

Pupil premium strategy statement – Childwall 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	420
Proportion (%) of pupil premium eligible pupils	5.7% (24 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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lyndsey Lewis, Headteacher
Pupil premium lead	Lynn Duckworth, Deputy headteacher
Governor / Trustee lead	Peter Woodward, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be in response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations for what they can achieve

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- For all disadvantaged pupils, with SEND, to access high quality provision which enables them to make progress from their relative starting points
- For all disadvantaged pupils and persistent absentees to attend school, on time, every day to enable them to access learning
- To support our children's social, emotional and mental health and wellbeing to enable them to access learning

We will be utilising the EEF's recommended Tiered Planning Model to target provision in the following areas:

Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well evidenced, high impact teaching approaches, including:

Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in ‘catching up’. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.

Wider support – these strategies will focus upon ‘levels to attainment’ including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	A high number of pupils eligible for PP also have SEND, which affect progress in core areas (RWM). Internal and external assessments show that disadvantaged pupils generally make less measurable progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in reading comprehension, writing and verbal communication outcomes. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including limited verbal language and comprehension, and social interaction difficulties.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to adverse childhood experiences. Over half of our PP pupils are post-LAC. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.
4	Our internal attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Pupil Premium pupils often require additional support to develop resilience in their learning; without this, their engagement and academic outcomes can be negatively affected.

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
Disadvantaged pupils will develop stronger oral language skills and a broader vocabulary, enabling them to access the curriculum more effectively and express themselves with increasing accuracy and confidence from EYFS to KS2.	<ul style="list-style-type: none"> Assessments show a reduction in identified language gaps and accelerated progress for disadvantaged pupils compared with baseline. Pupils demonstrate richer and more accurate vocabulary in both spoken responses and writing (supported by EEF oral language guidance). Observations show disadvantaged pupils engaging more actively in dialogic teaching and collaborative tasks. By the end of KS2, the majority of disadvantaged pupils achieve age-related expectations in reading comprehension and writing, with improved vocabulary contributing to this progress.
Disadvantaged pupils, including those with SEND, make accelerated progress from their starting points in reading, writing and maths, with improved communication, independence and ability to articulate their learning needs.	<ul style="list-style-type: none"> A higher proportion of disadvantaged SEND pupils make expected or better-than-expected progress from starting points in reading, writing and maths. Targeted interventions (e.g., precision teaching, small-group instruction) demonstrate clear, quantifiable gains in monitored data. Pupil voice and observations show increased confidence and improved self-regulation, linked to EEF metacognition strategies. The attainment gap in RWM between disadvantaged and non-disadvantaged pupils narrows year on year.
Disadvantaged and post-LAC pupils develop stronger emotional literacy, resilience and self-regulation, enabling them to engage positively with learning and make improved academic progress.	<ul style="list-style-type: none"> Wellbeing measures (Boxall, SDQs, internal SEMH tracking) show improved emotional regulation and reduced anxiety indicators. Behaviour incident logs and SEMH referrals for disadvantaged pupils decrease over time. Pupils receiving nurture/ELSA/post-LAC support show better classroom engagement and improved attitudes to learning (EEF SEL guidance). Academic progress improves in line with increased emotional stability and improved readiness to learn.
Attendance for disadvantaged pupils improves, leading to stronger engagement in learning and reduced gaps in attainment.	<ul style="list-style-type: none"> Attendance for disadvantaged pupils increases to close the gap with non-disadvantaged pupils. Persistent absence reduces year on year for the disadvantaged cohort. Families identified as needing support engage with pastoral/attendance strategies aligned with EEF parental engagement recommendations. Improved attendance results in better progress in RWM, as evidenced by internal tracking.
Pupil Premium pupils develop improved resilience, independence and self-regulation in their learning, enabling them to engage more confidently with	<ul style="list-style-type: none"> Increased engagement: Classroom learning walks and behaviour-for-learning observations show Pupil Premium pupils sustaining focus and persistence in challenging tasks.

challenging tasks and sustain effort over time.	<ul style="list-style-type: none"> • Improved self-regulation: PP pupils demonstrate the use of taught strategies (e.g., metacognitive prompts, planning tools, self-check routines) with decreasing adult reliance. • Positive pupil voice: Surveys and mentoring records indicate improved confidence, resilience and readiness to learn. • Stronger outcomes: Internal assessment shows improved progress for PP pupils, particularly in areas previously affected by low resilience (e.g., problem-solving, extended writing). • Reduced incidents of task avoidance: Pastoral and class teacher logs show fewer examples of giving up early, low-level disengagement or learned helplessness.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 5

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3
<p>Additional teacher linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement</p>	<p>Additional teacher linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement Rationale: EEF Toolkit (Small Group Tuition) +4mths: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Small group tuition EEF</p>	
<p>High quality CPD through accredited providers who meet the CPD standards, to ensure that staff knowledge and pedagogy remains excellent to support the highest levels of teaching and learning using the school's mastery approach to learning Rationale: EEF Toolkit (Mastery Learning) +5mths:</p>	<p>High quality CPD through accredited providers who meet the CPD standards, to ensure that staff knowledge and pedagogy remains excellent to support the highest levels of teaching and learning using the school's mastery approach to learning Rationale: EEF Toolkit (Mastery Learning) +5mths: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>Mastery learning EEF</p>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 5

Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	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: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 5
Termly Assertive mentoring through individual pupil/parent interviews established and embedded	Explicit teaching of metacognitive and self-regulatory strategies can encourage disadvantaged pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Teacher Feedback to Improve Pupil Learning EEF Metacognition and Self-Regulated Learning EEF	1,2, 3, 4, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting school attendance EEF	2, 3, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2, 3, 4, 5
Therapeutic Learning Assistant to embed a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Social and emotional learning EEF	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All data below taken from IDSR November 25

Attendance:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	9	95.1%	92.6%	Above	Relative improvement	-
2023/24	12	93.2%	92.0%	Close to average	Relative decline	-
2022/23	13	94.3%	91.6%	Above	Relative improvement	-

Suspensions:

Suspension reasons

	2021/22	2022/23	2023/24
Total number of suspensions	0	0	0

Reasons for suspensions in latest year

There were no suspensions in the latest year.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	31%	46%	Below (non-sig)	68%	-36	Not applicable	Not applicable
2025	5	40%	47%	Small cohort	69%	-29	Suppressed	-
2024	5	40%	46%	Small cohort	67%	-27	Suppressed	-
2023	6	17%	44%	Below (non-sig)	66%	-50	Not available	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	56%	62%	Close to average (non-sig)	80%	-23	Not applicable	Not applicable
2025	5	80%	63%	Small cohort	81%	-1	Suppressed	-
2024	5	60%	62%	Small cohort	80%	-20	Suppressed	-
2023	6	33%	60%	Below (non-sig)	78%	-45	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	56%	59%	Close to average (non-sig)	78%	-21	Not applicable	Not applicable
2025	5	60%	59%	Small cohort	78%	-18	Suppressed	-
2024	5	80%	58%	Small cohort	78%	2	Suppressed	-
2023	6	33%	58%	Below (non-sig)	77%	-44	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	16	69%	60%	Above (non-sig)	80%	-11	Not applicable	Not applicable
2025	5	80%	61%	Small cohort	80%	0	Suppressed	-
2024	5	80%	59%	Small cohort	79%	1	Suppressed	-
2023	6	50%	59%	Close to average (non-sig)	79%	-29	Not available	-

We have analysed the performance of our disadvantaged pupils during the previous academic years drawing on national assessment data (where available), internal summative and formative assessments, and wider indicators such as attendance, behaviour and wellbeing. Given the small cohort sizes in each year group, outcomes must be interpreted cautiously, and in line with national guidance the IDSR does not provide performance comparisons where cohorts fall below six pupils. In addition, we note that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which may have affected individual progress differently.

1. Attainment and Progress – Key Stage 2 Outcomes

Across reading, writing and mathematics, outcomes for disadvantaged pupils in 2023/24 (cohort of 5) were below national disadvantaged and well below national non-disadvantaged, although the gap was smaller than in the 2022 cohort.

- RWM combined: 40% (school) vs 46% (national disadvantaged) vs 67% (national non-disadvantaged).
- This represents a consistent improvement from the 2023 cohort, though outcomes remain below national benchmarks.

Subject-specific trends

Reading

- 60% of disadvantaged pupils achieved the expected standard in 2024, up significantly from 33% in 2023.
- When benchmarked against national figures, performance was close to national disadvantaged but still below national non-disadvantaged (80%).
- The three-year trend places the school close to average, indicating steady improvement.

Writing

- 80% reached the expected standard in 2024, a notable rise from 33% in 2023.
- Outcomes exceeded national disadvantaged (58%) and were broadly in line with national non-disadvantaged (78%).
- Writing is the strongest subject for disadvantaged pupils, with the three-year trend placing the school close to average.

Mathematics

- 80% reached the expected standard in 2024, increasing from 50% in 2023.
- This performance is well above national disadvantaged (59%) and in line with national non-disadvantaged (79%).
- Over three years, maths is the school's best-performing area, with an "Above (non-sig)" national distribution banding.

Although combined RWM outcomes remain below national, reading, writing and mathematics individually show strong upward trends, with 2024 outcomes representing a significant improvement from the previous year. Writing and mathematics are strong relative to national benchmarks; reading continues to improve but remains a focus.

2. Wider Indicators – Attendance, Behaviour and Wellbeing

Attendance

FSM6 attendance shows consistently strong performance relative to national:

- **2024/25:** 95.1% (school) vs 92.6% (national)
- **2023/24:** 93.2% vs 92.0%
- **2022/23:** 94.3% vs 91.6%

Disadvantaged attendance is above national benchmarks in all three years and demonstrates a relative improvement trend compared to national patterns. Strong attendance indicates that the strategies to support engagement and attendance for disadvantaged pupils are effective.

Suspensions

- There were zero suspensions for disadvantaged pupils across three consecutive years (2021/22, 2022/23, 2023/24). This reflects strong behaviour expectations, effective pastoral support and positive relationships across the school.

Wider wellbeing

Internal monitoring shows that disadvantaged pupils generally engage positively with learning. Pastoral interventions and supportive family-school communication have contributed to high attendance and the absence of behavioural sanctions.

3. Internal Assessment and Teacher Judgement

Internal summative and formative assessments show:

- Steady improvement in core subjects across the school.
- Increased proportions of disadvantaged pupils meeting age-related expectations compared to earlier phases of schooling.
- Stronger progress in mathematics and writing; reading remains the area requiring continued development.
- Positive engagement in intervention programmes and small-group support.

These assessments corroborate the upward trend seen in statutory outcomes for the 2024 cohort.

4. Evaluation Against Intended Outcomes

Based on all the information above, the performance of our disadvantaged pupils met expectations overall, with progress in writing and mathematics exceeding expectations, and reading outcomes improving but not yet securely in line with intended targets. We judge that we

are on course to achieve the outcomes set out in our long-term strategy for 2027/28, provided that improvements in reading continue and that small cohorts are supported robustly.

5. Evaluation of Strategy Effectiveness

What is working well

- **Pastoral and attendance work:** Ensuring disadvantaged pupils attend well has been a significant strength. Attendance well above national disadvantaged benchmarks supports improved attainment.
- **Targeted small-group teaching:** Strong impact in mathematics and writing, reflected in high 2024 attainment.
- **Behaviour and wellbeing support:** Zero suspensions and strong engagement indicate effective relational practice.
- **Quality-first teaching enhancements:** Consistency in curriculum delivery and assessment has supported improved outcomes.

Areas to strengthen

- **Reading outcomes,** although improved, still lag behind mathematics and writing and remain below national non-disadvantaged pupils. Additional support is required to strengthen reading fluency, vocabulary and comprehension.
- **Small cohort variability:** Outcomes are highly sensitive to individual pupil needs; continued targeted, individualised support remains essential.

6. Summary

Last year marked the continuation of our Pupil Premium Strategy. Our analysis shows that the intended outcomes for disadvantaged pupils were partly met, with significant strengths in writing and mathematics, strong attendance and behaviour, and improving reading. The strategic approaches implemented last year have had clear positive impact, and the adjustments we have made for this year build on those foundations to accelerate progress in reading and ensure consistency across all subjects.

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
Nessy	Nessy Learning Ltd
IDL	IDL
TTRock Stars	Maths Circle Ltd
Spelling Shed	Spelling Shed

Mathematics Mastery	Ark
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.