



Pupil Premium Strategy Statement 2025 – 2026

Our Christian Vision:

To ensure that each and every child should thrive, flourish and live life in all its fullness (*John 10:10*).

This statement details our school's use of pupil premium funding (for the 2025 to 2026 academic year) to help improve the attainment of our disadvantaged pupils (also referred to as children who need school the most). It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Our Pupil Premium Strategy is underpinned by our Christian vision and values to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling pupils, adults and families to flourish. The strategy is also aligned with one of our key priorities: to narrow the attainment, experiential and developmental gap between children who need school the most and their peers so that each and every child is able to flourish and reach their full potential.

School Overview

School name	St Silas CE Primary School
Number of pupils in school	347 (total) 258 (compulsory school age)
Proportion (%) of pupil premium eligible pupils	181 / 347 pupils (total) 52.16% 172 / 258 pupils (compulsory school age) 49.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/3 – 2025/6
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Academy Councillors
Pupil Premium lead	Richard Morris
Governor / Trustee lead	Asha Hassan

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year £1515 per child (compulsory school age)	£1515 x 172 £260,580
Pupil Premium for children who are looked after (or who have been previously looked after) £2630 per child	£2530 x 3 £7590
Service children funding allocation this academic year £340 per child	£340 x 0 £0
Total budget for this academic year	£268,170

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Silas CE Primary School, we firmly believe that our vision for each and every child to achieve their full potential sits at the heart of our Pupil Premium spending strategy.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>.

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues and barriers that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips, visits and learning experiences

Objectives

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring that each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies

The following strategies are used widely across school:

- **Identifying need**
Staff will assess the progress of disadvantaged pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to learning**
We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

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

Challenge	Detail of challenge
1	<ul style="list-style-type: none"> • Our attendance data over the last 3 years indicates that attendance of disadvantaged pupils has fluctuated between being broadly inline with non-disadvantaged pupils and being between 0.5% and 2.0% lower than non-disadvantaged pupils. In 2022/23, overall attendance for disadvantaged pupils was 93.2% compared to 95.1% for non-disadvantaged pupils. In 2024/25, overall attendance for disadvantaged pupils was 95.0% compared to 95.2% for non-disadvantaged pupils, a variance of 0.2%. • In 2022/23, 14.5% of disadvantaged pupils were classed as being 'persistently absent' or 'severely absent' compared to 9.7% of non-disadvantaged pupils. In 2024/25, this reduced to 16.1% compared to 11.8% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.
2	<ul style="list-style-type: none"> • Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to the rising cost-of-living, lack of employment opportunities, unsuitable and/or temporary housing and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. • Staff, parent and pupil self-referrals for pastoral support remain high. 42 pupils (34 of whom are disadvantaged) currently require additional support with social and emotional needs. • 6 children (4 families) are currently open to Family Help Support (either level 2 or level 3). A further 10 children (4 families) currently require single-agency support from the school's Family Engagement Support Officer.
3	<ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils indicate significantly underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from pre-nursery through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers, and therefore also affects their ability to keep up with the demands of the wider curriculum, particularly in Key Stage 2. • Targeted interventions and one-to-one tutoring have supported these children, and in 2025/25, 77% of disadvantaged pupils passed the Y1 Phonics Screening Check compared to 68% of pupils who are not disadvantaged.
5	<ul style="list-style-type: none"> • Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. • On entry to Reception class in the last 2 years, 70% of our disadvantaged pupils arrive below age-related expectations compared to 52% of non-disadvantaged pupils.

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 outcomes in early reading and phonics	At least 80% of disadvantaged children will achieve ARE or above in the Y1 PSC.
Increase in overall attainment in reading	At least 70% of disadvantaged children will achieve ARE in reading by the end of 2025/2026.
Increase in overall attainment in writing	At least 70% of disadvantaged children will achieve ARE in writing by the end of 2025/2026.
Increase in overall attainment in maths	At least 70% of disadvantaged children will achieve ARE in maths by the end of 2025/2026.
Increase in overall attainment of RWM (combined measure)	At least 60% of disadvantaged children will achieve ARE in reading, writing and maths by the end of Y6.
Emotional well-being and behaviour support of pupils and families	Children will demonstrate increasing resilience. Children will settle quickly into school / lessons and disruptions will be a rarity. There will be a reduction in negative incidents for those children who are receiving 1-1 emotional well-being intervention.
Increased rates of attendance and punctuality	Overall attendance will be in-line with national average (currently 96%), or above. The gap between disadvantaged and others will diminish. Rates of persistent absenteeism for all pupils will remain broadly in line with national average and will continue to reduce. The gap between disadvantaged children and others will continue to reduce.
Increased confidence and opportunity to develop oracy and spoken language skills.	Children will have more opportunities to develop oracy and spoken language skills through the curriculum and other enrichment opportunities, including the launch of a new Oracy 'Talk Tactics' framework.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Budgeted cost: £96,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop use of training and development resources (e.g. Leadership Matters, National College, EEF EYs coaching programme, external coaching, EIP, school improvement adviser) to ensure that quality first teaching is of a consistently high standard.</p> <p>Coaching will become an integral part of professional development. Staff at all levels will receive coaching support from peers and leaders. A 'teaching and learning team' will be trained to deliver effective instructional coaching. Leaders will also receive training to support their coaching of other staff.</p> <p>The use of quality feedback will improve pupils' attainment. Teachers will be clear on their own next steps and pupils' progress will be monitored continuously. Pupil progress practices are constantly evaluated and reviewed to ensure that they are effective in terms of improving pupils' outcomes.</p> <p>Teachers will have time to review and monitor their practice, developing quality first teaching for all. Teachers will have adequate release time to provide or be provided with high quality feedback.</p>	<p>The EEF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies add 7 months and an increase in attainment.</p>	<p>3 4 5</p>
<p>Develop subject leadership and the role of the subject leader so that the curriculum meets the needs of all learners and teacher subject knowledge develops.</p> <p>Children will receive strong quality first teaching.</p> <p>Subject leaders and the SENDCo will attend planning and development meetings for their subjects.</p>	<p>Developing curriculum knowledge will mean that teaching is strong. Subject leaders will monitor the impact of their subject, and they will track the progress of disadvantaged pupils. Disadvantaged pupils will make progress in-line with non-disadvantaged pupils. Subject leaders will have a clear understanding of adaptive strategies that can be implemented to support SEND pupils in their subject.</p>	<p>3 4 5</p>

<p>Subject leaders will be released to support class teachers with subject knowledge and pedagogy.</p> <p>Subject leaders, alongside leaders, will continuously evaluate the impact of their subject on all pupils, including disadvantaged pupils.</p> <p>Leaders will complete the Rainbow Leadership Programme or an equivalent NPQ.</p>		
<p>Through using a DfE approved phonics scheme (Read Write Inc), leaders and teachers will continue to prioritise the teaching of early reading so that all children leave key stage 1 as competent readers.</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: <u>Education Endowment Fund</u></p>	4
<p>Access to Educational Psychology is an essential part of ensuring the early identification of SEND and making sure that children who need more targeted or intensive support and/or referral for further diagnosis receive the support that they require. School accesses Educational Psychology through an annual subscription to the local SEND Consortia and a private agreement with an external EP.</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	3 4 5

Targeted academic support
Budgeted cost: £73,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellcomm</u> The Wellcomm Intervention is a programme for children in Early Years. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Education Endowment Fund</u></p>	3
<p><u>RWI 1:1 (one-to-one tutoring)</u> Children who are behind age related expectations will have targeted reading interventions to improve their reading ability. Sessions will be delivered by a trained LSA and monitored by the RWI lead. The progress will be monitored during each session.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3 4
<p><u>Number Stacks</u> Number Stacks is an intervention designed to support children in</p>	<p>Number Stacks is used to support targeted intervention, providing scaffolded learning for students who</p>	3 4 5

<p>developing their understanding of key mathematical concepts through a hands-on, concrete approach. It uses physical resources (such as stacking cubes) alongside visual representations and structured guidance to help learners grasp number relationships, place value, and other foundational skills. The program is aimed at building confidence in maths, especially for students who struggle, by breaking down concepts into manageable steps. It emphasises progression from concrete to pictorial and finally to abstract understanding.</p>	<p>need additional support in areas such as basic operations, place value, and mental calculation strategies. Evidence supporting the effectiveness of the Number Stacks intervention comes from a combination of case studies, teacher feedback, and observations from schools that have implemented the program.</p>	
<p><u>School Led Tuition</u> Disadvantaged children receive targeted tuition in reading, writing and maths in order to raise their attainment. Tuition will focus on closing learning gaps identified by class teachers; each child will have specific targets. Tuition will be delivered either 1:1 or in small groups. This will include after school booster sessions, a series of 'Easter School' holiday booster sessions and additional 1:1 reading sessions with registered school volunteer readers.</p>	<p>The EEF toolkit states that this can add 5 months progress.</p>	<p>2 3 4 5 6</p>

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

Budgeted cost: £97,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance leads will be deployed to support families and promote good attendance in order to improve attendance and reduce levels of persistent absenteeism. Attendance officers will receive Designated Attendance Lead training from School Improvement Liverpool.</p> <p>School will also continue to work in partnership with the Education Welfare Service through a service level agreement.</p> <p>Our aim is to create a sense of belonging so that school is a safe environment and our curriculum is engaging. This will ensure that children value learning and want to attend.</p> <p>Where poor attendance is identified, supportive measures are put in place.</p>	<p>Research shows that children need to be in school everyday to achieve. This will also support with emotional wellbeing. There is statistical evidence to show that children who are absent, persistently absent and severely absent from school achieve significantly below their peers.</p>	<p>1 2</p>

<p>If attendance does not improve, further support will be put in place before the attendance is challenged further in-line with statutory guidance.</p> <p>Relevant staff (headteacher, Designated Attendance Lead and Deputy Designated Attendance Lead) have received relevant and ongoing training to support them in their roles and to ensure compliance with updated statutory guidance regarding school attendance.</p>		
<p>The school's Family Engagement Support Officer will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing and arrange meetings and workshops to ensure that parents have the support they need to help their children and are supported themselves. This links to our mission statement of providing an environment in which pupils, adults and families can thrive.</p>	<p>The EEF toolkit shows that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1 2 3</p>
<p>The school's Child Wellbeing Support Officer will work with children in a targeted way using interventions such as the Evolve intervention, Next Steps, Drawing & Talking and Lego Therapy to improve emotional wellbeing so that children are able to learn and achieve.</p> <p>Children have access to Sensory Snacks and a Calm Corner in every classroom.</p> <p>There are different Sensory Circuits available to children around school. Children can also access sensory spaces such as The Bubble and Mindful Bay.</p>	<p>Social emotional wellbeing support increases children's attainment due to being ready to learn.</p> <p>The EEF recommends that schools should create a positive and supportive environment for all pupils without exception. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement and wellbeing for all pupils.</p>	<p>1 2 3 4 5</p>
<p>A trained Seedlings therapist works with children to provide intensive, therapeutic support. The school's service level agreement with Seedlings provides intervention for two children per half term. This includes an initial assessment, ongoing support and consultation with parents.</p>	<p>See above.</p>	<p>2</p>
<p>School employ the services of a behavioural specialist to act as a positive wellbeing mentor for individual children and small groups of children.</p>	<p>See above.</p>	<p>2</p>

Total budgeted cost: £268,170

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

64% of disadvantaged pupils achieved GLD compared to 45% of non-disadvantaged pupils and 55% of the whole cohort.

77% of disadvantaged pupils passed the Year 1 Phonics Screening Check compared to 68% of non-disadvantaged pupils and 73% of the whole cohort.

84% of disadvantaged pupils achieved a Multiplication Tables Check score of 20 - 25 compared to 83% of non-disadvantaged pupils and 81% of the whole cohort. The average MTC score for disadvantaged pupils was 22.9 compared to 22.3 for non-disadvantaged pupils and 22.7 for the whole cohort.

53% of disadvantaged pupils achieved the expected standard for reading, writing and maths at the end of KS2 compared to 71% of non-disadvantaged pupils and 56% of the whole cohort.

Attendance for disadvantaged pupils was 95.0% compared to 95.2% for non-disadvantaged pupils and 95.1% for the whole cohort. Persistent absenteeism for disadvantaged pupils was 16.1% compared to 11.8% for non-disadvantaged pupils and 14.2% for the whole cohort.

Teaching has improved across school due to the introduction of regular instructional coaching and investment in CPD. This is evident in learning walks, pupil voice, book monitoring and a range of internal and external scrutiny (i.e. Ofsted, SIP).

The crucial work of the FESO and CWSO is having a positive impact on families and children, targeted interventions have shown impact and parent workshops and nurture groups have been positively received.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Leadership Matters	Leadership Matters
National College CPD	The National College
RWI Development Programme	Read Write Inc (Ruth Miskin Literacy)
Number Stacks	Number Stacks

Useful links:

- [Teaching and Learning Toolkit | EEF](#)
- [Home Recovery premium funding](#)
- [Using pupil premium: guidance for school leaders](#)
- [Home Pupil premium](#)