



## Pupil premium strategy statement 2025-26

'Life in all its fullness' (John 10:10)

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) 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 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 all pupils and adults to flourish and is distinctly linked to our school vision 'Achieving together through faith thriving within life in all its fullness (John 10:10)

### School Overview

Detail	Data
St Gabriel's CE Primary School	
Number of pupils in school	196 (Ex Nursery)
Proportion (%) of pupil premium eligible pupils	51.5%
Academic year/years that our current pupil premium strategy plan covers <b>2022-2026</b>	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Academy Councillors
Pupil premium lead	Miss Bushell
Governor/Trustee lead	Leon Tootle and Rebecca Wilkinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1515 per child	
Pupil premium for children who are looked after £2630 per child	
Service children funding allocation this academic year £340 per child	N/A
<b>Total budget for this academic year</b>	<b>£142,069</b>

## **Part A: Pupil premium strategy plan**

### Statement of intent

At St Gabriel's we believe firmly that our vision 'Each and Every Child achieves their full potential' and 'Achieving together through faith thriving within life in all its fullness' (John 10:10) sits at the heart of our Pupil Premium and Recovery Fund spending.

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 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 or visits

#### **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 each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

#### **Strategies - The following strategies we use are:**

- **Identifying Need** Staff will assess the progress of PP 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 number	Detail of challenge
1	<ul style="list-style-type: none"> <li>● Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than that of the national average.</li> <li>● 35% of disadvantaged pupils have been 'persistently absent' in the previous academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to cost of living and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</li> <li>● Staff, parent and pupil self referrals for pastoral support remain high. 20 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs.</li> </ul>
3	<ul style="list-style-type: none"> <li>● Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</li> </ul>
4	<ul style="list-style-type: none"> <li>● Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers however through targeted intervention in previous years last year 80% of PPg children passed their PSC compared to 77% on Non disadvantaged.</li> </ul>
5	<ul style="list-style-type: none"> <li>● Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</li> <li>● On entry to Reception class last year, 45% of our disadvantaged pupils arrived below age-related expectations.</li> </ul>

## 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	% PP children at ARE will be at least national 80% or above
Increase in overall attainment in Reading at end of KS2	% PP children at ARE will be at least national 74% or above
Increase in overall attainment in Writing at end of KS2	% PP children at ARE will be at least national 72% or above
Increase in overall attainment in Maths at end of KS2	% PP children at ARE will be at least national 73% or above
Increase in overall attainment of RWM (combined measure) at end of KS2	% PP children at ARE will be at least national 61% or above
Emotional well-being and behaviour support of pupils and families	Children demonstrate increasing resilience Children settle quickly into school / lessons and disruptions are a rarity Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention
Increased rates of attendance and punctuality	Overall attendance in line with NA (NA currently 96%) Gap between disadvantaged and others does not widen. PA for all pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall - currently .
Increased confidence and opportunity to develop Oracy and Spoken Language skills.	Children will have had more opportunities to develop Oracy and Spoken Language skills through the curriculum and other enrichment opportunities.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of EFF Leadership Matters, EYs/school-wide coaching programme to ensure that quality first teaching is excellent. Coaching will become an integral part of professional	The EFF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies 7 months and an increase in attainment.	3,4,5

<p>development. The use of quality feedback will improve pupils' attainment.</p> <p>Teachers will be clear on their own next steps and pupils' progress will be monitored continuously.</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>Develop subject leadership so that the curriculum meets the needs of all learners and subject knowledge develops, meaning that children receive high quality first teaching. We will release subject leaders to support class teachers with subject knowledge and pedagogy.</p> <p>Subject leaders and SENDCo will attend planning and development for their subjects.</p> <p>Subject leaders, alongside leaders, will continuously evaluate the impact of their subject on disadvantaged pupils.</p> <p>Leaders to complete Trust bespoke and NPQ leadership programmes.</p>	<p>Curriculum knowledge will mean teaching is strong.</p> <p>Subject leaders will know about the impact on disadvantaged pupils through clear monitoring.</p>	<p>3,4,5</p>
<p>Through using a DfE approved Phonics Scheme RWI, leaders and teachers will continue to prioritise early reading teaching so that all children leave KS1 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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Access to targeted support for mental health and well being to overcome barriers impacting on pupils attendance at school. Delivered through targeted interventions from specifically trained support staff.</p>		<p>3</p>
<p>Access to Educational Psychologist and other external support providers eg ASD Advisory service. To provide assessments and next steps for pupils with SEND and ensure specific designed targeted interventions are in place to support SEND pupils to access their learning.</p>	<p>Pupils with SEND require the highest quality teaching to ensure they can close the gap and are entitled to a provision that meets their needs and allows for academic achievement.</p>	<p>3,4,5</p>

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

Budgeted cost: £[43,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm - 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:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>RWI 1:1 (fast-track tutoring) Children who are behind age related expectations will have targeted reading interventions to improve Reading ability. 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>	<p>3,4</p>
<p>Targeted Number Stacks Intervention. Its main purpose is to: <b>Address Gaps in Learning:</b> It uses initial assessments to pinpoint specific <i>Key Skills</i> that a child has not yet mastered and provides targeted intervention to fill those gaps. <b>Build Foundational Understanding:</b> The program focuses on helping children move from concrete, hands-on understanding to pictorial and finally abstract methods of calculation. <b>Utilise Concrete Resources:</b> A core feature is the use of stackable place-value counters and other resources, which are provided in a kit, allowing children to physically manipulate numbers and concepts for deeper understanding.</p>	<p>Use across school with evidence coming from teachers feedback and progress data of those children using it.</p>	<p>3,4,5</p>

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

Budgeted cost: £45,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers will be utilised to ensure that children are in school and that PAs are supported, through the support, support, challenge model, attendance is tracked and children are in school everyday. Working with the Knowsley Attendance Service Level Agreement to improve attendance.	Research shows that children need to be in everyday to achieve, this will also support with emotional wellbeing.	1,2
Behaviour and inclusion services within Knowsley - an early intervention initiative designed to support disadvantaged children facing social, emotional, mental health, or behavioural challenges.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,4,5
FESO- Family Engagement Support Officers will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.	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.	1,2,3
CWSO- child wellbeing support officers will work with children in a targeted way through Evolve intervention and other targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,4,5
Targeted SEMH Interventions including Drawing and Talking, Lego Therapy, Sensory Circuits and Sensory activities	Removes barriers to support pupils ability to self regulate and calming strategies and being able to access learning and building trusting relationships with adults.	

**Total budgeted cost: £** £142,069

### 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.

This year has seen significant and measurable gains in pupil outcomes, particularly for our disadvantaged cohort, reflecting the success of our targeted strategies and whole-school improvement initiatives.

### **Disadvantaged Pupil Achievement: Closing the Gap**

- **Exceptional KS2 Achievement:** The school is proud to have achieved the 2nd highest overall ranking within the Local Authority (LA) for the attainment and achievement of disadvantaged pupils at the end of Key Stage 2.
- **Key Stage 1 Success (RWM):** There has been a clear increase in the percentage of disadvantaged pupils achieving the Expected Standard (ARE) in Reading, Writing, and Maths (RWM) compared to the previous year.
- **Statutory Check Outcomes:** Performance in key statutory checks has improved and is now above national standards for disadvantaged pupils in both the Phonics Screening Check and the Year 4 Multiplication Tables Check.

### **Well-being and Strategic Intervention Impact**

- **Family and Welfare Support:** The crucial work of the Family Engagement and Support Officer (FESO) and Child and Welfare Support Officer (CWSO) is having a tangible positive impact on families and children. Targeted interventions, parent workshops, and nurture groups have been positively received and show clear evidence of impact on well-being.
- **Teaching and Learning:** The implementation of our school-wide coaching cycle has successfully raised the quality of teaching. This is evident through positive pupil voice feedback and improved quality and consistency observed in pupil books.

### **Attendance and Future Focus**

- **Positive Attendance Trend:** Overall data shows that individual disadvantaged pupil attendance improved consistently throughout each half term, indicating a positive response to initial attendance strategies. All children, across the school, achieved in line with projected outcomes.
- **Continued Focus:** Attendance continues to be a core focus area. For the small number of disadvantaged pupils whose attendance is not yet improving, intensive catch-up interventions have been deployed as a key strategy to mitigate the impact of missed learning and ensure they secure expected progress.

## **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
RWI Development Programme	RWInc

**Useful links:**

[Teaching and Learning Toolkit | EEF](#)

[Home Recovery premium funding](#)

[Using pupil premium: guidance for school leaders](#)

[Home Pupil premium](#)