



Bedford Primary School Pupil Premium Strategy Statement 2025

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 2025-26 and the outcomes for disadvantaged pupils last academic year, 2024-25.

School overview

Detail	Data
School name	Bedford Primary School
Number of pupils in school 398 - Sept 2024	392 - Sept 2025
Proportion (%) of pupil premium eligible pupils Sept 2024 data: 51% (204) PP eligible pupils currently on roll	Sept 2025 data: 50% (196) PP eligible pupils currently on roll
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Ruth Braithwaite and Allan Jones
Pupil premium lead	Jo Boulton
Governor / Trustee lead	Amy Wishart, Allan Jones

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£274,215.00
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	£274,215.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objectives:

- Reduce the gap between disadvantaged pupils and their peers to ensure that ALL pupils are given the chance to reach their full potential, being ambitious for all.
- All pupils, irrespective of their background or the challenges they face, receive and are able to access quality first teaching in all lessons and subjects across the curriculum.
- Provide timely and effective intervention to any pupil not making the expected progress or underachieving.
- Through early identification and effective intervention, ensure non-academic barriers to success (including social challenges, attendance, hunger, behaviour, cultural capital, mental health and well-being) minimise the impact on academic success, opportunities and life chances.
- Deliver a carefully structured, relevant and ambitious Bedford curriculum that ensures all children:
 - receive high quality early reading teaching;
 - receive the opportunity to develop their oracy skills via explicit teaching and oral language interventions;
 - are exposed to high quality texts and an ambitious literacy curriculum;
 - have a chance to excel via creative enhancements that identify their spotlight to shine.

How does our current plan work toward achieving these objectives?

- The provision to which funds have been allocated has been decided based on research about interventions which have the most impact. We have also considered strategies that have had the greatest impact upon pupil attainment and wellbeing. Both the [Educational Endowment Foundation](#) (EEF) 'Teaching and Learning Toolkit' and 'Guide to Pupil Premium' have been used to prioritise spending based on potential impact. Their [guide](#) to the use of Pupil Premium, recommends a tiered approach to Pupil Premium spending to ensure balanced approaches to improving **teaching**, **targeted academic support** and **wider strategies**.
- In line with EEF recommendations ([Teaching and Learning Toolkit | EEF](#)), our plan is underpinned by research around a number of low-cost, high impact interventions/strategies including: oral language interventions, arts participation, behaviour interventions, mentoring, phonics, reading intervention, social and emotional learning, teaching assistant interventions.
- Research from the Voice 21 Foundation and The Oracy Education Committee [We need to talk, 2024 – Oracy Commission](#) also shows that a high-quality oracy education can improve literacy

development and academic outcomes and develop learners who can think critically, reason together and have the vocabulary necessary to express their knowledge and understanding.

- Good teaching is the most important lever schools have to improve outcomes for disadvantaged (and all) pupils (*EEF*). Quality first teaching and interventions, the removal of barriers and a high-quality curriculum that is accessible to all are key elements to this plan.
- The key recommendations from the July 2025 DFE Writing framework <https://www.gov.uk/government/publications/the-writing-framework> are also weaved throughout our school improvement work and therefore are underpinning the drive to raise standards for all.
- The staff in Reception and Year 1 are also working closely with consultants from Early Excellence, to review provision and approaches to teaching and learning, ensuring we secure strong foundations for all pupils.
- The principals underpinning the 2026 National Year of Reading agenda also are driving our priorities with a focus on developing fluency and reading for pleasure.

Key Principles of our strategy:

- Pupil Premium spending can make a real difference to all pupils including middle and high attainers, young carers, children with social workers and those with SEND.
- High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support.
- The aims of this plan are fully in line with school improvement planning.
- High quality CPD, support and peer coaching ensure best use and deployment of staff.
- Strategies used are research based and evidence informed.
- An ongoing focus on developing quality first teaching and a rich curriculum that is inclusive and accessible to all.
- Curriculum development has a clear and consistent pedagogy and is underpinned by the latest Ofsted and *EEF* publications.
- Robust monitoring and review cycle.
- Use of NFER teacher administered assessments alongside termly progress meetings, plot pupil progress and attainment in order to evidence impact and ensure consistent challenge and support.
- Our work with the Cradle to Career project also means that WellComm, PASS and GL reading assessments are also using track progress of key, vulnerable groups.

Challenges

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

Challenge number	Detail of challenge
1	Low level of speech, language and communication Attainment on entry highlights the significant number of children working below the expected standard, especially in the areas of communication, language and literacy. Reception Baseline teacher assessment:

	Sept 2023: Reading - below 79% within 21% above 0% Writing - below 79% within 21% above 0% Numbers - below 47% within 53% above 0% Sept 2024: Reading - below 75% within 25% above 0% Writing - below 79% within 21% above 0% Numbers - below 77% within 23% above 0% Sept 2025: Reading - below 74% within 25% above 1% Writing - below 62% within 38% above 0% Numbers - below 48% within 51% above 1% General whole school overview: • 2025 data - Speech and Language is the greatest special educational need affecting 59 pupils on the SEND register (49% of SEN pupils) and 14.9% of the school population as a whole. • 2024 data - Speech and Language is the greatest special educational need affecting 54 pupils on the SEND register (46.6% of SEN pupils) and 13.4% of the school population as a whole.
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2	Attendance, punctuality and readiness to learn upon arrival at school: Despite every effort and many bespoke and personalised approaches to tackling attendance, it continues to be our greatest challenge. For the last 3 years the attendance of PP eligible pupils has been below that of all pupils. Contextual information sits behind this data but if children miss school, they truly do miss out. Attendance: - Attendance for PP eligible pupils was lower than that of all pupils last year and historically. 2022-23: PP attendance = 89.7% All pupils: 91.1% 2023-24: PP attendance = 91.06% All pupils: 92.2% 2024-25: PP attendance = 90.7% All pupils: 92.5 % Persistent Absence (pupils who miss 10% or more of their total possible school sessions over a given period) - PA 2022-23: 83/140 (59% of persistent absentees) are PP eligible pupils. - PA 2023-24: 77/119 (65% of persistent absentees) are PP eligible pupils. - PA 2024-25: 71 / 109 (65% of persistent absentees) are PP eligible pupils
3	Narrowing the attainment gap Assessments and data demonstrate that attainment of Pupil Premium children is lower than non-PP children across school. (See Part B)
4	Social, emotional and mental wellbeing (exacerbated historically by Covid 19/pandemic): We have seen an increase of teacher referrals and parental requests for SEMH support since the pandemic, particularly regarding resilience, self-regulation and anxiety. This has led to in school services and support being put under immense pressure. We offer a wealth of services to support our children, many of which are already at capacity and have waiting lists. Throughout the year we constantly review the provision we offer according to need and seek to increase places when possible. In line with this, the mentoring team have also noticed a decline in the mental well being of many of our parents and carers, who also need additional support. <u>Dec 2024 data</u> 42% of PP eligible pupils who are on the SEND register have SEMH needs - High % of PP eligible pupils on the vulnerable list: 29/35 pupils (89% of vulnerable list) 15% of all PP eligible pupils are on the vulnerable list. <u>Dec 2025 data</u> 31% of PP eligible pupils who are on the SEND register have SEMH needs - High % of PP eligible pupils are on the vulnerable list: 33/35 pupils (94% of vulnerable list) an increase of 5% from the previous year

	17% of all PP eligible pupils are on the vulnerable list an increase of 2% from the previous year
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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
Reduced attainment gap between PP and non PP pupils in Phonics, Reading, Writing and Maths	Increase the percentage of pupil premium eligible pupils achieving the expected standard in phonics, reading, writing and mathematics across the school.
Improved oracy/speech and language skills.	- Speech and Language Therapy impact reports, observations and formative assessments indicate significantly improved speech and language skills for target pupils. - Teacher observations/assessments note impact (including impact upon pupil writing) of language interventions, teacher modelling, oracy activities and use of stem sentences.
Attendance, punctuality and readiness to learn upon arrival at school	Sustained and improved attendance for disadvantaged pupils demonstrated by: - A reduction in absence rate for disadvantaged pupils and % attendance to be above/at least in line with national. - Year upon year, a reduction in the gap between % attendance for all pupils and disadvantaged pupils. - Year upon year, a significant reduction in the % of disadvantaged pupils who are persistently absent. - In-depth pupil progress discussions/teacher observations note readiness of pupils. PP eligible pupils aspire to achieve well and have self confidence in their academic ability evident through pupil voice.
Social, emotional and mental wellbeing	Voice of the child / PASS scores show improved perceptions of themselves as a learner/their learner capabilities, resilience, confidence, relationships and their ability to articulate, recognise, regulate and manage their emotions.

	- Individual progress/exit reports from external agencies show improvement in self confidence, emotional intelligence and resilience - Tracking including ELSA/Boxall assessments show improved scores
Pupil Premium children to access a wide range of enrichment activities / experiences	PP children's voice of the child feedback from projects shows a positive response and impact to enrichment activities and experiences

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: £114,793 (70% TA cost £113,293, RWInc cost - £1500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics (Early Reading Support, Online training portal access to high quality CPD for teachers/TAs and in-depth half-termly 'Progress' meetings/Development Days led by Ruth Miskin consultant to forensically review the progress of/intervention needed by all children and quality assure Reading Leader support.	Phonic approach has clear starting points and tracking and a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children. This robust phonics approach is delivered with fidelity and embedded as part of a rich literacy environment. EEF Teaching & Learning Toolkit - phonics EEF Guidance Reports - Improving Literacy KS1 & 2	1, 3
TA classroom support Additional Class Teaching assistants to support groups /1:1 within class.	TAs are used to add value to what teachers do in class and to deliver high quality one-to-one and small group support. EEF Teaching Assistants Report	3

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

Budgeted cost: £62,931 (30% TA cost £48,554, Speech and lang £14,376)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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TA delivered small group / 1:1 interventions Carefully planned/needs driven interventions may include: Speech and Language Interventions, 1:1 or small group RWInc interventions, Write Away, precision teaching, 1:1 / group reading interventions Teachers and Teaching Assistants will also be used to deliver interventions to those children identified as needing specific instruction or intervention to address gaps in their knowledge. (RWINC/Herts fluency intervention/Talk Partners/Word Aware/Talk Boost/Bucket Therapy)	Making Best Use of Teaching Assistants - EEF report EEF Making Best Use of Teaching Assistants ● Evidence-based interventions adopted - all with clear starting points. and regular monitoring/timely impact reviews (in collaboration with class teacher), ongoing professional dialogue, assessments and end points. ● Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants ● Explicit links to classroom teaching made See also below: EEF advice relating to small group tuition. EEF Teaching & Learning Toolkit - Oral Language Interventions 1:1/Group Reading Interventions EEF Guidance Reports - Improving Literacy KS1 & 2 Recommendation 8: Use high-quality structured interventions to help pupils who are struggling with their literacy	1,3
Intensive Speech & Language Therapy (delivered by private therapists) - including targeted support for pupils in EYFS.	SALT interventions There is a strong evidence base that suggests that oral language interventions (and those designed to improve early spoken language) have a high impact for a low cost. Children are assessed on entry to EYFS and identified children are referred to Liverpool SALT, a method advised by the SALT team as being more effective than whole population screening.	1

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

Budgeted cost: £ **£94,476**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support and targeted intervention Learning Mentor/Delivery of ELSA programme Hope's Therapy Dogs - targeted SEMH (Social, Emotional, Mental Health) intervention	‘Closing the disadvantage gap’ evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL (Social, and Emotional Learning) skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF	2,4
Pastoral Attendance staff (including Attendance Officer) Including: First Day Response systems/strategies Targeted daily pick-ups Systematic tracking of data / A Star Attendance support plans Rewards/incentives	Supporting attendance EEF In tackling disadvantaged pupils, attendance remains one of our greatest challenges.	2
Magic Breakfast Subscription & Staffing	We offer a universal free breakfast for all children through Magic breakfast, Grab and Go bagel offer. This ensures children arrive at school with the necessary nutrition to focus and learn, thereby improving attendance, concentration, and academic achievement. https://www.magicbreakfast.com/wp-content/uploads/Magic-Breakfast-Annual-Report-2024.pdf	2,4

Subscription to St. Helens Library	Links to provision of high quality teaching and curriculum development EEF blog: Combining reading with writing instruction: an integrated approach Literacy Trust - Primary School Library Review A subscription to the service ensures access to high quality, age appropriate texts, which empowers learning and inspires young readers. The service also allows us instant, easy access to resource and enrichment boxes and topical book boxes (to tackle current affairs and themes that are hitting the headlines e.g. gender equality, recovery, loss and trauma or the Black Lives Matter agenda). Exposure to a current and diverse range of high-quality reading materials is key to engaging children and affording them choices, aspirations and a boost in cultural capital. To further enhance the reading materials provided and available to children in our school library, this subscription also allows access to a wider range of reading resources, props, costumes and artefacts. Additionally, securing project, topic or other specific genre boxes (e.g. graphic novels or particular non-fiction texts) from the service also allows us to meet the interests of 'reluctant readers'.	3
Access a wide range of enrichment activities / experiences CORAM Shakespeare project (Y4)	After participation in the Shakespeare project in 2023 it was evident from pupil voice surveys the emotional impact the experience had on the children and their parents / carers. Throughout the process, teachers saw the children grow in confidence and develop skills not directly taught in class. For many of the PP children it was a once in a lifetime experience. Arts participation EEF	1,2,3,4

Total budgeted cost: £274,200

Part B: Review of the previous academic year **Outcomes for disadvantaged pupils**

Indicates positive improvement for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the academic year 2024 - 2025. Data set is taken from Arbor August 2025.

Reducing the attainment gap

EYFS

- 53.6% of our 2024-25 reception cohort achieved the GLD in Summer 2025. This is a 1% increase compared to the previous year and a 7% increase compared to 2022-23
- GLD National average for 2025 was 68.3%.
- 35% of PP pupils achieved a GLD in 2024-25, which was a decrease of 7.1% on the previous year (42.1%) However, 10 PP pupils were SEND. Nationally, 57.1% PP pupils achieved a GLD, meaning we are below national average by 22.1%
- The percentage of PP children achieving expected in speaking continued to rise and exceeded non PP children (PP achieving expected in speaking 2022-23 52%, 2023-24 70.8%, 2024-25 76.2%) showing an increase of 5.4% from the previous year. This evidences the impact of the work completed in oracy and SALT interventions
- The percentage of PP achieving expected in gross motor skills continued to rise and exceeded non PP children (PP achieving expected in gross motor skills in 2022-23 68% , 2023-24 91.7% 2024-25 95.2%) showing an increase of 3.6% from the previous year.
- The percentage of PP children achieving expected in managing self continued to rise (2022-23 56%, 2023-24 70.8%, 2024-25 90.5%) showing an increase of 19.6% from the previous year.
- The percentage of PP children achieving expected in comprehension continued to rise (2022-23 52%, 2023-24 70.8%, 2024-25 71.4%) showing an increase of 0.6% from the previous year
- The percentage of PP children achieving expected in writing continued to rise (2022-23 40%, 2023-24 50%, 2024-25 57.1%) showing an increase of 7.1% from the previous year
- The percentage of PP children achieving expected in number continued to rise (2022-23 60%, 2023-24 70.8%, 2024-25 76.2%) showing an increase of 1.2% from the previous year
- The percentage of PP children achieving expected in numerical patterns continued to rise (2022-23 60%, 2023-24 75%, 2024-25 76.2%) showing an increase of 1.2% from the previous year
- The percentage of PP children achieving expected in people and communities continued to rise (2022-23 44%, 2023-24 75%, 2024-25 76%) showing an increase of 1.2% from the previous year

Phonics

- 75% of our 2024-25 Year 1 cohort passed the phonics screening in Year 1. This is an increase of 5.9 % from the previous year (69.1%)
- 77.8% of PP children passed the screening in 2024-25, which is a 25.8% increase from the previous year. (2022-23 70%, 2023-24 52%, 2024-25 77.8%) This highlights the effective work of the early reading leader and their intervention support team
- The national average for 2025 was 79.9% for all pupils and 66.8% for disadvantaged pupils.

This shows our PP children performed above national average by 11%.

- Notably, the national results for disadvantaged pupils showed a slight decrease from 68.7% in 2023/24, whilst non-disadvantaged pupils maintained their upward trajectory from 84.8% to 85.1%. <https://arbor-education.com/blog-data-drop-national-phonics-results-2025/>
- Our data shows a 3 year average of 65% for PP children compared to a 3 year national average of 80% (2023 79%, 2024 90%, 2025 81%)
- This progress shows the impact of our Early Reading Leader, their intervention team and our work with the RWInc consultant. Read Write Inc Assessments (completed every 6-8 weeks), termly RWInc consultancy progress meetings clearly and accurately identify the exact gaps and phonic interventions to be put in place to track disadvantaged (and all) pupils to get them back on track and to ensure that their phonic progress does not impact upon their reading attainment and curriculum access.

KS1

*Three PP who are also SEN pupils in the data set, attended part time. Another 1 attended off-site provision. Two have since transferred to specialist settings.

- KS1 combined attainment (reading , writing, maths) in 2024-25 was 48.2% showing a decrease of 5.2% from the previous year. The national average for 2024-25 was 60.9%
- In 2024-25, 50% of PP children achieved the KS1 combined attainment at expected or above. This is an increase of 9.1% from the previous year and PP children outperformed non PP.

Writing

- In 2024-25, 48.2% of all pupils were teacher assessed as achieving the expected standard, which was a decrease of 7% from the previous year.
- 50% of PP pupils achieved expected in 2024-25, which is an increase of 9.1% from the previous year. (40.9% 2023-24, 57.9% 2022-23)

Reading

- In 2024-25, 57.1% of all pupils were teacher assessed as achieving the expected standard, which was a decrease of 13.5% from the previous year. However, the starting point, end of year 1 data, for this cohort (28% ARE) still indicates positive progress throughout the year.
- 53.6% of PP pupils achieved expected in 2024-25, which is a decrease of 14.6% from the previous year. This has impacted on our increasing 3 year trend (2022-23 63.2%, 2023-24 68.2%)

Maths

- In 2024-25, 58.9% of all pupils were teacher assessed as achieving the expected standard, which was a decrease of 18.7% from the previous year.

- 53.6% of PP pupils achieved expected in 2024-25, which is a decrease of 28.2% from the previous year. This has impacted on our increasing 3 year trend (2022-23 76.3%, 2023-24 81.8%)
- 3.6% of PP pupils were assessed as being greater depth in 2024-25, an increase of 3.6% from the previous year.

Multiplication Check

- Our mean average score for all pupils in 2024-25 was 18.9 compared to 2023-24 which was 18.87. This is below the national average of 21.
- Average score of pupil premium children in 2024-25 was 18.53, showing an increased score of 0.81 from the previous year. Across 3 years this shows a gradual increase (2022-23 15.16, 2023-24 17.71, 2024-25 18.53)
- 2024-25 The DFE reports that nationally disadvantaged pupils performed less well in the multiplication tables check than other pupils. The average attainment score of pupils who took the check increased for disadvantaged pupils from 18.3 to 18.9, and for non-disadvantaged pupils from 20.9 to 21.3. Our data is in line with the national performance of disadvantaged pupils.
- 6.5% more PP pupils achieved 25/25 compared to last year.
- In 2024-25, 5 (13%) of disadvantaged children scored 25/25 and 5 (25%) non disadvantaged pupils scored 25/25
- In 2024-25, 18 (47%) disadvantaged pupils scored 20+ and 11 (55%) non disadvantaged pupils scored 20+

KS2

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2024-25>

- KS2 combined attainment (reading, writing, maths) in 2024-25 was 35% a decrease of 4.2% from the previous year. 30% of PP achieved in this area, a decrease of 3.3% from the previous years. The national average was 47.4%, with Bedford showing a -17.4% gap between school and National average.
- * We have requested that 3 late entry, PP, mobile pupils (EAL) are removed from the data. If successful this would impact favourably on the combined attainment for PP pupils.

Writing

- In 2024-25, 50% of all pupils achieved the expected standard, which is a decrease of 6.9% from the previous year. (2023-24, 56.9%)
- 40% of PP children achieved the expected standard, a decrease of 10% from the previous year. (2022-23 48.3%, 2023-24 50%, 2024-25 40%) This fluctuating picture justifies the need for a continued focus on writing across the school. We are performing below national average (59.4%) by 19.4%
- It should be noted that KS2 were moderated in writing in 2023-24 by the Local Authority.
- PAG (Prior attainment group) measure for PP children +1.1

- 6 children who started in KS2 were PP and 2 were SEN and PP

Reading

- In 2024-25, 50% of all pupils achieved the expected standard, which is a decrease of 2.9% from the previous year. (2023-24, 52.9%). The average scaled score was 99.81, a drop of 0.03 from the previous year.
- 47.5% of PP children achieved the expected standard, an increase of 5.8% from the previous year (2022-23 58.6%, 2023-24 41.7%, 2024-25 47.5%) This shows a fluctuating 3 year trend. We are performing below national average (63.2%) by 17.7%
- The average scale score of PP pupils in 2024-25 was 98.63, and increase of 0.67 from the previous year. (2022-23 99.26, 2023-24 97.96, 2024-25 98.63)
- PAG (Prior attainment group) measure for PP children -0.7
- 6 children who started in KS2 were PP and 2 were SEN and PP

Maths

- In 2024-25, 56.7% of all pupils achieved the expected standard, which is a decrease of 0.2% from the previous year. (2023-24, 56.9%). The average scaled score was 100.35, an increase of 0.09 from the previous year.
- 55% of PP children achieved the expected standard, an increase of 5% from the previous year (2022-23 48.3%, 2023-24 50%, 2024-25 55%) We are performing below national average (60.6%) by 5.6%
- The average scale score of PP pupils in 2024-25 was 99.4, and increase of 0.82 from the previous year. This shows a 3 year increasing trend of PP children's average scaled scores (2022-23 97.41, 2023-24 98.58, 2024-25 99.4)
- PAG (Prior attainment group) measure for PP children +0.8
- 6 children who started in KS2 were PP and 2 were SEN and PP

Improved oracy/speech and language skills

Liverpool Speech and Language Therapy

At the end of each academic year, Liverpool SALT complete a detailed impact report, an extract of which is below. This evidences not only the high number of children with speech and language difficulties, especially in EYFS, but also the positive impact SALT intervention is having.

There were 17 new referrals to Liverpool Speech Therapy (private SALT) in the academic year 2024-25,, a further 25 children were reviewed, 6 referred on to NHS SALT and 1 to ENT. 22 were discharged (8 of these were PP). 16 are to continue receiving therapy at the end of the year (6 are PP). A further 12 were on a waiting list at the end of the year (5 are PP).

Attendance, punctuality and readiness to learn upon arrival at school

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29>

- 2024 - 25 data showed overall attendance was 92.5%
- 2024 - 25 data showed PP attendance was 90.7% and non PP attendance was 94.7%
- 2023 - 24 data showed overall attendance was 92.2% slightly below national of 94.5%
- 2023 - 24 data showed PP attendance was 91.06% and non PP attendance was 93.79%
- 2022 - 23 data showed overall attendance 91.33%
- 2022 - 23 data showed PP attendance was 90.04% and non PP attendance was 93.21%

Overall attendance has improved. However, our PP children show a fluctuating trend.

Figures are still below national average and so this is an area we continue to strive to improve. We are working closely with School Improvement Liverpool to ensure a forensic examination of every attendance and absence mark takes place, analysing patterns offering support and preventing absence.

Social, emotional and mental wellbeing

Addressing the social, emotional and mental wellbeing of our PP children is an ongoing area of focus, which is constantly adapted and reviewed.

The impact of SEMH interventions are measured through exit reports, Boxall assessment scores, voice of the child interviews and the overall behaviour and attitude of the child.

Learning Mentor support

- 36 PP eligible pupils (100%) accessed targeted, regular Learning Mentor support during the academic year 2024-25
- 14 PP eligible pupils (93%) had regular check in sessions with the Learning Mentor during the academic year 2024-25

Play Therapy Team

- 13 PP eligible pupils accessed support during the academic year 2024-25 out of a total of 16, meaning 81% of children accessing play therapy were PP.
- Many of these cases were challenging and needed ongoing, continued support regarding loss/bereavement, resilience, low self-esteem, ACES (Adverse Childhood Experiences) abuse, anxiety, social and emotional mental health issues, building effective relationships/friendships, boundaries/behaviour support and complex family situations.
- Progress noted on interim summary reports included: growth in resilience and self-confidence and pupils being able to effectively seek support (when feeling overwhelmed) from key staff.

Hope's Therapy Dogs

- 19 PP eligible pupils accessed Hope's Therapy Dogs support during the academic year 2024-25 out of a total of 20, meaning 95% of children accessing Therapy Dogs were PP.

Analysis of the data shows that all of these projects are having a positive impact on the social, emotional and mental health of the PP children who access them. However, due to the complexity of these cases, progress may be slow and is further impacted by a number of external factors that school has limited control over.

Further information

Additional support provided for PP families not dependent of pupil premium funding

Alleviating Poverty

- Christmas gift donations/pyjamas/toys/food hampers
- School Pantry (supported by MCKS charity)
- Food bank referrals (Liverpool/Sefton)
- Support with transport to school - e.g. bus pass.
- Signposting to Team Around the School drop-ins/practitioners (including for housing/debt advice)
- Support with shoes/clothing
- Signposting/referral to discretionary services.
- Free places in after school clubs allocated according to need
- BEST subsidised places on trips

Emotional support

- SEN funded in house nurture base

Additional opportunities

- Cultural capital opportunities / experiences
- Careers programme to develop aspirations