

# Pupil Premium Strategy Statement 2025/2026

## Great Crosby Catholic 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	725
Proportion (%) of pupil premium eligible pupils	9.24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Mrs Louise Morton, Headteacher
Pupil premium lead	Miss Claire Sharrock, Assistant Headteacher
Governor / Trustee lead	Mrs Catherine Smith, Governor for Disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	
<b>Total budget for this academic year</b> <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>	£118,950

### 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 and young carers.

The activity we have outlined in this statement is also intended to support all pupil 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 is responsive 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 our pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- 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 of what they can achieve
- use teaching assistants to provide the targeted interventions to close the gaps for our disadvantaged pupils.

Underpinning our strategies for improvement is assessment, use of data and key information. Assessments constantly inform our planning, teaching and learning. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve.

Great Crosby Catholic Primary School understands that the mental health of our pupils can be a barrier to learning. We endeavour to offer training to support and nurture our pupils.

The main priorities of this year's strategy are to

- close the gap between the achievement of disadvantaged and non-disadvantaged children in GLD, Phonics and Reading
- ensure the attendance of our disadvantaged pupils improves, instilling good habits in them for life
- offer widespread opportunities for learning, both inside and outside of the classroom environment

## Challenges

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

Challenge number	Detail of challenge
1	Pupils in Reception and Key Stage 1 who are eligible for Pupil Premium often enter school with lower oral language and vocabulary skills than their peers. This delay continues to affect progress in reading and writing in later years.
2	Some families of disadvantaged pupils experience complex social, emotional, and mental health needs, which can affect pupils' attendance, focus, and readiness to learn.
3	The attendance of our Pupil Premium children is lower than non-PP. There is a high proportion of our Pupil Premium children who have less than 90% attendance.
4	We want to improve the opportunities offered to our disadvantaged pupils, providing them with a wider life experiences, enabling them to have a wide choice of career opportunities when they leave school.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a lower exposure to a wide vocabulary among many 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
Reduce to gap between % of PP and Non PP children achieving GLD.	The number of disadvantaged children achieving some, or all of the prime areas will increase. Children will be leaving EYFS with a strong foundation, ready to begin their National Curriculum journey in Year 1.

Reduce the gap between % of PP and Non PP children passing the PSC at the end of Year 1.	The number of disadvantaged children passing the Phonics Screening Check will continue to improve. Daily keep up and Rapid catch up interventions will be used regularly to ensure gaps are identified and addressed quickly.
Reduce the % of PP children falling into the persistent absence category.	The number of disadvantaged families falling into the persistence absence category will reduce. Attendance patterns will be monitored and interventions will be put in place where necessary. Any child falling under 90% attendance will have an Attendance Support Plan, following the guidance from the local attendance officer. School will work with families to overcome any barriers to attendance. We promote resilience when it comes to wanting to stay at home, as we intend for all our children to go into their adult life recognising the importance of good attendance in the workplace.
Improve the opportunities offered to our disadvantaged pupils, providing them with a wider life experiences, enabling them to have a wide choice of career opportunities when they leave school.	Children engaged in a range of academic, sporting, social and competitive activities throughout the year. This will be monitored to ensure all disadvantaged children are broadening their life 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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining a DfE validated Systematic Synthetic Phonics programme ( Little Wandle) to secure stronger phonics teaching for all pupils.  LW CPD from Lead school for all	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. <a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEYGUIDANCE-APPLICATION-OF-PHONICSEXTERNAL.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEYGUIDANCE-APPLICATION-OF-PHONICSEXTERNAL.pdf</a>	1

teacher and Tas teaching phonics		
Continue to reform our reading practice in EYFS and KS1 in line with recommendations from Little Wandle's 'Three Reads model'.	Each of the three Little Wandle reading practice sessions is a dedicated 20 minutes of reading. Teachers 'tap in' to hear every child read without any distraction three times a week. Every child gets individual attention, and each session has a very clear focus. <a href="https://faqs.littlewandlelettersandsounds.org.uk/knowledge/what-is-the-three-reads-model">https://faqs.littlewandlelettersandsounds.org.uk/knowledge/what-is-the-three-reads-model</a>	1,4,5
Phonics lead to support both EYFS and KS1 weekly	Regular CPD, monitoring, modelling and support from phonics lead ensures the phonics program is being followed successfully, and staff are continuously using the most up to date research and practice.	1,5
Oracy addition to literacy team	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: Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students' everyday, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,4,5
Continuous Provision implemented in Year 1	Staff have invested time researching the good practice of continuous provision in Year 1. Our staff have visited schools to see good practice in action, and have attended extensive courses and CPD sessions to make sure we get this right for our children.  <a href="https://earlyexcellence.com/case-studies/continuous-provision-in-ks1/">https://earlyexcellence.com/case-studies/continuous-provision-in-ks1/</a>	1,2,3,4,5
Improve the quality of Mental Health / SEL awareness. Well-being approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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) <a href="https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing">https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing</a>	2,3
Forest School - two Level 3 TA's fully trained to deliver	Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment,	1,2,3,4,5

the Forest School curriculum to all of EYFS	<p>rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.</p> <p>Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.</p> <p>Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.</p> <p>Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.</p> <p>Principle 6. Forest School uses a range of learner centered processes to create a community for development and learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External EYFS support	We will be using LA EYFS support to look at the teaching and provision offering in our EYFS setting.	1,2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4,5
Continuing commitment to Mastering Number from NCETM in EYFS, KS1 and KS2	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 5. The aim over time is that children will leave KS2 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in	4,5

	Reception classes, and progression through KS1 and then KS2 to support success in the future	
Additional maths sessions targeted at disadvantaged pupils who require further numeracy support.	Booster approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions have been shown to be more effective 9 when delivered as regular sessions over a period up to 12 weeks. Pre teach lessons being used for children who would benefit from early exposure to new/reviewed vocabulary/patterns/methods TAs trained in WRM interventions, to be used to plug gaps after the lesson	4,5

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular opportunities offered	Providing children with a wealth of learning opportunities both inside and outside the classroom ensures they have a wider understanding of the career, sporting and life opportunities available to them once they leave school. These opportunities promote social and communication skills. <a href="https://nationalcollege.com/news/an-expert-overview-of-pupil-premium">https://nationalcollege.com/news/an-expert-overview-of-pupil-premium</a>	1,2,3,4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2,3,4
Learning mentor to support children with SEND and offer training and support to TAs	Learning mentors work with children and young people on a group or one-to-one basis. They provide support, motivation and guidance to help pupils overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems or a lack of confidence	1,2,3,4
Purchase time from a children's counselling service (Brighter Horizons) to provide external support for	The DFE guidelines encourage positive mental health in children's early years and school settings. Schools offer pupils an educational opportunity for personal development; a counselling service complements and supports the aims set out in the National Curriculum Guidelines	2,3,4,5



families showing issues of well-being.		
Play Therapist for 1 day a week to spend time with allocated pupils who are experiencing difficulties in school/life.	Play therapists help children to make sense of difficult life experiences, or complex psychological issues through play.	2,3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance/support officers to work with LA to monitor and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.	3,4
Our own Parent Support Advisor to work alongside the safeguarding team. Attendance will be a priority of this role, along with EHAT's and contact with social workers. parents support their children's learning.	Parent support advisers (sometimes known as education welfare officers or family support advisers) work with schools, pupils and families to resolve issues of poor attendance. They overcome barriers to learning to help prepare them for life outside of school.	1,2,3,5
Pupil Premium working team set up	Having a team of staff with Pupil Premium as their focus will ensure that children across our school are having their voice heard. Representatives from across key stages, teaching and non-teaching staff, SLT and pastoral will meet to ensure the plans set out in this strategy are being followed, ensuring our disadvantaged families needs' are being met.	1,3,4,5
Play/Lego therapy sessions	Offering an alternative to talking, these sessions provide children with a way to express their worries/emotions/experiences in a visual, kinaesthetic environment.	1,2,3,5
Wrap around care	Supporting our disadvantaged families with wrap around care, ensuring good attendance and support for parents.	1,2,3,4

**Total budgeted cost: £118,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Great Crosby Primary KS2 results (last year's figures in brackets)

44% (29%) achieved RWM, 68% (49%) non-PP RWM (gap -22% (-20%))

63% (85%) achieved EXS in reading, 86% (84%) non-PP (gap -23% (+1%))

56% (57%) achieved EXS in maths, 85% (73%) non-PP (gap -29% (-16%))

50% achieved EXS in writing, 69% non-PP (gap -19%)

#### Sefton KS2 results

38% PP achieved RWM, GCP +6%

61% PP achieved EXS in reading, GCP +2%

57% PP achieved EXS in maths, GCP -1%

47% PP achieved EXS in writing, GCP+3%

#### National KS2 results

47% PP achieved RWM, GCP -3%

63% PP achieved EXS in reading, GCP =

61% PP achieved EXS in maths, GCP -5%

59% PP achieved EXS in writing, GCP -9%

- Whilst the PP results in GCP are in line with, or above, Sefton results, we are slightly below the national in all but reading. The gaps in attainment between PP and non-PP have increased this year, although there was a significant improvement in the % of children achieved the combined RWM EXS result.

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#### Great Crosby Primary Phonics

50% PP, 82% non-PP (gap -32% (+2% (23/24), -49% (22/23))

#### Sefton Phonics

64% PP, GCP -14%

## **National Phonics**

67%, GCP -17%

- 80% of GCP Non-SEND PP pupils passed the PSC

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## **Great Crosby Primary GLD**

20%, 71% non PP (gap 51% (40%))

## **Sefton GLD**

45%, GCP – 25%

## **National GLD**

57%, GCP – 37%

Our PP GLD data is significantly below our non-PP

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## **Great Crosby Primary KS1 results**

88% PP achieved EXS in reading, Non-PP 86%, gap+2%

75% PP achieved EXS in maths, Non-PP 85%, gap -10%

63% PP achieved EXS in writing, Non-PP 75%, gap -12%

The gap between PP and Non-PP children has reduced, while the overall achievement of the KS1 cohort has improved. All Y2 PP children passed the PSC.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 2 performance data, phonics check results and our own internal assessments. The gap between disadvantaged and non-disadvantaged is widest in Early Years and KS2 maths.

Review of intended outcomes from previous strategy:

*Improved oral language skills and vocabulary among disadvantaged pupils.*

Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, and pupil voice. 80% of the PP children in reception achieved the ELG for speaking.

*Improved reading attainment among disadvantaged pupils:*

KS2 reading outcomes in 2024/25 were in line with Sefton and National. KS1 PP results were in line with Non-PP children.

*Improved maths attainment for disadvantaged pupils at the end of KS2.*

KS2 maths outcomes in 2024/25 were in line with Sefton, slightly below National.

*To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*

Pupils continue to feel happy and supported in school, evidenced by pupil voice. Children know who to talk to if they feel worried or upset. Older children like the responsibility of being a Mental Health Champion or Prefect.

*To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

Whole school attendance in 24-25 was 95.5%. PP attendance was 93.4% Target last year was to reduce the gap from 4% to 2%. National overall attendance was 94.8%