

Pupil premium strategy statement for Huyton with Roby Primary School 2024-27 as part of a 3-year Strategy

School overview

Metric	Data
School name	Huyton with Roby CE Primary School
Number of Pupils in school	372
Proportion (%) and number of pupil premium eligible pupils	35% (133)
Academic year or years covered by statement	2024/25 2025/26 2026/27
Publish date	September 2025
Review date	July 2026
Statement authorised by	J Stratford Headteacher
Pupil premium lead	K Whitehouse Deputy Headteacher
Governor lead	Chair of Governors Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,430
Recovery 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	£215,430

Part A: Pupil premium strategy plan

Statement of intent

At Huyton with Roby CE Primary School, our Pupil Premium strategy is designed to ensure that socio-economic disadvantage does not limit educational success. We recognise that disadvantaged pupils may face gaps in knowledge, vocabulary, and wider experiences; therefore, our approach prioritises:

- **High-quality teaching**, grounded in evidence-informed approaches.
- **Targeted academic support** driven by diagnostic assessment.
- **Wider strategies** that remove barriers relating to attendance, engagement, wellbeing, and family support.

Our long-term ambition is to eliminate the attainment gap across all key stages and ensure disadvantaged pupils attend school regularly, engage positively with learning, and thrive socially and emotionally.

To achieve this, we will:

- Act early when gaps appear.
- Maintain high expectations for every pupil.
- Regularly review and adapt practice based on impact.
- Embed a whole-school culture of aspiration, inclusion, and reflective improvement.

Challenges

Challenge number	Detail of challenge
1	Our Attendance data for our PPG children is below the National average (89.4% NA 90.9% School July 25) and the gap between PPG and Non PPG has not yet closed. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with attainment across all areas and key stages including Phonics. The gap between disadvantaged children and non-disadvantaged children is closed and in line with National Average.
3	Some families require additional support to engage fully in school life, learning, and wider pastoral support.

Intended outcomes

Intended outcome	Success criteria
For disadvantaged children attendance to be in line with National.	That the percentage of attendance outcomes in 2026/27 improves so that whole school attendance is above national. The attendance gap between disadvantaged and non-disadvantaged will be diminished
The attainment gap has closed between disadvantaged and non-disadvantaged children.	By 2026, disadvantaged pupils achieve in line with non-disadvantaged peers in reading, writing, and maths and phonics outcomes for disadvantaged pupils remain at or above national averages.
For the school to engage with disadvantaged families.	Increased participation in workshops and learning events. Fewer barriers reported through family engagement feedback.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £60,093.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed the use of a DfE validated Systematic Synthetic Phonics programme to continue to re-fresh training for staff to secure stronger phonics teaching for all pupils and train new staff. To continue with staff coaching and new staff induction. To have smaller, targeted phonics groups.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
To further embed a consistent approach in	EEF evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional	1 and 2

Teaching and Learning principals across the school to secure best practice and using the best pedagogy	+7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
To introduce a History, Geography and Science curriculum that is sequenced, knowledge-rich curriculum focusing on vocabulary and cognitive load. That supports Teachers CPD on cognitive science principles.	Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1,2 and 3
Extend 1 Year TLR post to support Behaviour development and policy refinement and further Coaching, mentoring to improved consistency across the school.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantage among them.	1,2 and 3
Increase number of Subject Leader release days to support Monitoring, curriculum refinement, and quality assurance.		
SEN CPD with SENCo focusing on scaffolding and adaptive teaching development.		

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

Budgeted cost: £117,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund small group interventions for disadvantaged pupils falling behind age-related expectations Using SEND TAs delivering interventions with a proven Track record	Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics (there are fewer studies at secondary level or for other subjects). Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Engage with a school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £27,868.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care Manager to support families with attendance and engagement	EEF research shows that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 and 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1
Support individual pupils based on the RAG Wave for PPG on RAPs and to use staff to support to build relationships children with identified needs.	EEF have shown that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2 and 3
To use Trauma Informed practice to ensure that learning continues in the classroom without interruption and appropriate de-escalation training and support provided promptly for those in need. CPD for staff. To use consistent strategies (WINE language, calm spaces, sensory circuits)	EEF Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions 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): http://EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore	1 and 2
To further extend 1 year TLR x 2 for Behaviour, Learning and well-being for another year so that Classroom environments		1,2 and 3

designed to support regulation.	likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
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 allow us to respond Rapidly to emerging needs.	All

Total budgeted cost: £215,430

Review: last year's aims and outcomes

Data			
EYFS	PP Pupils(11)	Pupils Not PP(33)	All Pupils (44)
GLD	55%(6)	73%(24)	68%(30)
Literacy	55%(6)	73%(24)	68%(30)
Maths	64%(7)	82%(27)	77%(34)
Understanding of the World	82%(9)	82%(27)	82%(36)
Expressive Arts and Design	82%(9)	97%(32)	93%(41)
KS1	PP Pupils	Pupils Not PP	All Pupils
% making expected or better than expected progress in reading	40%(10)	63%(22)	53%(32)
% making expected or better than expected progress in writing	36%(9)	54%(19)	47%(28)

% making expected or better than expected progress in maths	40%(10)	69%(24)	57%(34)
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Year 1 Phonics Screening Check	PP Pupils	Pupils Not PP	All Pupils	National Average
% of children pass phonics screening check	87%	66%	78%	81%

Year 2 Phonics Screening Check	PP Pupils	Pupils Not PP	All Pupils	National Average
% of children pass phonics screening check	83%	76%	77%	

KS2	PP Pupils	Pupils Not PP	All Pupils
% making expected or better than expected progress in reading	83% (25%)	72% (32%)	78% (28%)
% making expected or better than expected progress in writing	83% (12%)	68% (18%)	76% (15%)
% making expected or better than expected progress in maths	75% (21%)	86% (23%)	80% (22%)

Attendance

FMS6 (Source IDSR Nov 25)

Year	Cohort	School	National	National distribution Banding	Sch v Nat Trend	School Context
2024/25	139	92%	92.6%	Close to Average	Relative Improvement	-
2023/24	135	90.3%	92%	Below	Relative Improvement	-
2022/23	128	88.3%	91.6%	Below	Relative Decline	-

Teaching

Activity	Challenge number(s) addressed	Impact
To continue to embed the use of a DfE validated Systematic Synthetic Phonics programme to continue to refresher training for staff to secure stronger phonics teaching for all pupils and train new staff	2	Phonics lead reviewed the groups ensuring that they are smaller and are targeted. Students were being used to release staff to do phonic interventions. In January we used a member of staff to do 1:1 phonics 5 days a week for children in Y1 and Y2. All children in Y1 78% PP 87% and Non PP 66% which is an increase on last years results 2024-25 PP 73% and Non PP 74% Phonic Check Y1 2023-24
To further embed a consistent approach in Teaching and Learning across the school to secure best practice and using the best pedagogy	1 and 2	New TLR for T&L using the LDST Teaching and Learning Tool reviewed our Teaching and learning across school. This has resulted a more consistent approach across the school by all members of staff. 5 key strategies for all to use across the school were introduced and Hayley coached staff. This has resulted in staff understanding the rational behind the strategies. The environment was looked at as a factor in teaching and learning, lower lighting, green plants etc.

		Introducing “Star” Learner S Sit up tall T Track the speaker A Ask and answer questions R Respect those around you. Anecdotal evidence from SLT learning walks and governor observations were pupils say they feel calmer and it helps them concentrate.
1 Year TLR post to support Behaviour and Learning	1,2 and 3	Behaviour Policy is reviewed and presented to staff. CPD support visit to Behaviour Hub and work with EO office on Behaviour. Staff meetings on Behaviour with staff and new protocols launched. Staff report that the behaviour protocols are clearer with a more stepped approach. Playground games and unstructured times were reviewed. Lunchtimes reviewed to cut down on waiting times on a rolling with had led to behaviour issues. Playground equipment bought and is now being used. The impact has been that there are with Behaviour incidents during playtime and lunchtime. Children tell us that they now enjoy playtimes.
Increase number of Subject Leader release days.		Subject release in Autumn and Spring was doubled to support staff in reviewing their subject area in order for it to be relevant and freeing up the curriculum. This has meant that staff can quality assure their subject and has led to subjects being streamlined and more purposeful.
SEN CPD with SENCo focusing on scaffolding and adaptations to ensure all can access a broad and balanced curriculum		CPD for additional staff to access the NQLSEN qualification. RR and KW. This is due to finish 2026. This has allowed DHT to more effectively support the SENDCo. The Teacher RR is able to support the SENDCo with capacity.

Targeted academic support

Activity	Challenge number(s) addressed	Impact
Fund small group interventions for disadvantaged pupils falling behind age-related expectations Using SEND TAs delivering interventions with a proven Track record	2	SEND TAs are being used to support children with additional reading, precision teaching etc. This has had some impact mainly on how children feel about themselves as learners. Elsa small group work with Louise M, to support children with their emotional literacy. This has reinforced our work on Trauma Informed with Tas PP children in SAT did well compared to National PP see above data.
Engage with a school-led tutoring for pupils. A	2	Children in Y6 accessed tutoring with JH. The impact is reported as growth in confidence and has had an impact on

significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		improved scores in the SAT test. All of the children in those groups got age related.
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	2	Y1 children are accessing an additional boost in the afternoon outside of the phonics lessons. 1:1 Tutoring an additional adult from Jan to July 5 days a week. Phonic results show an increase in Phonics Y1 73% PP 2024 87% PP 2025

Wider strategies

Activity	Challenge number(s) addressed	Impact
Pastoral Care Manager to support families with attendance and engagement	1 and 3	This is slowly having an impact as targeted families are allocated to SLT and monitored regularly. Small improvements have been made in attendance with individual families. Mental Health support from NHS Knowsley Team has anecdotally made a difference. DHT working with identified children. Children report feeling supported.
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	1	Weekly meetings with attendance team. LDST support. CT now do go out for children not in school. Still an area of concern though this is an improvement on this time last year and the year before. Attendance has improved last year for PP from 90,3% 2024 to 92% 2025
Support individual pupils based on the RAG Wave for PPG on RAPs and to use staff to support to build relationships children with identified needs.	1,2 and 3	RAPs now transferred on to OneNote to support staff access the information and for ease in order to keep track of the support being offered.
To use Trauma Informed practice to ensure that learning continues in the classroom without interruption and appropriate de-escalation training and support provided promptly for those in need	1 and 2	Staff are now using Trauma Informed strategies. They have WINE sentences on lanyards. This needs to be further embedded. Staff have regular sessions in staff meeting and 4 staff were on a Trauma Approaches and shared this in a staff meeting. All classrooms have "Calm Areas" and children can talk about them and how they are using them. Sensory circuits are used inside and outside classrooms to allow children who need it to access it.

1 year TLR x 2 for Behaviour, Learning and well being	1,2 and 3	This is supported through Trauma informed strategies and ensuring that all staff are aware and using strategies promoted through a Trauma Informed approach. In the language we use and the relationships we promote in class. Classrooms have less clutter and have calming muted displays with natural colours and lighting. This is a strategy in Trauma Informed to support dysregulated children.
Contingency fund for acute issues.	All	This is supported through Trauma informed strategies and ensuring that all staff are aware and using strategies promoted through a Trauma Informed approach. In the language we use and the relationships we promote in class. Classrooms have less clutter and have calming muted displays with natural colours and lighting. This is a strategy in Trauma Informed to support dysregulated children.