

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 | 38.8% |
| 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 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £215,430 |

Part A: Pupil premium strategy plan

Statement of intent

At Huyton with Roby, we recognise knowledge is powerful for all our children but particularly of importance in overcoming social disadvantage.

We recognise that our vulnerable children can be challenged with gaps in knowledge and skills which we actively address by using personalised learning. The key principle of our strategy is to close gaps which include those caused by social disadvantage. As a school we look at individual children and their barriers to learning. Then we focus on high quality teaching promoting an ethos of attainment for all pupils in order to achieve the best possible outcomes.

Our ultimate objective for all our pupils is that we have no gap in attainment across all our key stages in any specific group of children and that they achieve their full potential and flourish in our school. That all children are punctual and attend school regularly and that parents engage with school. This current Pupil Premium Strategy Plan works towards achieving these objectives with targeted high-quality teaching in the first instance, early intervention when under performance is identified which is impact led, regular monitoring and feedback by teachers and senior leaders. That support and pastoral work is offered by all staff supporting children and parents if needed.

We have a culture where we are all in pursuit of improvement; where we don't "settle" but are reflective and ambitious about what children can achieve, including challenging those who have potential to be higher-attaining.

Our approach will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not assumptions. To ensure our approaches are effective we will:

- act early to intervene at the point a need is identified
- regularly review the impact of our approaches and amend these accordingly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

| Challenge number | Detail of challenge |
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| 1 | <p>Nationally the picture for pupil premium children have consistently lower attendance than their peers.</p> <p>Our Attendance data for our pupil premium children is close to average 92.2% School National 92.6%. Over the last two years there have been relative improvements in attendance but we recognise that this is still a priority area for us.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and to engage socially and emotionally with their peers.</p> |
| 2 | <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with attainment across all areas and key stages including Phonics.</p> <p>The gap between disadvantaged children and non-disadvantaged children has closed and in line with National Average in the year 2024-25 however our higher attaining disadvantaged children are not doing as well as disadvantaged nationally over 3 years Sch 23% National 30% (ISDR) and so this continues to be a priority for school.</p> |
| 3 | <p>Pupils generally start their education with language skills that need further development and are below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently. Observations have highlighted a need to narrow language gaps through explicit teaching of vocabulary and reading and by providing pupils with access to vocabulary rich environment.</p> |
| 4 | <p>Children who can articulate and manage their emotions, deal with conflict, solve problems, understand things from another perspective and communicate in appropriate ways are essential skills and are linked to positive outcomes in later life (EEF). Supporting vulnerable pupils and families who can face challenging home lives needing support with the pastoral, social or mental health. Pupils with multiple vulnerabilities have additional barriers to learning and require support to build their resilience/readiness for learning.</p> |
| 5 | <p>When parents engage with school child's outcomes are likely to improve (EEF). Increased parental engagement supports children's engagement in school and increases life chances. We recognise that some families require additional support to engage fully in school life, learning, and wider pastoral support. Our parent surveys show that many parents are keen for their children to engage in enrichment opportunities.</p> |

Intended outcomes

| Intended outcome | Success criteria |
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| 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. |

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| Supporting children with communication and speech and language needs to break down barriers to learning in a language rich environment | Children are acquiring language and can use this to communicate effectively in the learning environment |
| To use Trauma Informed approaches to support children in being regulated and achieve their potential. | Our children to use learnt strategies in an environment that supports self-regulate and are successful and ready to learn |
| 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: £60,637.29

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To continue to embed the use of a DfE validated Systematic Synthetic Phonics programme to continue to refresh training for staff to secure stronger phonics teaching for all pupils and train new staff.</p> <p>To continue with staff coaching and new staff induction.</p> <p>To have smaller, targeted phonics groups.</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> | 2,3 |
| <p>To further embed a consistent approach in Teaching and Learning principals across the school to secure best practice and</p> | <p>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 +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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | 1 and 2 |

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| using the best pedagogy | | |
| To ensure that the History, Geography and Science curriculum that is sequenced, knowledge-rich curriculum focusing on vocabulary and cognitive load. To support Teachers CPD on cognitive science principles. | <p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom in History, Geography and Science. There is value in teachers having working knowledge of cognitive science principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p> | 1,2 and 3 |
| Extend 1 Year TLR post to support Behaviour development and behaviour policy refinement and provide further coaching and mentoring to ensure 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 disadvantaged among them. | 1,2,3, 4 and 5 |
| Increase number of Subject Leader release days to support monitoring, curriculum refinement, and quality assurance. | | |
| Provide further 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 |
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| Fund small group interventions for disadvantaged pupils falling behind age-related expectations using SEND TAs delivering interventions with a proven track record | <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 2 and 3 |
| 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. | <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 and 3 |
| Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 and 3 |

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

Budgeted cost: £36,824.71

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Pastoral Care Manager to support families with attendance and engagement. | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | 1 and 5 |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | 1 |
| Support individual pupils based on the RAG wave for PPG on RAPs and to use staff to support and build relationships for children with identified needs. | <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 1,2, 3, 4 and 5 |
| <p>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. Provide further CPD for staff.</p> <p>To use consistent strategies (WINE language, calm spaces, sensory circuits)</p> | <p>EEF Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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>http://EEF_Social_and_Emotiona...pdf(educationendowmentfoundation.org.uk)</p> <p>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 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.</p> | 1, 2, 3 and 4 |

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| 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 |
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Total budgeted cost: £215,430

Review: last year's aims and outcomes

| Data | | | |
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| 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) |

| 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 PP | 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 |
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| 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 | <p>Phonics lead reviewed the groups ensuring that they are smaller and are targeted. Children were being used to release staff to do phonic interventions. In January we used an additional member of staff to do 1:1 phonics 5 days a week for children in Y1 and Y2.</p> <p>Results 2024-25 PP 87% and Non PP 66% which is an increase on last years</p> <p>Results 2023-2024 PP 73% and Non PP 74%</p> |
| 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 | <p>New TLR for T&L using the LDST Teaching and Learning Tool Kit we reviewed our Teaching and learning across school. This has resulted in a more consistent approach across the school by all members of staff.</p> <p>5 key strategies for all to use across the school were introduced and Teaching and Learning Lead has coached staff.</p> <p>This has resulted in staff understanding the rational behind the strategies.</p> <p>The environment was looked at as a factor in teaching and learning, lower lighting, green plants etc.</p> <p>Introducing "Star" Learner</p> <p>S Sit up tall</p> <p>T Track the speaker</p> |

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| | | <p>A Ask and answer questions R Respect those around you.</p> <p>Anecdotal evidence from SLT learning walks and governor observations were more pupils that they feel calmer and it helps them concentrate.</p> |
| 1 Year TLR post to support Behaviour and Learning Curriculum | 1,2 and 3 | <p>Behaviour Policy is reviewed and presented to staff. CPD support visit to Behaviour Hub and work with EO 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 with a rolling timetable for lunchtimes now in place across the school with has led to behaviour issues.</p> <p>Playground equipment has been bought and is now being used. The impact has been that there are no fewer Behaviour incidents during playtime and lunchtime. More children tell us that they now enjoy playtimes.</p> |
| 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 NPQSEN qualification. This is due to finish 2026. This has allowed DHT to more effectively support the SENDCo. The Teacher 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 a TA to support children with their emotional literacy. This has reinforced our work on Trauma Informed with TAs PP children in SATs did well compared to National PP see above data. |
| Engage with a school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, | 2 | Children in Y6 accessed tutoring with school led tutoring. The impact is reported as growth in confidence and has had an impact on improved scores in the SATs test. All of the children in those groups were judged to be Age Related. |

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| including those who are high attainers. | | |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 2 | <p>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.</p> <p>Phonic results show an increase in Y1 Phonics</p> <p>73% PP 2024</p> <p>87% PP 2025</p> |

Wider strategies

| Activity | Challenge number(s) addressed | Impact |
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| Pastoral Care Manager to support families with attendance and engagement | 1 and 3 | <p>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.</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> | 1 | <p>Weekly meetings with attendance team. LDST support. Class teachers now dojo 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.</p> <p>Attendance has improved last year for PP from 90.3% 2024 to 92% 2025.</p> |
| 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 to access the information and for ease in order to keep track 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 | <p>Staff are now using Trauma Informed strategies. They have WINE sentences on lanyards as a reminder. This needs to be further embedded. Staff have regular sessions in staff meeting and 4 staff were on a Trauma Approaches led by Liverpool Mental Health 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.</p> |
| 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. |

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| | | 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. |
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