

Pupil premium strategy statement – Heswall St Peter’s CE 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	275
Proportion (%) of pupil premium eligible pupils	4% (11 pupils)
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)	2025 - 2028
Date this statement was published	13.10.25
Date on which it will be reviewed	September 2026
Statement authorised by	Dave Wallace
Pupil premium lead	Dave Wallace
Governor / Trustee lead	John Dowler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£0

Part A: Pupil premium strategy plan

Statement of intent

We want all pupils, regardless of background, to achieve highly and make strong progress across the curriculum. Our strategy is focused on:

- High-quality teaching in areas where disadvantaged pupils need the most support.
- Early identification of need and swift intervention.
- Whole-school responsibility for outcomes and raising aspirations.

Our plan also supports other vulnerable groups, including pupils with a social worker and young carers.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps from Reception to KS2.
2	Greater difficulties with phonics, impacting reading fluency and comprehension.
3	Lower maths attainment compared to non-disadvantaged peers.
4	SEMH challenges, including executive functioning and transitions from home to school.
5	Lack of trends and small cohort necessitating individualised approaches.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language and vocabulary	Assessments and lesson observations show significant improvement.
Improved reading attainment	Disadvantaged pupils achieve age-related expectations or higher in reading, (internal and standardised assessments).
Improved maths attainment	Disadvantaged pupils achieve age-related expectations or higher in maths (internal and national assessments).

Improved wellbeing and engagement	High levels of wellbeing (pupil/parent surveys, observations). Increased participation in enrichment activities.
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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: £ 5175 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and curriculum planning in line with DfE/EEF maths guidance	Evidence-based guidance via Maths Hubs	3
Systematic Synthetic Phonics programme	Strong EEF evidence base	2
1:1 tuition in English and maths	EEF: high impact, targeted support	3, 4

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

Budgeted cost: £ 5360 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach/consolidation (English, maths, reading)	Research shows pre-teaching boosts confidence and learning	1, 3, 4
1:1 phonics catch-up	Accelerated catch-up for older pupils	2
Little Wandle phonics intervention	DfE validated programme	2
Targeted interventions (Toe by Toe, IDL, Write from the Start)	Proven structured approaches	2

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment and extra-curricular clubs	EEF evidence: arts participation improves engagement	4,5
Lunchtime wellbeing club, Lego therapy, sensory breaks, soft start	Improves transition, social skills, inclusion	5
SEMH groups, IEPs, debriefs, social communication interventions	EEF: SEL improves outcomes, wellbeing, behaviour	5
<i>ELSA support</i>	<i>Effective intervention for SEMH needs</i>	5

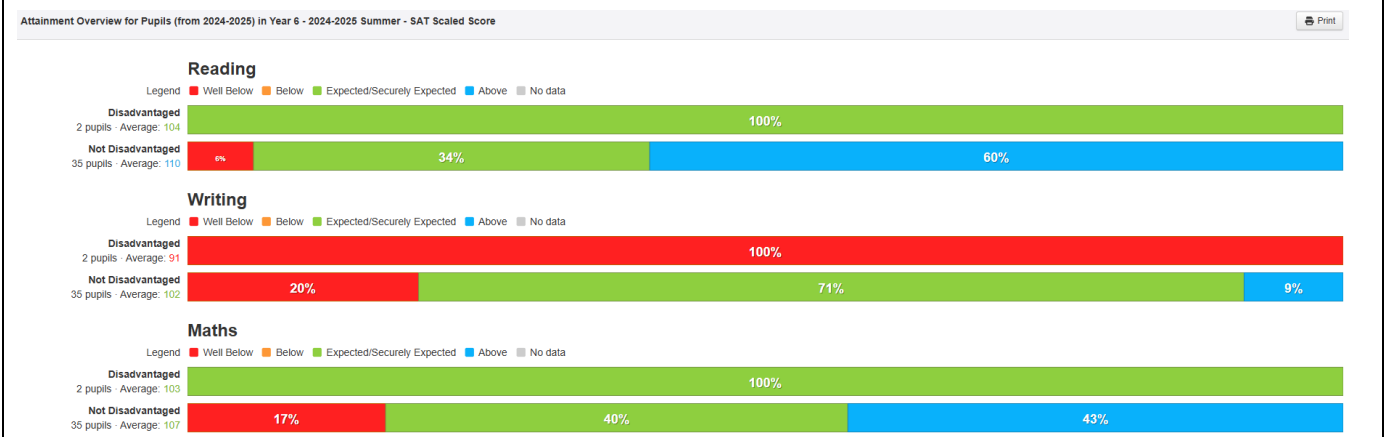
Total budgeted cost: £ 19,035

Part B: Review of the previous academic year

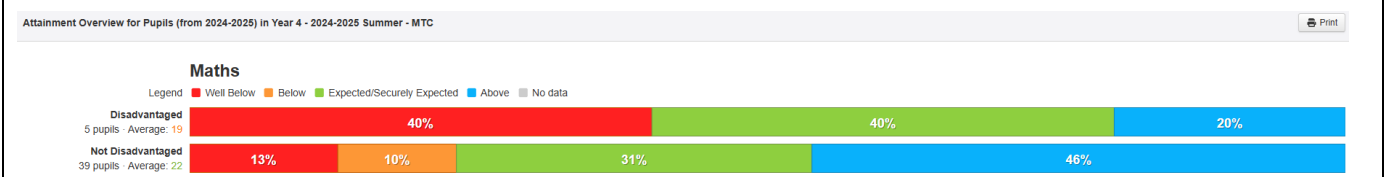
Outcomes for disadvantaged pupils

- Cohort size small (4% = 11 pupils), making national comparison unreliable.
- Outcomes considered on an individual basis.
- Some strong performances, but also some less strong performances. It is not possible to judge whether the gap has narrowed or widened as this is specific to the individualities of a small number of children. However there is clear evidence that in at least half of individual cases children make progress sand attain in line with non-disadvantaged children.
- Behaviour improved, but wellbeing needs remain significant. In particular increased difficulties with some pupils with the transition from home to school.
- The following data demonstrates the inconsistencies and lack of meaningful trends.

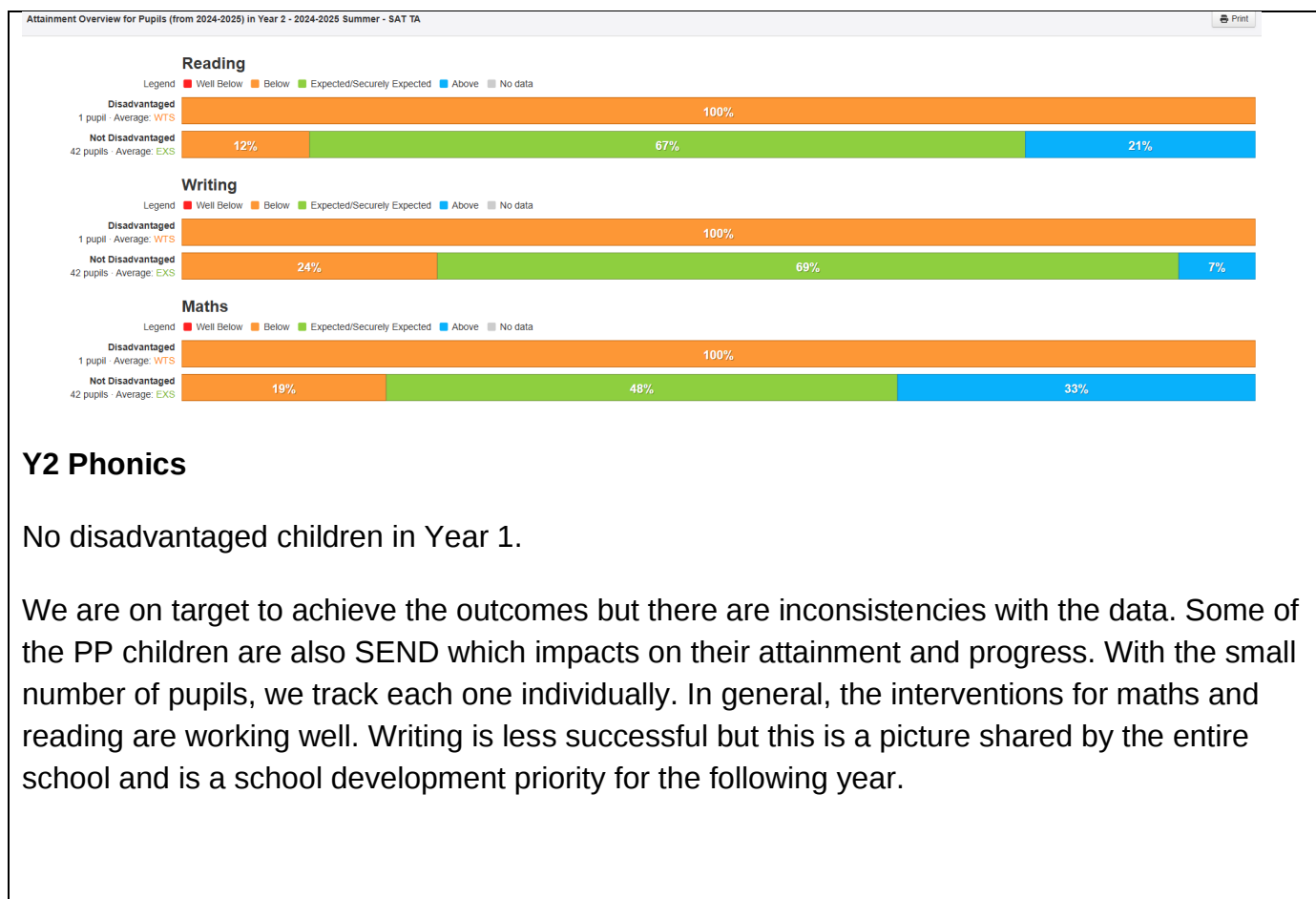
Y6 Data



Y4 Multiplication Check



Y2 Optional SATs



Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
- Spent on ELSA provision. - Spent on music lessons
The impact of that spending on service pupil premium eligible pupils
Positive impact: improved attitudes, academic and pastoral progress.

Further information (optional)

Additional Activity (Non-PP Funding)

- Embed effective feedback strategies (EEF evidence).
- Senior Mental Health Lead training to strengthen wellbeing provision.
- Broader extracurricular offer to build confidence, resilience, and aspiration.
- Flourish (Mental health support)

Planning, Implementation and Evaluation

- Evidence from assessments, surveys, book scrutiny, and conversations with parents/pupils/staff used to identify needs.
- Strategy shaped using EEF implementation guidance and learning from schools with high-performing disadvantaged pupils.
- Ongoing monitoring and evaluation to adapt approaches where needed.