depth in reading, writing and mathematics is in line or above national average.
Increase the % of pupil premium pupils achieving GLD at the end of EYFS.	Reception children will make good progress in all areas of learning and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children. End of Summer 2026 data to show that the percentage of pupil premium pupils achieving GLD in EYFS is in line or above national average
To ensure pupils who have fallen behind in phonics/early reading are identified quickly and high - quality evidence - based interventions are implemented and monitored by pupil premium lead and SLT.	Pupil premium pupils will achieve expected standard in the Phonic Screening Check and demonstrate an upward trend for disadvantaged pupils over time. Reading fluency and stamina will have increased.
To ensure that pupils who have fallen behind are identified quickly and high - quality evidence based interventions are implemented and monitored by Pupil Premium Lead and SLT	Analysis of interventions will show if accelerated progress is being made and if the intervention is having a positive impact.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	TAC Team/ EWO/SENCo/ Pastoral Leader to identify and support families and children to alleviate barriers to learning. Pastoral Leader/SEMH Leader to identify children for identified therapies and specific intervention. Nurture sessions to be monitored by the school SENCo to ensure they meet the needs of the pupils accessing the provision. Pupil Premium Leader/ Middle Leaders to support disadvantaged/vulnerable pupils – weekly check ins, providing support / alleviating barriers to learning. Pupil and Parent Surveys/feedback demonstrate parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver a rich, engaging, broad and varied curriculum.	We will have instilled a love of learning in all children. The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more. External visits/trips/residential will take place to enhance learning and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
All disadvantaged pupils will meet national expectations for attendance.	Disadvantaged pupils will be in line or exceed national attendance averages for non- disadvantaged pupils. Monitoring of attendance by Headteacher, Deputy Headteacher, Attendance Leader and Educational Welfare Officer (EWO). This will decrease persistent absences. Supporting families with attendance issues and establishing any issues that can be alleviated.



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: £54, 819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Counts Programs/Training – Reading/ Writing consultants (Implemented initially in January 2023)</p> <p>Autumn 2025 – Literacy Counts Consultant for Ready, Steady, Read in to support staff with the implementation of the update programme. Focus on the adaptations for disadvantaged pupils.</p> <p>Autumn 2025 – Implementation of Ready, Steady Spell</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective</p>	<p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of reading and writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://literacycounts.co.uk/research-influences/</p> <p>The Writing Framework 2025 – Key recommendations regarding transcription are covered through the Ready, Steady Spell programme. Adaptations are mapped out for disadvantaged pupils.</p>	1,2 and 4
<p>First for Maths Scheme – Adaptations / Key objectives identified for disadvantaged pupils.</p> <p>F4M Consultancy Days – Mapped out throughout each year.</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective</p> <p>(Implemented in January 2024 – Ongoing)</p>	<p>To work alongside Maths Consultants to audit/evaluate the quality of the teaching of Maths across school and decide next steps.</p> <p>To introduce a new Maths scheme through school to improve the teaching of Maths.</p> <p>Home - First4Maths Mathematics Mastery Primary Key Stage 1 & 2 Maths Curriculum (arkcurriculumplus.org.uk)</p> <p>Develop a love and secure understanding on Maths from Nursery – Year 6.</p>	1, 2 and 4

<p>Phonics Read, Write Inc Training / Online Portal</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective</p> <p>(Training is ongoing)</p>	<p>To provide CPD for all staff to improve the teaching and learning of RWI (phonics) across school.</p> <p>Read Write Inc. Phonics - Ruth Miskin Literacy</p> <p>To provide further staff training to the teachers on Year 2/Year 1 in relation to the new aspect of the RWI scheme being introduced this year (2023/2024) – RWI Comprehension.</p> <p>Read Write Inc. Comprehension Oxford University Press (oup.com)</p> <p>To find out more information in relation to the reading recovery aspect of the RWI schemes for pupils in Year 4 – Year 5 (Fresh Start)</p> <p>RWI_FreshStart_FTT_QuickLook.pdf (oup.com)</p> <p>To provide CPD for the member of staff in school who is new to the role of Phonics Lead to ensure Phonics is led effectively across school.</p> <p>Lacey Green English Hub:</p>	<p>1, 2 and 4</p>
<p>Phonics Read, Write, Inc CPD for Staff.</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective</p>	<p>Reading Leader (KB) to be released weekly to carry out bespoke 'Practice Time;' phonics CPD for staff teaching the programme.</p> <p>Read Write Inc. Phonics - Ruth Miskin Literacy</p>	<p>1, 2 and 4</p>
<p>EQUALs Curriculum for 'The Willows' (Designated SEND Provision).</p> <p>Key objectives identified for disadvantaged pupils.</p> <p>Funding release time for staff to access some of the CPD modules available as part of the subscription.</p> <p>(Implemented in September 2025 – Ongoing)</p>	<p>To introduce a new curriculum framework to aid teaching and learning of complex SEND pupils who are being educated as part of 'The Willows' provision.</p> <p>Curriculum EQUALS</p> <p>To purchase resources to strengthen the teaching of the EQUALs curriculum.</p> <p>To provide CPD for staff teaching in 'The Willows' to improve teaching and learning strategies and outcomes for pupils.</p> <p>Curriculum EQUALS</p>	<p>1, 2 and 4</p>
<p>SEND Outreach work across school.</p>	<p>Teachers who work in 'The Willows' to provide CPD/bespoke coaching to Teachers/LSAs across school for identified pupils/classes.</p>	<p>1, 2, 3 and 5</p>
<p>Senior Leadership Team to work with Subject Leaders to improve/</p>	<p>Headteacher/Deputy Headteacher to devise a coaching programme to improve the quality of the leadership</p>	<p>1 and 2</p>



<p>enhance the leadership of each subject.</p> <p>Senior Leadership Team to work with Subject Leaders to improve/enhance the teaching and learning of every subject</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective</p>	<p>amongst Subject Leaders in every subject, starting with INTENT (Spring 2025), Implementation (Summer 2025) and Impact (Autumn 2025/Spring 2026)</p> <p>Leadership programme (above) to be implemented through Middle Leadership Team Meetings and Middle Leaders to disseminate information to Subject Leaders in their teams.</p> <p>Termly Subject Leadership Briefings have been arranged via School Improvement Liverpool (SIL).</p> <p>Brochures schoolimprovementliverpool.co.uk</p> <p>Further CPD for staff has also been sourced via the St Helens Teaching School Alliance and the English Hub – Lacey Green.</p> <p>sthelenteachingschool.co.uk Lacey Green English Hub:</p>	
<p>Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff.</p> <p>Funding release time for staff to enable the coaching and mentoring cycle to be effective.</p>	<p>Consultant visits from Literacy Counts</p> <p>Consultant Visits from Maths Hub/Planned Maths Scheme (once decided upon)</p> <p>SLT coaching for MLT (Autumn 2025)</p> <p>SLT/MLT coaching for staff. (Autumn 2025)</p> <p>Effective Professional Development EEF educationendowmentfoundation.org.uk</p>	1 and 2
<p>Allocation of funds towards continuing Professional Development for teachers and LSAs across school.</p> <p>Weekly Senior and Middle Leadership Team Meetings and weekly Staff Meetings</p> <p>Impact of each CPD event to be recorded and monitored.</p> <p>High quality texts for EYFS, KS1, KS2 to be purchased.</p>	<p>High quality teaching and learning in all classes every day.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch up.</p>	1 and 2



<p>CPD</p> <p>NPQEL, NPQH, NPQBLC to be undertaken by Headteacher, Deputy Headteacher and Assistant Headteacher</p> <p>NPQBLC (Completed in Autumn 2025)</p> <p>NPQH (To be completed Spring 2026)</p> <p>NPQEL (To be completed in Autumn 2026)</p> <p>NPQTL – To be completed by a member of MLT and a Teacher (Autumn 2025)</p> <p>NPQTLD – To be completed by a member of MLT (Autumn 2025)</p> <p>School Improvement Liverpool Curriculum Training</p> <p>Read, Write, Inc training – All staff, Phonics lead coaching staff every Wednesday morning.</p>	<p>National professional qualifications (NPQs) - GOV.UK (www.gov.uk)</p> <p>Welcome Best Practice Network</p> <p>School Improvement Liverpool</p> <p>sthelensteachingschool.co.uk</p> <p>Lacey Green English Hub:</p>	<p>1 and 2</p>
<p>PATHS (Social, emotional learning skills.) Implementation of PATHS in the Autumn Term 2025</p> <p>Staff CPD for any new scheme introduced.</p> <p>4 Year coaching plan – Free of charge.</p>	<p>Support from Local Schools who have also implemented the PATHS</p> <p>Advice from schools with the Network.</p> <p>Advice from local school graded Outstanding for Personal Development</p>	<p>5 and 6</p>

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

Budgeted cost: £94, 462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Teacher (RD) to tutor Y6 Pupil Premium Pupils in Reading, Writing and Maths to close the gap (Autumn/Spring term – 2025 and 2026)	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Deputy Headteacher to support Pupil Premium Pupils in Writing to close the gap (Spring 2025 and Autumn/Spring 2026)	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Experienced Teacher (EE) to tutor Y6 Pupil Premium Pupils to close the gaps in Reading, Writing and Maths (Autumn 2025, Spring 2026)	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1 and 2
Experienced Learning Support Assistants (AJ/EF) to tutor Y6 Pupil Premium Pupils to close gaps in Maths (Spring 2025 & Autumn/Spring 2026)	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Experienced HLTA (JL) to tutor Y6 Pupil Premium Pupils in SPaG to close the gaps in Reading, Writing and Maths (Autumn/Spring 2025/2026)	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2

Higher Level Learning Support Assistant (HLTA – Spring 2025/Spring 2026/Summer 1 2026) to be deployed to Year 1 and 2, to tutor Y1/Y2 Pupil Premium Pupils to close the gaps in the Phonics/Phonics Screening Check	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 and 2
Teacher (JD/RR) to be deployed to Reception (Spring/Summer 2026), to tutor Reception Pupil Premium Pupils to close the gaps in the Phonics/Early Reading (one afternoon a week).	Small group tuition proven to have approximately on average impact of 4 months additional progress over the course of the year. Small group tuition EEF (educationendowmentfoundation.org.uk) 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. Reading Framework (publishing.service.gov.uk)	1 and 2
Allocation of funds towards Dyslexia assessments for disadvantaged pupils.	External Agency support to carry out dyslexia assessments. Dyslexia Assessments in the North West - Dyslexia First	3
Lesson Drop-in Observations in Autumn Term to focus on Provision for SEND pupils – Ongoing 2025/2026 Headteacher and Deputy Headteacher to attend specific LSA CPD – Maximising the Impact of Teaching Assistants – MITA (Autumn 2023) Additional CPD for teachers and staff to be planned to ensure LSAs are deployed effectively in the classroom.		1 and 2
Targeted, structured academic interventions to children across the whole school. Interventions to be planned, monitored and evaluated by Middle Leaders, Senior Leaders and the School SENCo.	Provision of Quality First Teaching, Mastery Curriculum and effective challenge for children identified as needing catch up. www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Mastering Number at Reception and KS1 NCETM Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1 and 2



<p>Targeted, structured SEMH/SEL interventions for identified pupils across school.</p> <p>Interventions to be planned, monitored and evaluated by Middle Leaders, Senior Leaders and the School Family Intervention Worker.</p>	<p>EEF - Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58, 274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Leader to work alongside the Educational Welfare Officer one day per week to oversee attendance strategy.</p> <p>Attendance Leader/EWO to ensure that parents and carers are made aware of expected levels of attendance when they fall below 90%.</p> <p>Increased rewards in improving attendance.</p> <p>Increased rewards for improving attendance.</p>	<p>DfE's 'Working Together to Improve School Attendance.'</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.</p> <p>Education Welfare Officer and Attendance Leader to improve attendance and alleviate barriers to working alongside the school.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	6
<p>Meet & Greet Provision to be available each morning from 8.30 – 8.50am to support families to improve the punctuality of pupils across school.</p> <p>Meet and Greet Resources</p>	<p>DfE's 'Working Together to Improve School Attendance.'</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p>	6
<p>Pastoral Offer, Including work undertaken by the Team Around the Child (TAC) and Designated Safeguarding Leader.</p> <p>School Therapeutic Teacher (employed x2 days per week – Spring/Summer 2025/Spring 2026)</p> <p>Emotional Well-Being Nurse (Ended in Autumn 2024)</p>	<p>KCSIE 2025 highlights the need for 'Early Help' as well as working with external professionals and agencies. Internal support for pupils is central to our offer.</p> <p>Vulnerable pupils to supported through Play Therapy.</p> <p>Play Therapy uses creative arts media as well as other forms of play which access unconscious as well as conscious processes.</p>	3 and 5
<p>Targeted, structured Nurture Lunchtime Provision from 11.30 – 1.30pm daily for EYFS, KS1 & KS2 pupils with social, emotional and behavioural difficulties.</p>	<p>EEF - Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	2 and 6

Online Boxall Profile subscription to be researched and implemented (Autumn/Spring 2026). SNAP Forms 2024 – 2025	SEMH Assessment & Emotional Behavioural Toolkit for Children - Interventions & Strategies (boxallprofile.org)	5
Life Skills Intervention (2024-2025) (Welcomm to be implemented in 2025 – 2026)	<p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>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</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Chatty Learning – Speech and Language services and products for Schools (chatty-learning.com)</p> <p>Talking Mats Improving communication, improving lives</p>	2
Specific tailored Social interventions e.g. Lego Therapy to be researched and implemented based on the needs of each individual pupil to develop areas of social interaction such as turn taking, listening, initiation, eye contact, problem solving and sharing. Vulnerable pupils to then be identified and supported through Lego Therapy (2025 – 2026)	<p>Recommended by the Looked After Children Team at St Helens Local Authority.</p> <p>Lego Therapy involves building Lego collaboratively to promote social interaction with pupils with ASD, It is child-led and peer based intervention that builds upon children's interest and construction to promote a willingness to collaborate and interact.</p> <p>LEGO Therapy - Online hub for research, resources, training, and conversation for LEGO therapy and autism.</p>	2, 4 and 6
LFC Foundation – Supporting pupils at lunchtimes/ sporting development. Supporting lowest 20% readers in Y5&Y6 – Autumn 2025	Reading Stars – National scheme used across the North West to support the lowest 20% readers.	1
Educational Visits & Enrichment opportunities for all, including the most disadvantaged.	Enrichment for all: benchmarks for building skills and opportunity?	4



Music Tuition Opportunity to learn a musical instrument.		4
ESS SIMs (MIS system) Early Identification of FSM pupils.	Easily identifying government funding entitlement ESS SIMS	3
Breakfast (toast) provided for all Pupil Premium pupils to aid learning.	Greggs Foundation Schools	3
Providing families with uniform to support cost.		3
Uniform 'Swop Shop' each term.		
Emergency places in 'Early Birds & Night Owls' (our Before and After School Club Provision).		3

Total budgeted cost: £207, 555

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
Read, Write, Inc	Ruth Miskin
Letter Join	Letter Join
First 4 Maths	First 4 Maths – Toni Priddey
Times Tables Rockstars	TT Rockstars
Purple Mash	2 Simple
Ready, Steady Read	Literacy Counts
Ready, Steady Spell	Literacy Counts
Ready, Steady Write	Literacy Counts

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?	Service Children's Pupil Premium allocation was included within the full Pupil Premium allocation and was therefore spent in the ways outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	As outlined above.