

# Pupil premium strategy statement – Kirkby Church of England Primary School

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

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

## School overview

Detail	Data
Number of pupils in school	272 (excl nursery)
Proportion (%) of pupil premium eligible pupils	26% (excl nursery)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-25 2025-26 2026-27
Date this statement was published	Dec 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Lynn Evans
Pupil premium lead	Lynn Evans
Governor / Trustee lead	Paul Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 102,360
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 102,360



# Part A: Pupil premium strategy plan

## Statement of intent

At Kirkby CE Primary School we are committed to helping all children to make good progress and succeed in every aspect of school life, regardless of their background or ability.

The opportunities we provide for all children have three broad aims:

- **To develop successful learners** who work hard, enjoy learning, persevere and make progress in order to achieve their full potential.
- **To encourage confident individuals** who are able to communicate effectively in many forms and make decisions that enable them to live safe, healthy and fulfilling lives
- **To create responsible citizens** who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.

Our child-centered, holistic approach to meeting the needs of disadvantaged and vulnerable children focuses upon a number of key areas:

- ✓ Personal Development
- ✓ Social and Academic Resilience
- ✓ Pastoral Support
- ✓ Quality First Teaching
- ✓ An inspiring and life enriching curriculum

As a school we recognise that a significant number of children within our care, some of whom are not eligible for pupil premium funding, may at any point during their time with us, require additional support, nurture and intervention. We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between disadvantaged pupils and their peers.

At Kirkby CE, we know that children must feel happy, safe and untroubled in order to be ready to learn, to achieve this for all learners a positive and nurturing ethos is essential, every adult in school works tirelessly to ensure that the personal, social, emotional and developmental needs of all children are secure, stable and sustained.

Our strategy is informed by a robust system of teacher and standardised assessment, tracking and analysis and is focused on the areas in which disadvantaged children require the most support. The approaches we take are characterised by research-informed, quality first teaching that sets high standards, particularly in literacy and numeracy; and through a well-designed and logically sequenced curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions their future success demands.

Further targeted interventions are delivered by our team of highly skilled teaching assistants who provide small group and one to one teaching and intervention programmes with a proven track record for raising attainment.

Another key element in our strategy recognises the part played by the wider school community, parents and care givers. Our highly skilled and very experienced Learning Mentor works closely with families,

enabling them to obtain the support that they require, whatever the circumstances, in order to help secure a safe and stable homelife for all children.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Increasing demands of High-Level Need SEND children in EYFS &amp; KS1  16% of our disadvantaged pupils have SEND. (41% of our SEND pupils are also disadvantaged)</p> <p>Out of our 11 pupils with an EHCP, 5 are disadvantaged (45%)</p> <p>School has employed an EYFS SENDCo to support school with early identification of needs, early support (internal and external) and EHCPs as the number of children entering school with SEND is increasing.</p> <p>A large proportion of staff CPD has been used to address the challenges and improve understanding of the range of SEN and implement appropriate strategies to support.</p>
2	<p>Assessments and discussions with pupils and their families have identified Social and emotional issues for many of our pupils resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning</p>
3	<p>Family circumstances and/or expectations that impact negatively upon their learning. Unsupported learning habits at home e.g. lack of resources and parents inability to model learning.</p> <p>71.7% of pupil in school are within Band 1a (most deprived 10%) of IDACI (income deprivation affecting children index).</p>
4	<p>Attendance continues to be a challenge with the FSM group being the greatest absence group at 8.3%. This group also has the highest rate of persistent absenteeism. Low attendance impacts on their learning, progress, attainment and engagement with learning.</p>
5	<p>Historically higher levels of disadvantage compared to the national average, amongst our school community.</p> <p>71.7% of pupil in school are within Band 1a (most deprived 10%) of IDACI (income deprivation affecting children index).</p> <p>This means that for many children school has been the primary source of social, academic and cultural capital. School continues to provide a breadth of experiences that impact positively upon the aspirations and mental health of all the children but most especially those who are disadvantaged.</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
SEND and PP children make better progress	<p>For pupils who are both disadvantaged and have SEND termly target outcomes are met or revised: proportion meeting expected progress increases.</p> <p>SENDCo reports improved quality of provision.</p> <p>KS2 outcomes in 2026-27 indicate SEND children who are disadvantaged make strong progress from their starting points.</p> <p><a href="#"><u>Special Education Needs in Mainstream Schools guidance report   Education Endowment Foundation</u></a></p>
Improved wellbeing and behaviour so pupils can access learning	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li><li>• All disadvantaged pupils access an enriched curriculum – including a wide variety of extra-curricular activities which disadvantaged children access and are encouraged to attend.</li><li>• Participating in competitions, both sporting and non-sporting events throughout the school year.</li><li>• Enrichment experiences and visits are planned into the curriculum. By the end of Year 6 pupils will have visited theatres, museums, residential, outdoor spaces and places of worship amongst others.</li></ul> <p>Reduced number of behaviour incidents for pupils receiving pastoral support; improvements recorded in pupil wellbeing measures; teacher referrals for support reduce as early interventions take effect. Evidence: [EEF: Improving Behaviour in Schools] (see EEF guidance referenced in SEND report).</p>

<p>Improve oral language skills and vocabulary amongst disadvantaged children.</p>	<p>High quality provision for under 5's. Pupils' needs are quickly and accurately identified</p> <p>Outcomes from the use of the Wellcomm screening tool and the follow up intervention programme demonstrate improving levels of language acquisition and a growing independence when accessing the curriculum.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Across the school, reading fluency assessments show improved levels of reading fluency from baseline to end point.</p>
<p>PP children to make rapid progress in phonics and reading which enables them to reach age related expectations in reading and improves their ability to access the wider curriculum.</p>	<p>Outcomes from phonic screening and regular reading assessments from Reception onwards, demonstrate that disadvantaged children improve their reading ages and make as much progress as their peers.</p> <p>Analyse data from phonics baseline and identify children that need additional support in phonics.</p> <p>KS2 reading outcomes for PP continues to improve in 2026-27</p> <p>Evidence: <a href="#">Phonics   EEF</a>, <a href="#">Reading comprehension strategies   EEF</a></p>
<p>Progress in reading, writing and maths.</p> <p>PP pupils who were below ARE EOY assessment 25 to make accelerated progress to close the gap</p>	<p>Analyse date from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions.</p> <p>By end of KS2 all PP children to achieve in line with national averages and in line with their peers at both ARE and GDS</p>
<p>Increased attendance and reduced persistent absence among disadvantaged pupils</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance of disadvantaged pupils is in line with the National Average.</li> <li>• Reduce the number of persistent absen-tees among disadvantaged pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP attendance improves and is in-line with National figures.</li> <li>• Further engagement with our hard to reach parents. Review and add to current attendance &amp; punctuality incentives.</li> <li>• Whole-school attendance rises</li> </ul> <p>Learning mentor continues to develop positive interactions with families to support attendance targeting families who require additional support.</p> <p>Evidence: DfE attendance guidance and EEF recommendations on parental engagement and attendance-related strategies.</p>
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## 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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching and learning will be lead through the consistent use of quality first teaching (QFT) approaches.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1

<p>The continued development and investment in the Read, Write Inc approach to the teaching of Systematic Synthetic Phonics with the purchase of materials, online subscriptions and the provision of on-going, high-quality CPD.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Purchase high quality texts to support the curriculum.</p> <p>Ensure explicit planning and teaching of vocabulary across the curriculum. Invest in staff CPD with regards to this.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   EEF</a></p>	<p>1, 2, 3, 4, 7</p>
<p>To continue to embed our new Writing scheme 'Ready Steady Write and purchase and implement new Reading scheme- Ready Steady Read, to ensure consistency in high quality teaching and sequencing of reading and writing.</p>	<p>EEF evidence key findings:</p> <ol style="list-style-type: none"> <li>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</li> <li>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</li> <li>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</li> <li>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</li> </ol>	<p>1,2,3,7</p>

	<p><a href="#"><u>Reading comprehension strategies   EEF</u></a></p> <p>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum.</p>	
Learning mentor role part funded to address SEHM and attendance issues.	Early intervention with families prevents escalation of difficulties and strategies and support e.g. Early Help process.	2 ,3 & 4
We continue to develop a clear, progressive, decisions-based PSHE Curriculum (Jigsaw) which equips the children with the knowledge, skills and dispositions necessary to make informed decisions now and in the future that empower and protect both their physical and mental health. Continued subscription and resources.	The PSHE Association identify that all children require a systematic programme of PSHE lessons which promote children's personal development, safeguarding and wellbeing. Such teaching empowers primary school pupils, particularly the disadvantaged, to make choices to keep themselves and others safe whilst gaining the knowledge, vocabulary and skills to manage their own lives now and in the future.	2,3 & 4

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

Budgeted cost: £58,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
The targeted deployment of teaching assistants to support groups and individuals through carefully planned and specific learning interventions based on pupil's needs as well as appropriate scaffolding of the wider curriculum.	<p>The EEF identifies the appropriate deployment of teaching assistants to deliver structured, time limited interventions can be a cost effective approach to improving learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1 & 2

<p>Continued access to the WELLCOMM &amp; Chatty Therapy early language screening tool for the identification of poor language acquisition and staffing to deliver the follow-up intervention programme to improve levels of oracy and vocabulary development in the EYFS and KS1.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and the wider curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2 &amp; 3</p>
<p>Some Y6 children to receive after school, booster sessions to support gaps in knowledge in preparation for SATs</p> <p>Revision books purchased to support home learning</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1,2,3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund Knowsley Attendance strategy SLA and attendance rewards /termly prizes.</p>	<p>In order for children to benefit from everything our school has to offer, they need to be in school, on time every day. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>4</p>

<p>The school's Learning Mentor to partner with our LA Early Help Worker in order to support families who struggle to engage in and support their children's academic learning or who face more specific problems associated with family crisis.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2,3 &amp; 4</p>
<p>Contingency Funding for acute issues, families in crisis and other wellbeing related support.</p>	<p>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</p>	<p>2,3,4 &amp; 5</p>

**Total budgeted cost: £102,360**

## Part B: Review of the previous academic year

The following tables detail the performance of pupil premium children (disadvantaged) in comparison to their school peers and national ARE. By the end of KS2 PP children are performing better than national expectations in Reading, Writing and Maths. In 2024-2025 IDSR data shows that our disadvantaged pupils perform better than non-disadvantaged pupils nationally in: Reading, Writing and Maths combined; in Reading and in Maths.

### 1c. Early Years Foundation Stage Profile (2025)

Kirkby CofE Primary School

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (1)												
Key to shading:		>3* above All pupils		>1* below All pupils		>3* below All pupils						
		>1* above All pupils		>3* below All pupils								
		Pupils	CL		PSED		PD		Literacy		Maths	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.
		All	38	89%	89%	92%	95%	97%	89%	89%	92%	84%
Gender	Female	21	90%	90%	95%	95%	100%	90%	86%	90%	86%	86%
	Male	17	88%	88%	88%	94%	94%	88%	94%	94%	82%	82%
	Gap (Male - Female)		-2%	-2%	-7%	-1%	-6%	-2%	+8%	+4%	-4%	-4%
FSM	Eligible	2	50%	50%	100%	100%	100%	50%	100%	100%	50%	50%
	Not eligible	36	92%	92%	92%	94%	97%	92%	89%	92%	86%	86%
	Gap (Eligible - Not eligible)											
Disadv.	Disadvantaged	2	50%	50%	100%	100%	100%	50%	100%	100%	50%	50%
	Other	36	92%	92%	92%	94%	97%	92%	89%	92%	86%	86%
	Gap (Disad. - Other)											
SEN	No SEN	38	89%	89%	92%	95%	97%	89%	89%	92%	84%	92%
	SEN Support	0										
	EHCP	0										
Born	Autumn	11	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Spring	11	100%	100%	100%	100%	100%	91%	100%	91%	91%	91%
	Summer	16	75%	75%	81%	88%	94%	75%	81%	81%	69%	69%

Results from EYFSP show that gaps remain in Communication & Language between disadvantaged pupils and non-disadvantaged pupils. However this data was based on 2 pupils eligible for FSM.

## vi) Vulnerable Groups Analysis - Additional Detail &amp; Gaps (1)

Key to shading (on Exp + only):		Pupils		Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	
All Pupils		39	69%	33%	69%	8%	74%	13%	62%	3%	69%	31%	
Gender	Female	25	72%	36%	68%	8%	76%	12%	64%	0%	76%	32%	
	Male	14	64%	29%	71%	7%	71%	14%	57%	7%	57%	29%	
	Gap (Male - Female)		-8%	-7%	+3%	-1%	-5%	+2%	-7%	+7%	-19%	-3%	
FSM	Eligible	11	91%	18%	73%	0%	82%	9%	73%	0%	73%	27%	
	Not eligible	28	61%	39%	68%	11%	71%	14%	57%	4%	68%	32%	
	Gap (Eligible - Not eligible)		+30%	-21%	+5%	-11%	+11%	-5%	+16%	-4%	+5%	-5%	
Disadv.	Disadvantaged	10	90%	20%	70%	0%	80%	10%	70%	0%	70%	30%	
	Other	29	62%	38%	69%	10%	72%	14%	59%	3%	69%	31%	
	Gap (Disadvantaged - Other)		+28%	-18%	+1%	-10%	+8%	-4%	+11%	-3%	+1%	-1%	
SEN	No SEN	33	76%	39%	82%	9%	82%	15%	73%	3%	76%	36%	
	SEN Support	5	40%	0%	0%	0%	40%	0%	0%	0%	40%	0%	
	EHCP	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Born	Autumn	15	67%	33%	53%	7%	60%	27%	53%	7%	67%	27%	
	Spring	11	73%	27%	73%	9%	82%	9%	64%	0%	73%	27%	
	Summer	13	69%	38%	85%	8%	85%	0%	69%	0%	69%	38%	
Att.	95-100% Attendance	29	76%	38%	79%	7%	86%	17%	69%	3%	72%	34%	
	90-95% Attendance	6	83%	33%	67%	17%	67%	0%	67%	0%	67%	33%	
	85-90% Attendance	2	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	
<=80% Attendance		2	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	

Intended Outcome 1- Progress in Reading, Writing and Maths

## All Pupil Performance- IDSR

Close to average for reading, writing and maths

### Pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25	62%	62%	Close to average
2023/24	61%	61%	Close to average
2022/23	68%	60%	Above

### Pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25	69%	75%	Close to average
2023/24	68%	74%	Close to average
2022/23	82%	73%	Above

### Pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25	69%	72%	Close to average
2023/24	68%	72%	Close to average
2022/23	71%	71%	Close to average

### Pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25	74%	74%	Close to average
2023/24	74%	73%	Close to average
2022/23	87%	73%	Above

## Disadvantaged Pupil Performance- IDSR

Disadvantaged pupils above disadvantaged national average for reading, writing and maths. Disadvantaged pupils above all pupil

**Disadvantaged pupils reaching the expected standard in reading, writing and maths**

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
Latest 3 year average	59%	46%	Above
2024/25	73%	47%	Above
2023/24	53%	46%	Close to average
2022/23	56%	44%	Close to average

**Disadvantaged pupils reaching the expected standard in reading**

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
Latest 3 year average	76%	62%	Above
2024/25	91%	63%	Above
2023/24	71%	62%	Close to average
2022/23	72%	60%	Above

**Disadvantaged pupils reaching the expected standard in teacher assessed writing**

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
Latest 3 year average	61%	59%	Close to average
2024/25	73%	59%	Above
2023/24	53%	58%	Close to average
2022/23	61%	58%	Close to average

**Disadvantaged pupils reaching the expected standard in maths**

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
Latest 3 year average	76%	60%	Above
2024/25	82%	61%	Above
2023/24	71%	59%	Close to average
2022/23	78%	59%	Above

**Disadvantaged Pupil Performance Gap- IDSR**

**Disadvantaged pupils reaching the expected standard in reading, writing and maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25	73%	69%	4 pp
2023/24	53%	67%	-14 pp
2022/23	56%	66%	-11 pp

**Disadvantaged pupils reaching the expected standard in reading**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-4 pp
2024/25	91%	81%	10 pp
2023/24	71%	80%	-9 pp
2022/23	72%	78%	-6 pp

**Disadvantaged pupils reaching the expected standard in teacher assessed writing**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25	73%	78%	-6 pp
2023/24	53%	78%	-25 pp
2022/23	61%	77%	-16 pp

**Disadvantaged pupils reaching the expected standard in maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-4 pp
2024/25	82%	81%	1 pp
2023/24	71%	79%	-9 pp
2022/23	78%	79%	-1 pp

**Intended Outcome 2 : Improve language skills and vocabulary among disadvantaged pupils.**

## Reading

Based on the cohort of 36 pupils.

Strand	Marks available	Correct response %	National %	Difference
2a. Give / explain the meaning of words in context	6	79	76	3
2b. Retrieve and record information / identify key details from fiction and non-fiction	15	79	73	6
2c. Summarise main ideas from more than one paragraph	3	80	74	6
2d. Make inferences from the text / explain and justify inferences with evidence from text	24	60	63	-3
2h. Make comparisons within the text	1	44	52	-8
2g. Identify / explain how meaning is enhanced through choice of words and phrases	1	78	80	-2
<b>Total</b>	<b>50</b>	<b>69</b>	<b>68</b>	<b>1</b>

Taken from ASP 2025 shows vocabulary strands of KS2 SATs QLA were above (2a) slightly below (2g) National.

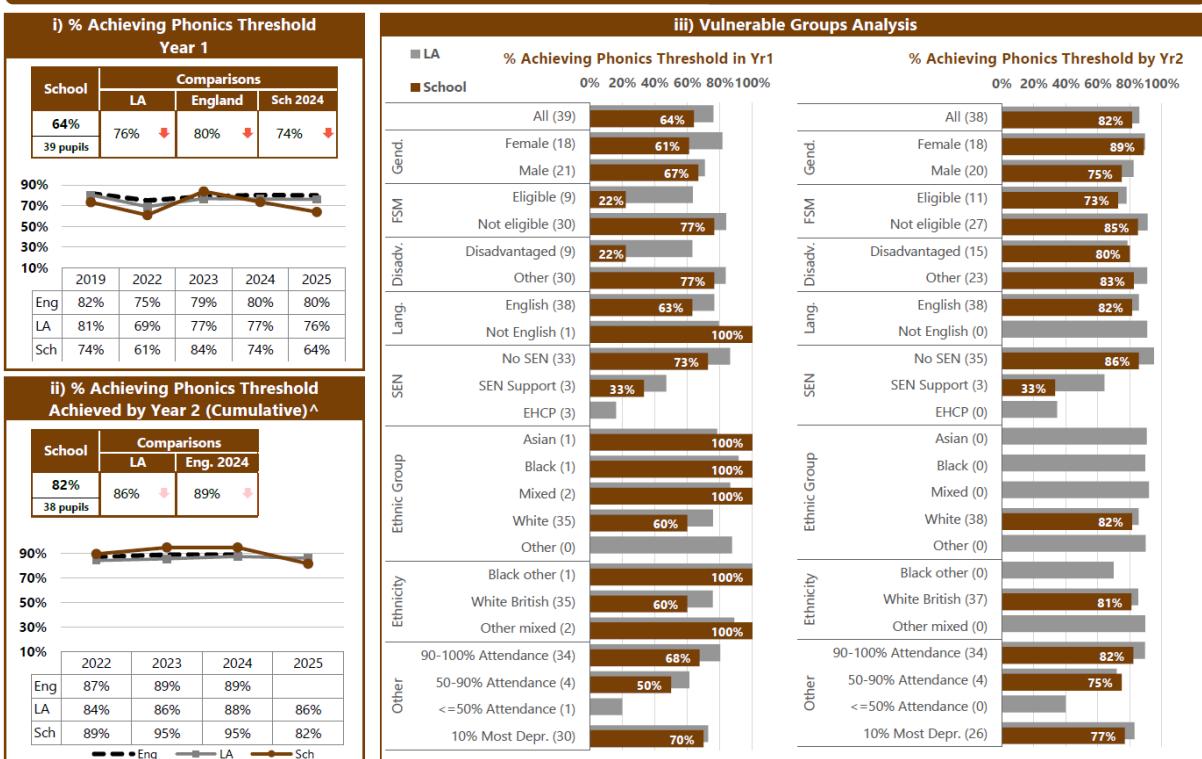
### Intended Outcome 3: PP children to make rapid progress in phonics and reading

Cohort data shows school is below national for phonics. Phonics data shows that our disadvantaged pupils do not perform as well as other pupils nationally. Of the 9 disadvantaged children in the cohort, 2

passed the PSC. 3 of the disadvantaged are also SEN. Phonics remains a focus for our 'intended outcomes'.

### 1d. Year 1 Phonics (2025)

Kirkby CofE Primary School



<sup>^</sup>Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Knowsley

### IDS Phonics

#### All pupils - Phonics expected standard

- There were 39 pupils who were eligible for the phonics screening check in Year 1 in 2025; 35 of them sat the check and 4 did not. Of those who sat the check, 10 pupils did not meet the **phonics expected standard**; their average mark was 15.
- There were 10 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 7 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 19.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	114	74%	80%	Below (non-sig)	Not applicable	Not applicable
2025	39	64%	80%	Below (sig-)	No sig change	-
2024	38	74%	80%	Below (non-sig)	No sig change	-
2023	37	84%	79%	Close to average (non-sig)	Not available	-

► [Chart](#)

### Intended Outcome 4: Improve whole school attendance including disadvantaged pupils

Whole school attendance slightly above National. Relative improvement on previous year.

FMS6 attendance slightly above National. Slight improvement on previous year.

IDS 2025

## All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	236	95.0%	94.8%	Close to average	Relative improvement	-
2023/24 (3 term)	232	94.3%	94.5%	Close to average	Relative decline	-
2022/23 (3 term)	233	94.0%	94.1%	Close to average	Relative improvement	-
2018/19 (3 term)	216	94.7%	96.0%	Below	Not available	High - FSM

► [Chart](#)

## FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	78	92.5%	92.4%	Close to average	In line	-
2023/24 (3 term)	80	92.1%	92.0%	Close to average	Relative decline	-
2022/23 (3 term)	89	92.5%	91.6%	Close to average	Relative improvement	-
2018/19 (3 term)	88	93.7%	94.4%	Close to average	Not available	High - FSM

Attendance improved from 2023/24 to 2024/25 and being slightly above National 2024/25 (+0.2% whole school, +0.01% FSM6)

## 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
Chatty Therapy	Chatty Therapy
Read Write Inc	Oxford University Press

Jigsaw PSHE	Jigsaw Education Group
Spelling Shed	Ed Shed
Ready Steady Write	Literacy Counts
Ready Steady Read	Literacy Counts
Testbase	

The following activities are also subsidised from the main school budget:

Extra curricular activities and after school clubs.

Trips and visitors.

Membership of the Kirkby Gallery

Theatre performances.

## 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)

## Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

## Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.



