



Pupil premium strategy statement 2025-2026

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

This statement details our school's use of pupil premium (for the 2025 to 2026 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 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.

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School Overview

Detail	Data
School name	Garston CE Primary School
Number of pupils in school	234 inc. Nursery 197- YR-Y6
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers 2022-2026	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	Rachel Dean
Governor / Trustee lead	Rachel Koramoah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1515 per child	£145,019

Pupil premium for children who are looked after £2630 per child	£2630
Service children funding allocation this academic year £350 per child	£700
Total budget for this academic year	£148,349

Part A: Pupil premium strategy plan

Statement of intent

At Garston CE Primary School we believe firmly that our vision 'Each and Every Child achieves their full potential' 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"> While attendance data for disadvantaged pupils improved last academic year from 92.1% (23/24) to 93.9% (24/25). Our attendance data still indicates that attendance among disadvantaged pupils has been 2,6% lower than for non-disadvantaged pupils. 16.3% of disadvantaged pupils have been 'persistently absent' compared to 5.99% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<ul style="list-style-type: none"> 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. Staff, parent and pupil self referrals for pastoral support remain high. 30 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs.
3	<ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Pre Nursery/ Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. (77% Disadvantaged compared Non-Disadvantaged 100%)
5	<ul style="list-style-type: none"> Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last year, between 43.5% of our disadvantaged pupils arrive below age-related expectations compared to 12% of other pupils. This gap closes at the end of KS2.

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 (currently approx. 4%) 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: £ 40,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of Leadership Matters / EFF EYs coaching programme (coaching) to ensure that quality first teaching is excellent. Coaching will become an integral part of professional	The EEF 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 SENCO 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 NPQ programmes and trust 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Provide high quality CPD to teachers and support staff through the platform of National college.</p>	<p>The Education Endowment Foundation (EEF) highlights that effective, evidence-based Continuous Professional Development (CPD) is crucial because it is a cost-effective way to improve teaching quality and student outcomes, especially for disadvantaged pupils.</p>	<p>1,2,5</p>
<p>Access to Educational Psychology is an essential part of ensuring the early identification of SEND and making sure that children who need more</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are</p>	<p>3 4 5</p>

targeted or intensive support and/or referral for further diagnosis receive the support that they require. School access Educational Psychology through an annual subscription to the local SEND Consortia and a private agreement with an external EP.	entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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 EEF (educationendowmentfoundation.org.uk)	3
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.	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.	3,4
Number Stacks is an intervention designed to support children in developing their understanding of key mathematical concepts through a	Number Stacks is used to support targeted intervention, providing scaffolded learning for	3,4,5

<p>hands-on, concrete approach. It uses physical resources (such as stacking cubes) alongside visual representations and structured guidance to help learners grasp number relationships, place value, and other foundational skills. The program is aimed at building confidence in maths, especially for students who struggle, by breaking down concepts into manageable steps. It emphasises progression from concrete to pictorial and finally to abstract understanding.</p>	<p>students who need additional support in areas such as basic operations, place value, and mental calculation strategies.</p> <p>Evidence supporting the effectiveness of the <i>Number Stacks</i> intervention comes from a combination of case studies, teacher feedback, and observations from schools that have implemented the program.</p>	
<p>Specific, tailored SEMH interventions based on the needs of each individual child, e.g. , sensory circuits, lego based therapy, Drawing and Talking, class calm kits.</p>	<p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	

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

Budgeted cost: £ 49,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 EWO to improve attendance.</p>	<p>Research shows that children need to be in everyday situations to achieve, this will also support emotional wellbeing.</p>	<p>1,2</p>
<p>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.</p>	<p>The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1,2,3</p>
<p>CWSO- child wellbeing support officers will work with children in a targeted way through Evolve</p>	<p>Social emotional wellbeing support increases children's</p>	<p>1,2,3,4,5</p>

intervention and other targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	attainment due to being ready to learn.	
Healthy Lifestyle Limited - The organisation runs various programs in primary schools aimed at improving children's education, physical health, and well-being. Their initiatives focus on using the power of sporting competitions to inspire and engage young learners, promoting both academic success and life skills.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,5,6
A trained Seedlings therapist works with children to provide intensive, therapeutic support. The school's service level agreement with Seedlings provides intervention for two children per half term. This includes an initial assessment, ongoing support and consultation with parents.	Social emotional wellbeing support increases children's attainment due to being ready to learn. The EEF recommends that schools should create a positive and supportive environment for all pupils without exception. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement and wellbeing for all pupils.	2

Total budgeted cost: £ £148,349

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.

All children achieved inline with predictions, data shows that attendance improved, the percentage of PAs diminished.

The percentage of disadvantaged children receiving GLD is above national.

Children passing Phonics Screening Check, KS1 R, W, M and Science and children achieving ARE combined at KS2 are all above national.

Teaching has improved across school due to the introduction of Powerful Action Steps, this is evident in pupil voice and books.

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

Data Headlines 24/25

End of KS2- cohort 83% achieved combined R,W,M
75% of disadvantaged children achieved combined R,W,M
(National average 47%)

Year 1 PSC- cohort 90% achieved PSC
77% of disadvantaged children achieved
(National average 67%)

End of EYFS- cohort 73% achieved GLD
58% disadvantaged children achieved
(National average 51%)

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
Steplab	PAS
Leadership Matters	Leadership Matters
RWI Development Programme	RWInc
National College	The National College

Useful links:

[Teaching and Learning Toolkit | EEF](#)

[Home Recovery premium funding](#)

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

[Home Pupil premium](#)

[Garston School Development Plan](#)