

# High Ercall Primary School PPG Strategy 2025-28

## Pupil Premium Strategy Statement 2025 update

This statement details our school's use of pupil premium 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.

### School overview 25-26

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 145  |
| Proportion (%) of pupil premium eligible pupils   | 15% (PPG plus service)<br>11% (PPG) 16<br>4% (Service) 6 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | September 2025-28  |
| Date this statement was published   | 25 <sup>th</sup> November 2025                           |
| Date on which it will be reviewed   | December 2026  |
| Statement authorised by   | Sarah Roberts  |
| Pupil premium lead  | Sarah Roberts  |
| Governor / Trustee lead   | Jan Meredith   |

### Funding overview 25-26

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £24,025 |
| Recovery premium funding allocation this academic year  | £0      |
| Tutor led grant funding allocation this academic year   | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b>  | £24,025 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |         |

## Part A: Pupil premium strategy plan

### Statement of intent

At High Ercall Primary, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

Our statement of intent is based on current educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them.

This document outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly. Our approach will be adaptive, responsive, and robust. We will analyse data rigorously and use this alongside our strong knowledge of the children and families, to ensure that all children achieve.

Our key areas of focus at High Ercall Primary are to:

- Diminish the difference between disadvantaged pupils and their peers.
- Focus on well-being of the children and their families.
- Develop character providing enriched opportunities for cultural capital.
- Have parental engagement in all aspects of our school and community life, to support learning in and out of the classroom.

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged pupils will achieve in-line or above their peers.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Lower engagement in schooling</b> – with often a lower emphasis on a literate environment at home. Our observations show that some of the children do not read regularly at home. Also from records of events, a minority of parents engage less in general with school and so may not attend workshops or parent meetings to find out about how to support their child.  |
| 2                | <b>Poorer vocabulary and breadth of vocabulary knowledge.</b> Pupil voice and assessment of prior knowledge show that some children have had less first hand experiences (such as trips to the seaside) and this can lead to gaps in vocabulary, knowledge and understanding.<br>Our observations of children also show these gaps in spoken and written language, and in the use of vocabulary amongst some the older children.   |
| 3                | <b>A high proportion of children (62.5%) also have significant SEND needs:</b><br>Observations show that some of our disadvantaged children have speech and language needs and weaker phonemic knowledge / understanding – more disadvantaged children have come into school with weaker phonemic knowledge or not at the stage ready to learn phase 2 phonemes.<br>Some children have social emotional and mental health needs which means they need more support to be ready to learn or access an adapted curriculum – this includes autism and ADHD. Some children are awaiting CAMHS appointments. This can mean that some children find it difficult to manage emotions and struggle to regulate in the school environment. For some children, the school environment is overwhelming.<br>Some children have cognition and learning needs which means they will need to access an adaptive curriculum and learning support in school. These children are supported by Individual Provision Maps and are not working at Age Related Expectations. |
| 4                | <b>Attendance</b> – Our attendance data indicated that the attendance among disadvantaged pupils is 2% lower than all pupils. This is because specific pupils have lower attendance or higher lateness rates – this does not apply to all disadvantaged children but certain pupils within this group. These families need wider support from the EWO and from the school early help offer.  |
| 5                | <b>Wider support for disadvantaged families</b> – From our good knowledge of our families, and through our early help offer, we know that for some children we need to ensure that all physiological needs are being met – including breakfast, clothing, or access to a water bottle. This means that we need to know our families well and ensure communication is good.   |

## 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 reading and writing attainment, oral language skills and progress in phonics.   | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, evidence scrutiny and ongoing formative assessment.</p> <p>Reading outcomes in 2024/25 show that disadvantaged pupils are in line with national. Reading and writing outcomes in school internal data will show good progress and attainment, and where attainment is not at ARE for any children with SEND needs, it is clear that children are making good progress.</p> <p>Phonemic knowledge will be good in internal assessments, observations and statutory Year 1 outcomes. Disadvantaged children will achieve at least as well as peers.</p>   |
| Children will access a vocabulary rich curriculum – and gaps or inequities will be addressed.  | <p>Children to have access to a range of opportunities and experiences they might not have the opportunity to experience outside of school, which in turn will close the knowledge gap. We will plan opportunities which consider carefully the needs of our disadvantaged children. Pupil voice will highlight that children are thriving from these experiences and have high aspirations.</p> <p>Drawing club, and well taught vocabulary in the writing curriculum will be evident in writing outcomes – and pupil voice as well as writing outcomes themselves will demonstrate this.</p>   |
| <p>Children with PPG funding will make accelerated progress in order that more children are working at ARE.</p> <p>For those children with significant SEND needs, they will show good progress in their learning.</p> | <p>A triangulation of data, lesson observations and pupil voice with disadvantaged groups will show that pupils are making good progress and the attainment gap is closing.</p> <p>This will also show that disadvantaged children are considered first in lesson planning and within first quality teaching – there are high expectations of all children in line with the RADY principles of equity.</p> <p>Where a child has special educational needs in addition to disadvantage, individual provision maps will show good progress towards SMART targets. There will be a good level of parental engagement – evident in attendance at parent meetings and input into provision. Parents will be supported to understand the SEND process and how best to support their child at home – this will be evident in parent surveys and attendance at meetings.</p> |

|  |  |
|--|--|
| <p>Targeted pupils will show an improvement in attendance percentage and it will be above 90%. For those children where lateness is a concern, there will be a reduced number of occasions where they are marked late.</p> | <p>Overall attendance will be above national, and the attendance of the disadvantaged groups will show a reduction in the 2% gap. Further evidence in improved individual attendance will be demonstrated by outcomes from EWO meetings – showing that pupils with attendance concerns have improved and pupils have moved above 90% attendance. Where attendance remains a concern, there will be clear evidence that the school is using a range of strategies and agencies for support.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>  | <p>It will be evident in lesson observations and pupil voice that, children will engage positively with their learning and social activities. 90% of disadvantaged pupils will attend a social club in school through the year. There will be higher level of daily engagement with some parents to build relationships with all staff – through chats on drop off, check ins about broader family.</p>  |

## Activity in this academic year

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

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

### Budgeted cost:

Staff PD / extra training days across the year - £2160

Educational Psychologist service - £2520 (support with The Huddle, staff training and approaches for individual children to support)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for all school staff with the Partnership in Neurodiversity project (PINS) and through the educational psychology service. LSAT support for children and staff.</p> <ul style="list-style-type: none"> <li>- Whole staff training</li> <li>- Targeted training for TAs to improve knowledge and confidence</li> </ul> | <p>Using the EEF pupil premium guide, it is clear that investing in clear staff training to support quality interventions is key.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Effective Professional development includes building knowledge, developing pedagogical techniques and monitoring to look at embedding practice.</p> <ul style="list-style-type: none"> <li>- Training with PINs practitioner and EP will focus upon building knowledge of strategies</li> </ul> | 1,2,3                         |

|  |   |       |
|--|---|-------|
| <p>Whole staff training related to SEND needs evident in PPG children and all children.</p>  | <ul style="list-style-type: none"> <li>- Giving staff motivation and confidence to try approaches</li> <li>- Monitoring and support will be provided in school to review use of approaches</li> <li>- Use of Widget purchased across school to provide prompts and cues for individual children</li> </ul> <p>Further ASD training for the whole school – to support with strategies for teaching and learning and support in the learning environment. This will target certain PPG children with SEND, even without ASD diagnosis, as strategies will support progress.</p>   |       |
| <p>Developing assessment strategies across the curriculum:</p> <ul style="list-style-type: none"> <li>- Ensuring assessment of prior knowledge to identify gaps in vocabulary and knowledge</li> <li>- Retrieval activities and quizzing used to review learning and support knowledge moving into long term memory</li> </ul>                                 | <p>The EEF states that purposeful assessment is vital to ensure that teachers have a clear understanding of the knowledge that the children have gained within teaching and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment</a></p> <p>Building a clear assessment framework in our school will ensure that all staff understand the gaps in knowledge and understanding at the start of units of learning so that planning can address these gaps.</p> <p>Strong staff professional development to model, set and agree goals, then monitor and feedback are evident in the effective professional development EEF report. This structure is used within our staff PDM</p>  | 1,2,3 |
| <p>Teacher feedback to improve pupil learning</p> <ul style="list-style-type: none"> <li>- Staff development to review expectations for feedback</li> <li>- Monitor and review feedback given across school to ensure consistency of approaches</li> <li>- Subject Leader review of the impact of feedback evident in Pupil Voice and Book scrutiny</li> </ul> | <p>EEF – Teacher feedback to improve pupil learning guidance report:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Done well – pupil feedback supports pupil progress, builds learning, addresses misunderstandings and closes gaps.</p> <p>By looking carefully at what feedback is being delivered and how / when it is best feedback to pupils, we will evaluate as a school the expectations of teachers and the impact on the pupils' learning.</p> <p>Following the effective CPD model from the EEF, we will plan staff CPD, share ideas, model, then monitor together and evaluate impact. We will also consider the best timing for feedback – which will vary for subjects and look at how we ensure that the children are using the feedback – dependent on age and levels of development.</p> | 2,3,4 |

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

### Budgeted cost:

HLTA within whole class alongside CT in Class 1 (plus TA) – £7,467.50

Additional TA in C4 – 0.5 contract (mornings) / TA intervention time, including 1:1 support – additional TA in C3 – £14,625

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1:1 and small group TA intervention                                | <p>EEF report – Deployment of Teaching Assistants: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>In our school Teaching Assistants do not replace high quality teaching from the class teachers, but in line with the EEF report, they supplement and support the Class teacher to meet pupils' needs through supporting with scaffolding and also supporting 1:1 reading and additional phonics teaching. Additional phonics teaching is through post teach to recap and review prior learning – especially for those children who find concentration more difficult.</p> <p>TA intervention highly planned in across school to include daily reading, additional phonics teaching in small groups. Small group tuition is shown to have moderate impact for relatively low cost. In school we used experienced TA staff who know the children well and know the gaps in attainment. Post and pre-teach strategies are used – to recap on learning, or introduce vocabulary.</p> | 2,3                           |
| Focused HLTA / TA support and CT support in first quality teaching | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>As the EEF guidance states, use of TAs and HLTA does not replace high quality teacher support. In our school there is targeted support in class to ensure that all pupils have access to high quality teaching from class teacher with then scaffolds and support in class.</p> <p>There is a higher proportion of TAs in some classes with higher proportion of pupils with PPG and SEND needs combined.</p>  | 2,3                           |

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

Budgeted cost:

*Clubs: £2100 – based upon take up in Autumn 25*

*Breakfast Club support: £2700*

*PINS – grant funded from STSA*

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Access to school clubs for pupils with PPG funding.   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Engagement in sport, and other activities which encourage interaction between peers support social and emotional wellbeing of pupils, particularly those with a higher degree of mobility.</p>  | 1,5                           |
| Individualised support to access strategies to improve attendance – transport where entitled, extended schools offer  | <p>In line with EEF guide to working with parents – we will offer more sustained and intensive support where needed:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Our Breakfast club offer will ensure that children are in school on time, and also have access to food and a calm start to the school day. The calm and structure of the sessions provides a positive start to the day. These sessions are offered free of charge for targeted families.</p> <p>School will support some families to navigate access to free transport through the Local Authority – ensuring then that the children are in school on time.</p> <p>For a small number of children, EWO support will focus on improving attendance percentage including meeting with parents, and use supportive strategies alongside the legal approach.</p> | 1,4                           |
| PINS – project supporting engagement with parents. Increasing offer for all parents, and also access to other services for parents with SEND including PODs and SENDIASS. | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>The EEF guide to working with parents outlines that schools should tailor school communications to encourage positive dialogue and should also be two way to listen to feedback from parents –</p> <p>We are tailoring workshops to meet identified needs for our parents, and working to invite individual parents to events.</p>  | 1,5                           |

|  |   |  |
|--|---|--|
|  | <p>Through PINS we will engage parents to be involved in designing support and communications - through a parent charter</p> <p>Some communications with parents is less formal – through phone calls, meetings on the playgrounds and emails – which is low cost but increases contact and engagement.</p> |  |
|--|---|--|

**Total budgeted cost: £31,572**

## 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.

Allocation for 2024-25

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £19170 |
| Recovery premium funding allocation this academic year  | £0     |
| Tutor led grant funding allocation this academic year   | £0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £19170 |

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. It is important to note that some of our data is not statistically significant given the small size of our PPG groups within certain year groups. For some of the national data there are no PPG groups.

**The data demonstrated that:**

- 100% of PPG children at KS2 achieved combined expected standard (small group); 100% achieved Greater depth in reading, EGPS and writing, and expected standard in maths.
- 60% of PPG children achieved 24 or above in the MTC (small group). Of the remaining 40% there are significant SEND needs being supported through IPMs.
- 100% of PPG children achieved a pass in phonics check (small group)
- Where is it available within the IDSR due to the small groups, our disadvantaged children do well compared to non-disadvantaged children nationally.
- Our internal data shows that 60% of our PPG children have significant SEND needs and are supported with an IPM. The majority of these children make good progress, and make good progress towards targets identified within their IPMs. Children without SEND needs make good progress in line with their non-disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

**The data demonstrated that:**

- Open access to breakfast and after school clubs supports families including improving attendance for targeted children (further details can be obtained from the PPG lead but small data groups makes it possible to identify individual children)
- Bespoke support including transport support ensures that attendance remains good for individual children.
- 80% of the cohort as a whole access free after school clubs – which has a positive impact on wellbeing and engagement in school.
- Wellbeing is a high priority including buying clothing or shoes, support for parents.
- Observations in school show that for the children with SEND needs, clear support is in place which has a positive impact on learning behaviour and progress.
- FSM6 attendance data is in line with national data – though below the overall attendance of 96%. There is a recognition that with a smaller cohort, a small number of children have a significant impact on the data (this can be discussed further with the PPG lead).

**Summary:**

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that phonics pre and post teach was effective and supported children to ensure that they met the expected standard. Drawing Club has continued to be an effective way to teach our youngest children new vocabulary. Small group tutoring with a qualified teacher was highly effective at supporting children in mathematics to reach expected standard. Our wider nurturing approaches are reactive to the needs of our families, and often bespoke in terms of the support we offer. This enables us to be pro-active but also reactive to the needs of our PPG families – by all staff playing a strong part in knowing our families we can put different support in place.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, which is detailed above. Previous plans remain published for comparison.

## 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      |
|------------------------|---------------|
| White Rose mathematics | White Rose    |
| Ed Shed                | Ed Shed       |
| Lucid rapid            | GL assessment |
| My maths               | OUP           |
| Bug Club phonics       | Pearson       |
| Times Table Rock Stars | Maths Circle  |
| Read Theory            |               |