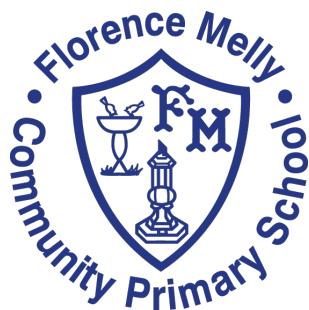


Florence Melly
Community Primary School

Pupil Premium Strategy Statement 2025/26

Title:	Pupil Premium Strategy Statement		Date written:	December 2025
Written by:	Christina O'Keefe (DeputyHeadteacher/Inclusion Lead)		New or revised policy:	Revised
Implementation:	Date of ratification:	Date presented to staff:	Date of renewal:	
	December 2025	December 2025	December 2026	





Florence Melly Community Primary School

Pupil Premium Strategy Statement 2025/26

This document explains how our school uses Pupil Premium funding to raise the attainment of disadvantaged pupils. It sets out our Pupil Premium strategy, including how we plan to allocate the funding in the current academic year, and summarises the outcomes achieved by disadvantaged pupils in the previous year.

School Overview

Detail	Data
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	186 children - 41.2%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Aaron Leach
Pupil Premium Lead	Christina O'Keefe
Governor/Trustee Lead	Carl Gilbertson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,185
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£271,185

Part A: Pupil Premium Strategy Plan

Statement of Intent

In line with the EEF Guide [EEF Pupil Premium Guide April 2022](#), we adopt a tiered approach to Pupil Premium spending:

1. **Quality First Teaching** - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.
2. **Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.
3. **Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2025 and July 2026, with specific adaptations made for this academic year, 2025-26. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensure premium outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, aligning pupil premium use with wider school improvements and improving readiness to learn. We want our pupils to believe that, **'if they can dream it, they can do it!'**

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.

Overcoming barriers to learning is vital to our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
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1	Ensuring school readiness, as many children—particularly those entering Nursery and Reception - start with low academic baselines and limited social and emotional development.
2	Delayed language and vocabulary development, impacting both speaking and early reading skills.
3	Limited exposure to books and reading at home hindering reading proficiency, reducing engagement with texts and limiting access to the full curriculum, making it harder to develop a lifelong love of reading.
4	A growing number of pupils present with complex needs, including speech and language difficulties, challenges with social communication, limited working memory, attention difficulties, motor skill development, ASD, and social, emotional, and mental health needs.
5	Low attendance and a high number of Persistent Absentees, particularly among Pupil Premium pupils, limit engagement with learning and hinder academic and social progress.
6	Limited parental partnership, including low engagement in school activities and insufficient support for home learning, reduces the impact of school-based interventions and can hinder academic progress and wider development for pupils, particularly those who are disadvantaged.
7	Limited enrichment experiences outside of school, such as extracurricular activities, trips, and cultural opportunities, restrict pupils' personal development, social skills, and exposure to new learning, disproportionately affecting disadvantaged pupils.
8	Supporting vulnerable families and pupils facing socio-economic challenges or social, emotional, and mental health (SEMH) difficulties, which can create barriers to attendance, engagement, and academic progress, particularly for 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
To improve school readiness for Pupil Premium children entering Nursery and Reception by strengthening their early academic foundations, social and emotional development, and ability to engage positively in learning from the outset.	<ul style="list-style-type: none"> • Improved early academic baselines: PP pupils enter and progress through EYFS with stronger early literacy, numeracy, and communication skills, demonstrated through rising baseline assessment scores and reduced gaps with non-PP peers. • Enhanced social and emotional readiness: PP children show improved regulation, confidence, and independence, evidenced by positive relationships, reduced reliance on adult support, and successful engagement in routines and group activities. • Effective targeted early intervention: PP pupils receive timely, well-matched early-years interventions (e.g., speech and language support, nurture provision, fine motor development), leading to measurable improvements in identified areas of need.

<p>To strengthen communication, spoken language, and verbal reasoning skills across the school - particularly in EYFS and KS1 - so that Pupil Premium children develop the language foundations needed to access the full curriculum, engage confidently in learning, and make accelerated progress.</p>	<ul style="list-style-type: none"> • Targeted language support for PP pupils: PP children in EYFS and KS1 are accurately identified for additional language intervention, and high-quality, evidence-based programmes lead to measurable improvements in their vocabulary, speech clarity, and expressive language. • Improved classroom communication and participation: PP pupils demonstrate increased confidence and engagement in speaking and listening activities, contributing more frequently and effectively during classroom discussions, storytelling, and reasoning tasks. • Accelerated progress in language-linked outcomes: PP children show sustained progress in communication and verbal reasoning, reflected in improved assessments, stronger early literacy development, and reduced gaps between PP and non-PP peers.
<p>To ensure all pupils, particularly Pupil Premium children, become proficient readers and develop a lifelong love of reading, enabling them to access the full curriculum confidently and foster a passion for learning.</p>	<ul style="list-style-type: none"> • Improved reading proficiency: PP pupils achieve age-related expectations in reading, demonstrated through ongoing assessment, phonics checks, and comprehension skills. • Increased engagement with reading: PP pupils regularly participate in reading activities, both in school and at home, showing enthusiasm and motivation for reading across a range of texts. • Sustained reading development: PP pupils demonstrate ongoing progress in reading fluency, comprehension, and vocabulary, with widening access to higher-level texts and independent reading opportunities.
<p>To create an inclusive and high-quality learning environment that ensures pupils with SEND - particularly those who are also Pupil Premium - receive consistently effective teaching, tailored support, and equitable access to the full curriculum so they can make strong academic and personal progress.</p>	<ul style="list-style-type: none"> • High-quality, adaptive teaching for PP pupils with SEND: Teachers consistently implement effective adaptive strategies and evidence-based approaches that meet the needs of PP pupils with SEND, resulting in improved engagement and lesson participation. • Targeted interventions with measurable impact: PP pupils with SEND access timely, well-matched interventions that lead to clear improvements in identified areas of need—academic, social, emotional, or behavioural—demonstrated through assessment data and observed progress. • Reduced barriers and improved outcomes: PP pupils with SEND show sustained progress over time, with reduced gaps in attainment, improved independence, and greater confidence accessing the curriculum alongside their peers.

<p>Pupil Premium pupils with low attendance or persistent lateness are promptly identified and provided with targeted, evidence-based support that removes barriers to attendance. They are also appropriately challenged through clear expectations and consistent follow-up to ensure sustained improvements in attendance, punctuality, engagement, and overall academic progress.</p>	<ul style="list-style-type: none"> • Targeted identification and tracking: PP pupils with emerging or ongoing attendance/lateness issues are identified quickly through regular monitoring, and their attendance patterns are tracked with precision to inform timely intervention. • Effective and equity-driven intervention: Tailored strategies—such as mentoring, family support, attendance plans, or multi-agency involvement—are implemented for PP pupils and lead to measurable improvements in their attendance and punctuality. • Sustained impact on attendance and learning: PP pupils demonstrate consistent, long-term improvements in attendance and reduced lateness, resulting in increased engagement, improved access to learning, and stronger academic outcomes.
<p>To strengthen parental partnership for Pupil Premium pupils by increasing engagement in school activities and supporting home learning, ensuring families are equipped to reinforce learning, promote positive behaviours, and contribute to pupils' academic and personal development.</p>	<ul style="list-style-type: none"> • Increased parental engagement: PP families actively participate in school events, workshops, and consultations, demonstrating improved involvement in their child's education. • Enhanced support for home learning: PP pupils benefit from targeted guidance, resources, and strategies provided to parents, leading to more consistent and effective learning at home. • Improved pupil outcomes: PP pupils show measurable progress in academic attainment, attendance, and engagement, reflecting the impact of strengthened home-school partnerships.
<p>To broaden the experiences of Pupil Premium pupils by increasing access to extracurricular activities, trips, and cultural opportunities, supporting their personal development, social skills, and engagement with learning.</p>	<ul style="list-style-type: none"> • Increased participation in enrichment activities: PP pupils regularly take part in school trips, clubs, workshops, and cultural experiences, with barriers to participation actively addressed. • Enhanced personal and social development: PP pupils demonstrate improved confidence, teamwork, and communication skills through participation in a variety of enrichment experiences. • Broadened learning and engagement: PP pupils show increased curiosity, engagement, and application of knowledge in the classroom, reflecting the impact of expanded life experiences.

<p>To provide targeted support for Pupil Premium pupils and their families facing socio-economic challenges or social, emotional, and mental health (SEMH) difficulties, ensuring barriers to attendance, engagement, and academic progress are reduced and pupils can thrive both academically and personally.</p>	<ul style="list-style-type: none"> • Effective early identification and support: PP pupils with SEMH or socio-economic challenges are quickly identified, and tailored interventions (e.g., counselling, mentoring, pastoral support) are implemented to meet their individual needs. • Improved engagement and attendance: PP pupils demonstrate increased attendance, participation in learning, and positive behaviour, reflecting the impact of targeted support for both pupils and families. • Enhanced academic and personal outcomes: PP pupils show measurable progress in attainment, social skills, and emotional wellbeing, narrowing the gap with their peers and increasing resilience and confidence.
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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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to prioritise and deliver Read Write Inc. as a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and to support all pupils in learning to read proficiently.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF Phonics Toolkit Strand	1, 2 & 3
Through the role of CPD Lead, research and book quality CPD for staff, responding to needs identified through skills audits. To enhance quality first teaching and levels of support.	Supporting continuous and sustained CPD on evidence-based classroom approaches is important to develop the practice of staff. EEF recommends that the content of CPD should be based on the best available evidence. Effective CPD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. EEF Effective Professional Development Guidance Report	2, 3 & 4

Further developing our curriculum to meet the needs of our pupils. A bespoke enhancing curriculum delivered by SLT and our Pastoral Team to give subject leaders/phase leaders dedicated leadership time and support (through our Curriculum Lead and our network) to develop their area of the curriculum.	EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. https://evidencebased.education/the-great-teaching-toolkit-evidence-review/	1, 2, 3 & 4
The use of an additional experienced UKS2 teacher to continue to enable us to split our Year 6 cohort into three smaller classes for core subjects.	This is supported once again by the EEF research which states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF Effective Professional Development Guidance Report	1, 2, 3, 4 & 8
The recent appointment of a TLR holder adopting the role of Reading for Pleasure Lead to further develop our school library areas, pop up reading areas and book stock to ensure that our children have access to high quality literature to read both in school and at home. The use of junior librarians and reading revolutionaries to further support the development of reading for pleasure.	Reading for pleasure is vital for pupils' reading development and wider cultural capital. Building a love for reading within all children supports children to succeed in all subjects over the long term and become successful adults in later life.	1, 2, 3, 6 & 8

Targeted Academic Support

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: EEF Phonics Toolkit Strand	1, 2, 3 & 4
Using booster classes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who attend booster classes will be disadvantaged, including those who are high attainers.	Booster classes targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One to One Tuition And in small groups: EEF Small Group Tuition	1, 2, 3 & 4
Varied intervention programme dictated by need and provided during (and sometimes after) school to raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum. This includes the purchasing of specific programmes such as Lexia.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is more impactful if provided in addition to, and explicitly linked, with normal lessons. EEF One to One Tuition EEF Small Group Tuition	1, 2, 3 & 4
Further development of our Nest and Den provisions, staffed by specialist staff members, in order to create an inclusive setting with a specific focus on improving the quality of education for pupils with most complex SEND.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF Special Educational Needs in Mainstream Schools	2, 3, 4 & 8

Wider Strategies

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The recent appointment of a TLR holder as Behaviour Lead to lead on the roll out of our new consistent whole school behaviour policy, with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Behaviour Interventions</p>	<p>1, 4, 6 & 8</p>
<p>Appointment of a new Attendance Lead and team to collaboratively address attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Parental Engagement Guidance Report</p>	<p>4, 5, 6 & 8</p>
<p>Free breakfast for all children to ensure that all children receive breakfast and start their school day ready to learn.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>EEF Magic Breakfast Project and Evaluation</p>	<p>5, 7 & 8</p>
<p>Continue with various different counselling services and therapies, alongside the work of our dedicated Mental Health Lead, to develop pupils' social, emotional and mental health so they fully access all aspects of school life.</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>EEF Social and Emotional Learning</p>	<p>4, 5, 6 & 8</p>
<p>Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs, subsidising as needed. Weekly curriculum and enrichment trips to be mapped out, with PP children prioritised.</p>	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right.</p> <p>EEF Arts Participation</p>	<p>7 & 8</p>

Extensive support for parents/ carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. EEF Parental Engagement	7 & 8
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.	All

Total budgeted cost: £280,000

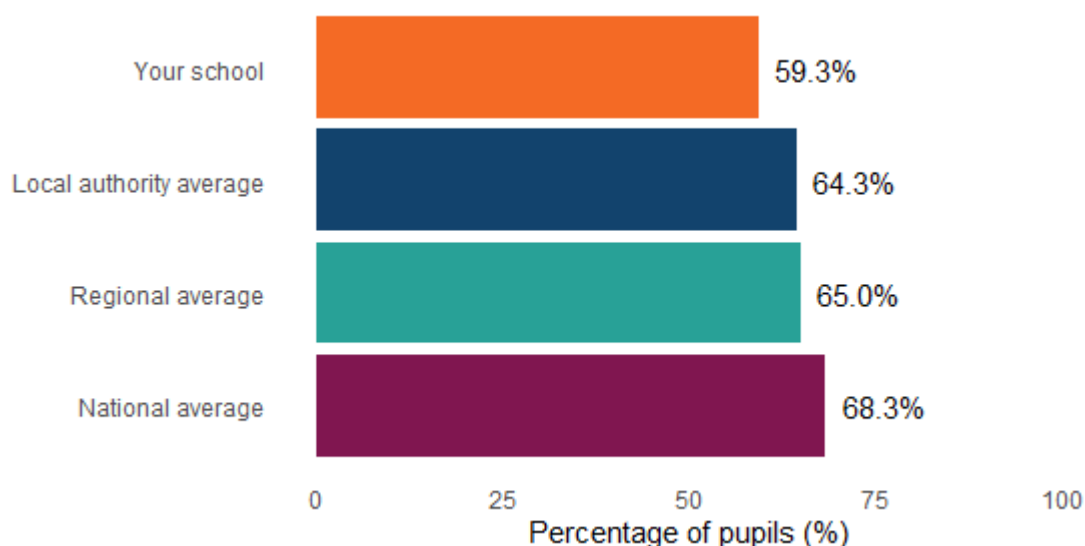
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS - Our good level of development (GLD) data

Children with a good level of development

Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.

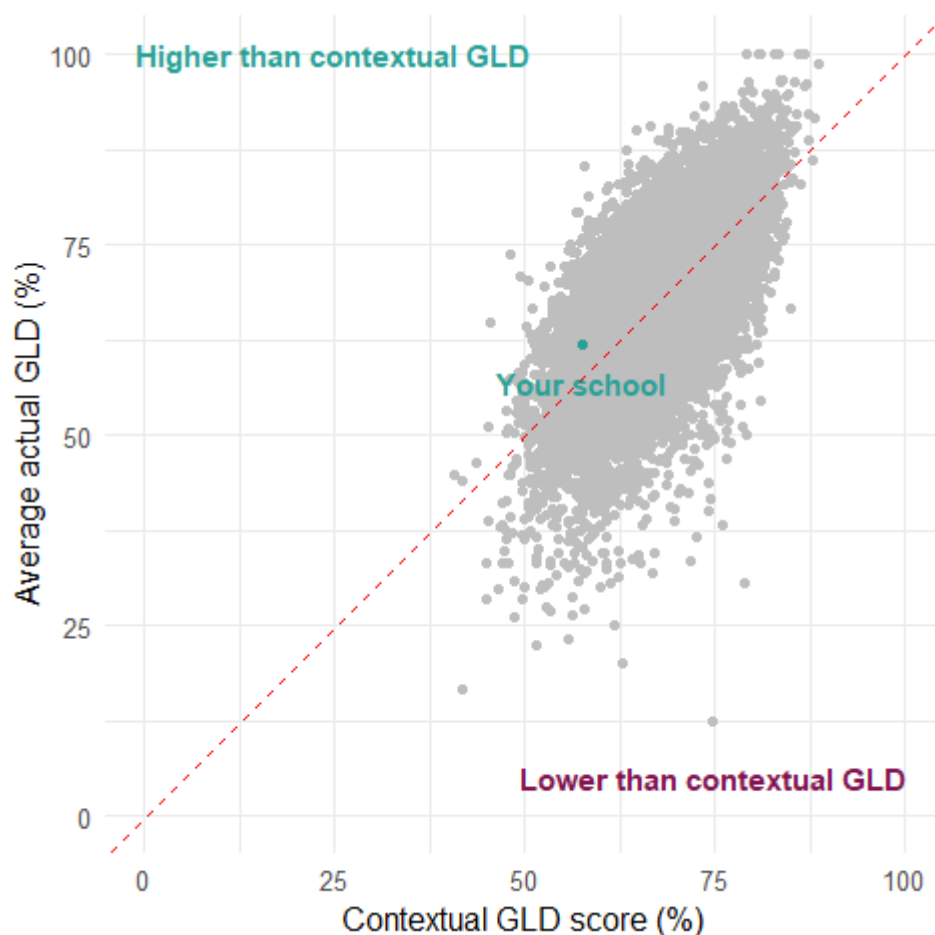


Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

Our school had 59.3% of children at a good level of development in the 2024 to 2025 academic year. This is compared to the Liverpool average of 64.3%, the North West average of 65.0% and the national average of 68.3%

Our contextual good level of development (GLD) score

Figure 5: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over a maximum of three years, 2022/23 to 2024/25. Contextual percentage GLD is also based on averages across this time period.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

Average number of pupils	59.7
Average actual percentage GLD	62.0%
Contextual percentage GLD	57.7%
Difference	+4.3ppt

Our actual percentage GLD based on a three-year average is 62.0%, which is 4.3ppt higher than your contextual GLD score of 57.7%. Our actual percentage GLD is better than predicted.

Phonics Screening Check - Year 1 2025

- 70% of Year 1 pupils passed the PSC in 2025, a 3.3% decrease from 2024.
- Our average point score in 2025 was 28.8, 1.6 lower than in 2024.

- Pupil Premium children performed better than all pupils (+2.2%) and better than their peers nationally (national = 67%/Florence Melly = 72%)
- Whilst our results are not as strong as previous years (for all pupils), leaders are pleased with the attainment and progress of the cohort considering the proportion of pupils with complex needs - particularly those who have SEND and EHCPs.
- The proportion of pupils with SEND (43.3%) is more than twice the national average (18.4%) and almost twice the local average (23.0%).
- The proportion of pupils with an EHCP (11.7%) is more than double the national average (4.8%) and almost double the local average (6%).
- 8.3% of the cohort attend our Nest resourced provision on a full-time basis.

Year 1 Phonics Screening Check Overview 2025												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	40	Average Points Score	Absent	Disapplied	Total
2025	60	4 6.7%	7 11.7%	4 6.7%	3 5.0%	23 38.3%	19 31.7%	-	28.8	0	0	70.0%

Year 1 Phonics Screening Check Pupil Premium Comparison 2025												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	40	Average Points Score	Absent	Disapplied	Total
All Pupils	60	4 6.7%	7 11.7%	4 6.7%	3 5.0%	23 38.3%	19 31.7%	-	28.8	0	0	70.0%
Pupil Premium	18	1 5.6%	2 11.1%	0	2 11.1%	8 44.4%	5 27.8%	-	29.8	0	0	72.2%

Year 4 Multiplication Check

- Our MTC results in 2025 were excellent. 70% of all pupils scored 25/25 (33% higher than the national average - national = 37%).
- The percentage of disadvantaged children scoring full marks at Florence Melly was significantly above the national average (national average = 27%/Florence Melly = 62.1%).

Year 4 Multiplication Check Mark Breakdown 2025											
Year	Cohort	Below 15	15-19	20-22	23	24	25	Average Points Score	Absent	Disapplied	Total (25)
All Pupils	60	4 6.7%	7 11.7%	3 5.0%	2 3.3%	2 3.3%	42 70.0%	22.9	0	0	70.0%
Pupil Premium	29	3 10.3%	3 10.3%	2 6.9%	1 3.4%	2 6.9%	18 62.1%	22.5	0	0	62.1%

Year 4 Multiplication Check Comparison to National					
Florence Melly			National		
	25	Average Points Score		25	Average Points Score
All Pupils	42 70.0%	22.9	All Pupils	37%	21.0
Pupil Premium	18 62.1%	22.5	Pupil Premium	27%	19.3

End of KS2 - Our Year 6 SATs Results

The picture in our school in 2025 compared to last year

- The percentage of all pupils achieving the expected standard in RWM combined improved from 62.9% to 64.2% (↑ 1.3%). The percentage of pupils achieving greater depth in RWM combined improved significantly from 4.8% to 13.2% (↑8.4%).
- The percentage of disadvantaged pupils achieving the expected standard in RWM also improved significantly at the expected standard (↑ 11.3%) and RWM greater depth (↑ 3.2%).
- Attainment of all pupils in individual subject areas, other than EGPS (↑ 11.2%), fell in 2025 in comparison to 2024. Significant improvements were made in the percentage of all pupils achieving greater depth in reading (↑ 16.3%), EGPS (↑ 10.0%), writing (↑ 8.9%) and maths (↑ 21.3%).
- Attainment in EGPS improved for both all and disadvantaged pupils - at both the expected standard and greater depth.

Year 6 End of KS2 Assessment Tracker - Year on Year Trends																								
		RWM		Reading				EGPS				Writing				Maths				Science				
		All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	
Year	All	Dis	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
2022	59	30	66.1	5.1	63.3	3.3	71.2	22.0	70.0	23.3	58.3	21.7	56.7	26.7	68.3	8.3	70.0	6.7	75.0	25.0	76.7	26.7	71.7	80.0
2023	56	34	64.3	7.1	52.9	0	67.9	28.6	55.9	11.8	58.9	12.5	47.1	8.8	64.3	7.1	52.9	0	67.9	19.6	58.8	8.8	64.2	52.9
2024	62	30	62.9	4.8	50.0	3.3	75.8	17.7	66.7	20.0	54.8	14.5	43.3	16.7	69.4	8.1	56.7	6.7	69.4	14.5	53.3	10.0	83.9	80.0
2025	53	31	64.2	13.2	61.3	6.5	66.0	34.0	61.3	25.8	66.0	24.5	61.3	12.9	64.2	17.0	61.3	9.7	66.0	35.8	61.3	25.8	69.8	67.1

Year 6 contextual information 2025

Year 6	All	FSM	PP	SEND	EHCP	LAC	EAL	PA	Girls	Boys
Number	53	31	31	31	9	0	5	7	22	31
%	100%	58.5%	58.5%	58.5%	17.0%	0%	9.3%	13.0%	41.5%	58.5%

Further information

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.