

Pupil Premium Strategy Statement

Pensby Primary 2025

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

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

School overview

Detail	Data
Number of children in school	221
Proportion (%) of pupil premium eligible children	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kirsty Wright
Pupil premium lead	Kirsty Wright
Governor / Trustee lead	Jennie Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,445
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
Total budget for this academic year	£56,445
<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>	

Part A: Pupil Premium Strategy Plan

Statement of intent

We recognise that children enter Pensby Primary with varying levels of development across all areas and we aim to ensure that teaching is responsive to these needs. We are committed to using early assessment information to identify gaps promptly and provide targeted support that enables all children to make strong progress from their individual starting points.

It is our intent to ensure that all children build secure foundations in early reading, maths and communication and language so they can access the full curriculum with confidence. High-quality teaching is central to our approach so that we enable children to make strong progress from their individual starting points. We aim to provide equitable access to skilled teachers, effective interventions and well-sequenced learning that reflects children's needs. Our approach is rooted in the belief that every child can achieve and we are committed to a 'learning without limits' culture in which no pupil is left behind.

We use analysis from reception baseline data and WELLCOMM screening to identify barriers early and to ensure that support is precisely matched to need. Prioritising staffing in Early Years, ensures that we provide targeted support from robust assessments and ongoing daily reflections. This is to strengthen our use of evidence-informed strategies, ensuring timely intervention delivered by trained staff and maintaining high expectations for all children. By embedding this practice across the school, we aim to close attainment gaps, improve confidence and attainment and ensure that every child has the opportunity to succeed.

Baseline assessments show that many children enter Reception with early story comprehension, variable expressive and receptive language skills and varied and emerging phonological awareness. To address these needs, we provide explicit, systematic teaching of early reading and phonics, alongside rich opportunities for vocabulary development, oral language practice and structured story experiences that support children in understanding narrative structure and developing early comprehension. The use of Drawing Club supports oracy in Reception by making talk purposeful, playful and accessible. It gives children something concrete to talk about, time to think and an adult who actively models and extends language.

In maths, children demonstrate a wide range of starting points, with many requiring intervention and support in numeral recognition, number sequencing, counting accuracy, early calculation and patterning. Our intent is to strengthen children's conceptual understanding by providing high-quality, hands-on mathematical experiences that build

fluency, support sequential understanding of number and promote early problem-solving through carefully planned teaching and intervention.

Our curriculum and provision are designed to equip children with the foundational skills needed for future success across the whole curriculum and each key stage. Both are designed to reduce barriers to learning, develop confidence and ensure that every child has access to a high-quality curriculum regardless of their starting point.

Our approach is shaped by a clear understanding of our individual children's needs from robust diagnostic assessments, rather than preconceived ideas about disadvantage. The strategies we have chosen work together to support children in making strong progress.

To ensure these approaches are effective, we will:

- provide appropriate challenge for disadvantaged children in the work set
- intervene promptly when additional need is identified
- take collective responsibility through the implementation of a whole school approach that maintains high expectations for what disadvantaged children can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that many children are still developing phonological awareness. While some can identify words with the same initial sound, they are not yet consistently identifying individual phonemes.
2	Baseline assessments show that understanding of story structure is also emerging, with several children able to answer simple questions but not yet demonstrating awareness of narrative sequence or organisation. These gaps affect early decoding, comprehension and confidence with story-based learning.
3	Early WELLCOMM and Reception baseline data shows that communication and language skills vary across the cohort. Children arrive with varying levels of vocabulary, sentence structure, pronunciation and confidence in speaking and targeted support is required for some children. Without targeted support, these barriers can lead to long-term gaps in communication and language and then impacts upon attainment in literacy and other areas of learning.

4	Assessment data shows varied starting points in early maths, with several key concepts not yet secure. Many recognise numerals only to 10, with many only recognising numbers to 5. Sequencing beyond 5 or 10 is a challenge for most children. Counting accuracy varies and is often limited to 10 objects, with some children struggling to count up to 3. Early calculation is not yet established, with few children combining quantities to solve simple number stories. Pattern recognition is also at an early stage. These gaps indicate the need for targeted support in early number, sequencing, calculation and patterning.
5	School attendance data has historically shown that attendance for some disadvantaged children has been inconsistent, which has resulted in periods of missed learning. Patterns from previous cohorts shows that children gaps in knowledge have accumulated during extended periods of absence with some children' experiencing difficulties reintegrating into school with absence impacting social relationships and children' sense of belonging.

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
Pupils develop secure early phonological awareness and become confident, fluent readers who can decode unfamiliar words, understand what they read and engage positively with texts across the curriculum, showing good comprehension skills.	<ul style="list-style-type: none"> ● Disadvantaged children leave Reception confident with phase 3 phonemes. ● Disadvantaged children leave Reception able to discuss and understand texts, identifying key events and characters. ● Disadvantaged children leave Reception using newly learnt vocabulary from familiar stories in their own narrative play and conversation. ● Disadvantaged children meet the expected standard in phonics at the end of Year 1. ● Outcomes at the end of Year 2 are broadly in line with non-disadvantaged peers.
Pupils will develop a clear understanding of basic story structure, including narrative sequence and organisation enabling them to follow and retell stories with improved	<ul style="list-style-type: none"> ● By the end of Reception, children can listen to and follow a simple story read aloud.

<p>comprehension, decoding skills, and confidence in story-based learning.</p>	<ul style="list-style-type: none"> ● By the end of Reception, children can sequence key events from a story using pictures or simple sentences. ● By the end of Year 1, children can retell a story in the correct order using story language or prompts. ● By the end of Year 2, children can answer simple retrieval questions about a text. ● By the end Year 2, children can make simple predictions about what might happen next in a story. ● Outcomes at the end of Year 2 are broadly in line with non-disadvantaged peers.
<p>Pupils improve expressive and receptive language skills, enabling them to participate confidently in discussions, understand instructions, and use language effectively to support early literacy and social interaction.</p>	<ul style="list-style-type: none"> ● 85% of children meet or exceed age-related expectations for receptive language in Reception. ● Pupils follow one- and two-step instructions with increasing consistency. ● Pupils use extended sentences to express ideas, experiences and responses. ● Pupils confidently join in group discussions, responding appropriately to questions. ● Pupils retell familiar stories or events, using appropriate vocabulary and sequencing language (e.g. first, next, last). ● Improved confidence in spoken communication across play-based and adult-led activities. ● Pupils can speak confidently for their audience and are able to discriminate between storytelling and conversation. ● Gaps in expressive language are identified at an early stage, enabling timely referral to Speech and Language Therapy (SALT), so that by the end of Year 2 children are discharged from the service having met their individual communication targets.
<p>Pupils will develop a strong foundation in number sense, calculation and mathematical confidence and secure early mathematical understanding by confidently recognising,</p>	<ul style="list-style-type: none"> ● By the end of Reception, children will recognise, count and sequence numbers to 10 and beyond.

<p>counting and sequencing numbers. Children will also be able to continue and re-create simple patterns.</p>	<ul style="list-style-type: none"> • By the end of Reception, children will begin to combine quantities and recognise simple patterns. • By the end of Year 1, children will recognise, count and order numbers to at least 20 and solve simple addition and subtraction problems using concrete and pictorial representations. • Outcomes at the end of Year 2 are broadly in line with non-disadvantaged peers.
<p>Disadvantaged children will demonstrate improved and sustained attendance, enabling consistent access to learning and reducing gaps in knowledge over time. Through well-being pathways, children will reintegrate successfully following any absence, rebuild positive social relationships and develop a stronger sense of belonging and engagement within the school community.</p>	<ul style="list-style-type: none"> • Attendance for identified disadvantaged children improves and is sustained over time, with a reduction in persistent absence. • Pupils returning from absence engage positively with learning through planned reintegration support led by the Mental Health Lead, ELSA, and pastoral team. • Positive peer relationships are re-established following absence, with children participating confidently in class and social activities. • Families engage effectively with pastoral support, attending meetings and accessing guidance, resulting in improved attendance, communication and pupil well-being. • Overall unauthorised absence rate for all children being no more than 10%. • Attendance gap between disadvantaged children and their non-disadvantaged peers is reduced.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics, Fresh Start Phonics and	Read Write Inc. Phonics is a systematic synthetic phonics programme that teaches children letter-sound correspondence, blending, segmenting, and then reading texts composed of decodable words.	1 and 2

Phonics Tracker £1,130	https://www.ruthmiskin.com/phonics/ https://educationendowmentfoundation.org.uk/reading-house/fluency Access to Phonic Tracker enables phonics to be tracked from F2-Y2. Gaps in attainment inform teaching and interventions and all staff are trained in the use of this assessment and tracking tool.	
Power Maths £1,252.66 £2,112	Power Maths follows the mastery approach for the teaching of maths and mathematical language. Rooted in the evidence-based research, it aims to build deep, sustainable understanding and mathematical confidence. Supported by White Rose, the curriculum is research-driven with each unit exploring the 5 big ideas for mastery. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/	3 and 4
Kelly Butler training Strong Foundations training and curriculum implementation EYFS £1,950	Establishing and embedding the Strong Foundations recommendations to secure language and communication and early literacy and maths foundations from a young age through play-based learning and strong teacher-child relationships. This ensures equity and inclusion from the start with the early identification and support for children with additional needs. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1, 2, 3 & 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rebecca Pearson SALT provision, tutoring and 1:1 support £7,920	<p>Effective communication skills are fundamental to a child's overall success, impacting their learning, emotional wellbeing and future academic and career prospects. The Education Endowment Foundation (EEF) highlights that communication and language approaches can significantly boost early learning, academic success, social and emotional development and long-term life outcomes.</p> <p>Specialist provision ensures that staff are regularly trained to deliver support sessions. Staff training and professional</p>	1, 2, 3, 4 and 5

	<p>development are crucial for implementing communication and language programs and approaches effectively.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	
<p>Additional adult support in EYFS</p> <p>£23,000</p>	<p>Training for additional and existing adults in EYFS based on high quality interactions</p> <p>https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years</p> <p>Prioritising the development of children’s language and communication early so that gaps do not occur as children progress through the school.</p> <p>1:1 and small group phonics interventions matched to the need and level of the child and not the age or stage.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Blackpool Research School Adapt Maths training for additional adult in EYFS https://researchschool.org.uk/blackpool/adapt-maths-wirral</p>	<p>1, 2, 3 and 4</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>My Happy Mind</p> <p>£480</p>	<p>Research-based programme to provide children with the preventative strategies, skills and tools they need to thrive. My Happy Mind explains the science behind their actions and their feelings, allowing the children to build resilience, confidence and self-esteem.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1, 2, 3, 4 and 5</p>
<p>ELSA</p> <p>£1,654 moving to £2,482 with increased need</p>	<p>Targeted emotional literacy support focuses on helping children understand and manage their own emotions, build their resilience, improve their self-esteem and develop their social skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4 and 5</p>

	Supervision ensures that strategies are evidence-based and at times preventative before SEMH needs can be supported at an early stage and with positive impact.	
Mental health and well-being £10,000	Dedicated mental health and well-being support for children and families has a positive impact on the attendance, well-being and attainment of children. Positive relationships are promoted through a collaborative and supportive environment. https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	1, 2, 3, 4 and 5
Dinner den provision at lunchtime £3,182	Targeted support is provided children as research shows that universal behaviour systems are unlikely to meet the needs of all children, especially at lunchtime. For children with more challenging behaviour, dinner den is provided and adapted to individual needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 3, 4 and 5
Trips and visits £1,087	Enrichment opportunities should be accessible for all children to broaden the experiences and cultural capital of all children. Equal access should be provided for disadvantaged children to enrich opportunities and broaden experiences.	1, 2, 3, 4 and 5

Total budgeted cost: £56,445

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved oral language skills and vocabulary among disadvantaged pupils.	<p>EYFS</p> <p>90% of the disadvantaged group achieved ELG in speaking and listening, attention and understanding</p> <p>81% of the disadvantaged group achieved GLD</p> <p>18% children have accessed SALT therapy this academic year. This includes therapy for 12% and 4% receiving assessments for further analysis of need.</p>
Improved reading attainment among disadvantaged pupils. Specifically reading fluency by the end of Year 2 and reading attainment by the end of KS2	<p>Phonics data:</p> <p>41% of the disadvantaged group reached the standard in phonics.</p> <p>Key Stage 1 Optional SATs data 2024-25-</p> <p>25% of the disadvantaged group achieved the expected standard in reading.</p>

	<p>Key Stage 2 SATs 24-25</p> <p>100% of the disadvantaged group achieved the expected standard in reading.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Key Stage 2 SATs 24-25</p> <p>50% of the disadvantaged group achieved the expected standard in maths.</p> <p>Internal data shows that</p>
Improve well-being provision for all pupils, but particularly our disadvantaged pupils	<p>10 pupils have received ELSA therapy. 7 have received a 6-week block with success and are now supported at classroom level.</p> <p>By the end of the 2024-25, 13 pupils received ELSA therapy.</p> <p>2 pupils remain on the ELSA programme long term. This had a positive impact upon attendance for one of the pupils.</p> <p>5 children have accessed Next Steps support. 1 pupil is still in receipt of support from the school's SEND TA. This has had a significant impact upon attendance for this child.</p> <p>Mental Health lead has worked with 7 children for blocks of therapy relating to bereavement, trauma and anxiety.</p> <p>Many of the pupils in receipt of therapy are SEND and/or PA. This has positively impacted attendance during blocks of therapy. The school remains committed to the progress made in relation to attendance of disadvantaged children and has increased capacity for support to sustain the increased attendance once blocks of therapy have finished.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>PA data is currently at 8%. This has significantly reduced due to the pastoral measures in place for all pupils.</p> <p>Absence data is currently at 5.3%</p>

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
Mastering Number	NECTM
Power Maths	White Rose & Pearson
RWI	Ruth Miskin- DfE approved
Welcomm	GL Assessments