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	237
Proportion (%) of pupil premium eligible pupils	6% (14 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)**	2026 - 2029
Date this statement was published	10.11.25
Date on which it will be reviewed	September 2027
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	£17,360
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*	£0

Part A: Pupil premium strategy plan

Statement of intent

Our vision is for every pupil, regardless of background, to achieve highly and make exceptional progress across a broad, balanced curriculum. Grounded in robust, research-informed evidence—including findings from the Education Endowment Foundation (EEF)—our Pupil Premium strategy prioritises:

- High-Quality Teaching First: Investing in targeted professional development and evidence-based classroom practices where disadvantaged pupils benefit most, as great teaching is proven to have the single greatest impact on vulnerable learners.
- Early Identification & Targeted Intervention: Swiftly identifying learning, language, and pastoral needs to deliver timely, structured interventions that prevent gaps from widening.
- A Culture of High Expectations: Fostering a whole-school responsibility for outcomes, removing non-academic barriers to learning, and actively raising pupils' aspirations.

While funding is targeted specifically to eligible pupils, our strategy intentionally supports other vulnerable groups with similar needs, including pupils with a social worker and young carers, ensuring equity across our school community.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language & Communication Deficits: Significant entry-level vocabulary gaps and underdeveloped oral language skills across Reception to KS2, limiting academic dialogue and curriculum access.
2	Phonics Acquisition & Reading Fluency: Delayed mastery of foundational phonic knowledge, leading to lower reading fluency and reduced comprehension across Key Stage 1 and Key Stage 2.
3	Mathematical Attainment & Fluency Gap: Lower attainment in mathematics for disadvantaged pupils compared to peers, stemming from gaps in core numerical fluency and mathematical reasoning.
4	SEMH & Executive Functioning Needs: Social, emotional, and mental health needs—compounded by low executive functioning skills and challenging home-to-school transitions—that impact pupils' emotional regulation and readiness to learn.
5	Cohort Volatility & Individualised Need: Small pupil numbers per year group result in statistical volatility, necessitating highly individualised, child-centric tracking and intervention strategies rather than broad cohort trends.

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 demonstrate accelerated growth in expressive and receptive vocabulary, articulately accessing classroom dialogue across the curriculum.	● EEF Tool / Diagnostic Tracking: Improved age-standardised scores in oral language baselines (e.g., WELCOMM / Nuffield Early Language Intervention). ● Classroom Practice: 100% of EYFS–KS2 classrooms explicitly teach tier-2/3 vocabulary, evidenced in book looks and learning walks. ● Attainment: Increased proportion of disadvantaged pupils achieving Expected Standard in Reading and Writing at the end of KS1 and KS2.
Disadvantaged pupils acquire foundational phonic knowledge rapidly, developing fluent decoding and high-level text comprehension.	● Phonics Check: Gap between disadvantaged pupils and national non-disadvantaged peers narrows significantly at the Y1 Phonics Screening Check ● Fluency Benchmarks**:** Reading fluency assessments (words-per-minute accuracy) show accelerated progress for targeted pupils. ● KS2 Reading: Percentage of disadvantaged pupils meeting Expected Standard and Greater Depth in KS2 Reading moves closer to or exceeds national averages.
Disadvantaged pupils develop strong mathematical fluency, confidence in reasoning, and retention of core numerical concepts.	● Fluency Checks: High accuracy and speed in multiplication tables (MTC at Y4) and key number-fact recall across KS1/KS2. ● Standardised Assessment: Standardised score gap between disadvantaged and non-disadvantaged peers closes term-on-term. ● End of Key Stage: Increased proportion of disadvantaged pupils achieving Expected Standard and Higher Standard in KS2 Mathematics.
Pupils develop self-regulation strategies, transition smoothly into school each morning, and maintain sustained focus during classroom learning.	● Engagement & Readiness: Reduction in lost learning time during morning transitions and lesson start-ups. ● Pastoral Tracking: Decrease in SEMH-related behavioural incidents and internal exclusions recorded on school tracking systems (e.g., CPOMS). ● Pupil Voice: Disadvantaged pupils report feeling emotionally supported and equipped with learning strategies in termly surveys.
Every disadvantaged pupil receives precise, individualised tracking and evidence-informed support tailored to their specific learning profile.	● Attainment and progress of PP children tracked through the schools Insight Data Platform

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: £ 4700

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	The Education Endowment Foundation places Phonics—specifically Systematic Synthetic Phonics — among its highest-value early literacy interventions. In the EEF Teaching and Learning Toolkit, phonics is rated as delivering +5 additional months of progress on average for a very low cost, supported by an extensive evidence base.	2
1:1 tuition in English and maths	The EEF Teaching and Learning Toolkit shows 1:1 tuition adds +5 months of progress on average (moderate evidence security). It is most effective when qualified staff deliver short, regular sessions (30 minutes, 3–5 times weekly) directly aligned with classroom learning. Small group tuition offers comparable impact at lower cost.	3, 4

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach/consolidation (English, maths, reading)	Research strongly supports both pre-teaching (front-loading knowledge prior to a core lesson) and consolidation (post-lesson reinforcement/practice) as highly effective approaches for accelerating progress, closing attainment gaps, and reducing cognitive overload.	1, 3, 4
1:1 phonics catch-up	Research from the Education Endowment Foundation (EEF) shows 1:1 phonics catch-up adds +5 additional months' progress. Highly structured, short daily sessions (15–30 mins) led by trained staff yield the highest impact, rapidly closing reading gaps for disadvantaged pupils when aligned directly with classroom phonics.	2
Little Wandle phonics intervention	Little Wandle interventions apply DfE Reading Framework and EEF evidence on systematic synthetic phonics. Using consistent, short daily catch-up sessions, targeted assessment, and decodable books, it rapidly builds decoding accuracy, fluency, and reading automaticity for lagging pupils.	2

Targeted interventions (Toe by Toe, Write from the Start)	Targeted literacy and motor interventions (*Toe by Toe*, *Write from the Start*) accelerate progress when delivered 1:1 or in small groups. EEF evidence shows short, frequent daily sessions with explicit fidelity and classroom alignment maximise decoding, spelling, and handwriting gains.	2

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

Budgeted cost: £ 5350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment and extra-curricular clubs	Research (EEF) shows enrichment yields modest academic gains (+2 to +3 months progress in literacy/maths), but strongly boosts attendance, social-emotional skills, self-regulation, and school engagement—essential foundational levers for closing the wider disadvantage gap.	4,5
Lunchtime wellbeing club, Lego therapy, sensory breaks, soft start	Research and EEF social-emotional learning evidence show targeted nurture interventions (wellbeing clubs, Lego Therapy, sensory breaks, soft start) build vital self-regulation, emotional readiness, and peer collaboration, removing non-academic barriers and significantly boosting school engagement for disadvantaged pupils.	5
SEMH groups, Pupil support plans, debriefs, social communication interventions	EEF and SEMH evidence shows social communication interventions and targeted SEMH support build essential self-regulation, emotional literacy, and conflict resolution skills (+4 months progress). These proactive debriefs directly reduce behavioural disruptions, improving classroom engagement and academic readiness.	5
ELSA support	Evidence for Emotional Literacy Support Assistants (ELSA) aligns with EEF Social-Emotional Learning findings (+4 months progress). Targeted 1:1 or small-group ELSA support develops emotional self-regulation, empathy, and anxiety management, significantly improving classroom readiness, attendance, and behavioural engagement for disadvantaged pupils.	5

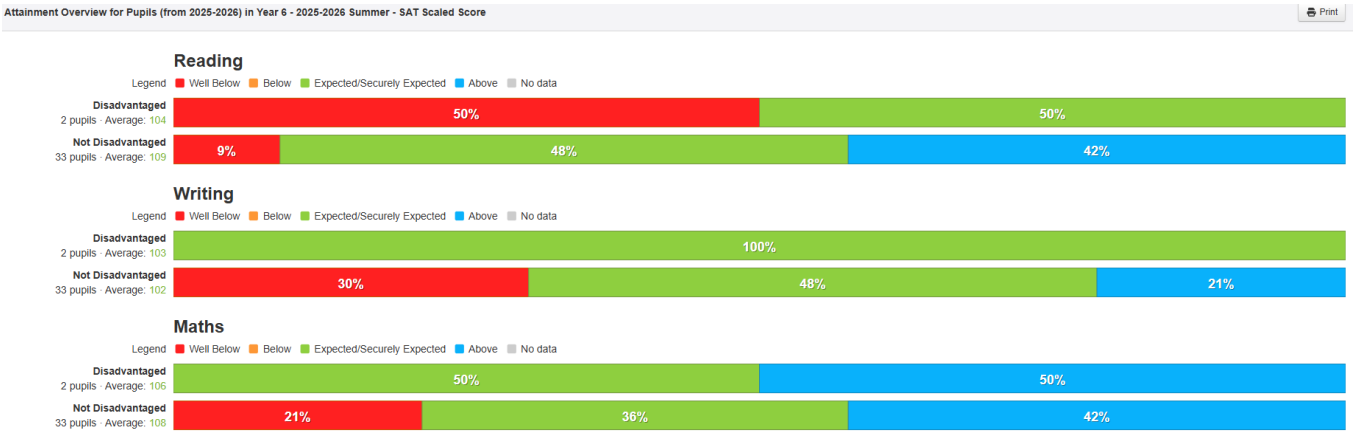
Total budgeted cost: £ 17450

Part B: Review of the previous academic year

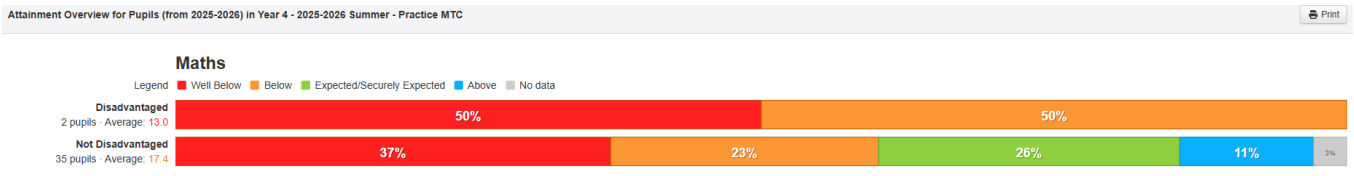
Outcomes for disadvantaged pupils

- 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 and ongoing challenges with EBSA.
- The following data demonstrates the inconsistencies and lack of meaningful trends.

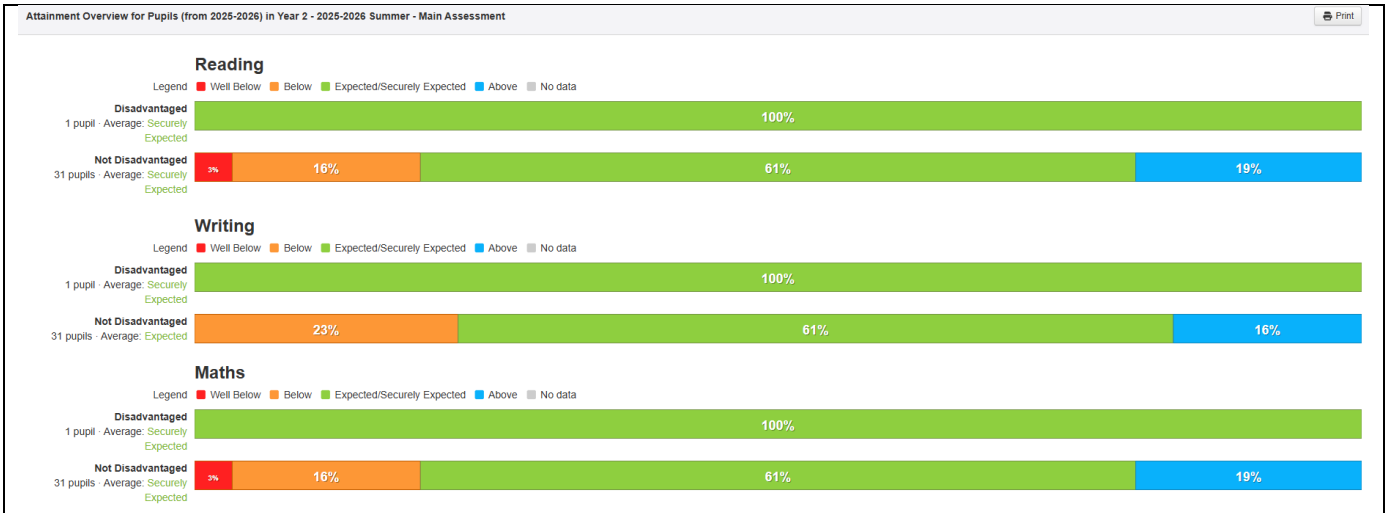
Y6 Data



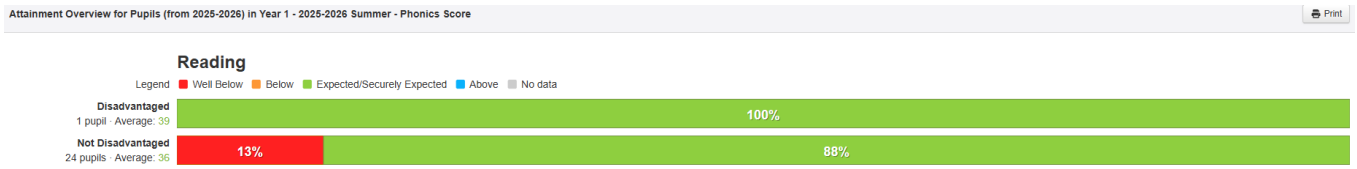
Y4 Multiplication Check



Y2 Optional SATs



Y2 Phonics



We are on target to achieve the outcomes but there are inconsistencies with the data. Some of the PP children are also SEND which impacts on their attainment and progress. With the small number of pupils, we track each one individually. In general, the interventions for maths and reading are working well. Writing is less successful but this is a picture shared by the entire school and is a school development priority for the following year.

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.

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.