

Pupil premium strategy statement

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

Detail	Data
School name	Sefton Park Schools
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dan Simson Headteacher
Pupil premium lead	Alex Powell Assistant Headteacher
Governor / Trustee lead	Amy Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760 (£16,280 Infant and £38,480 Juniors)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,760

Part A: Pupil premium strategy plan

Statement of intent

At Sefton Park, we are dedicated to ensuring rapid progress and high attainment for all our pupils. We recognize the importance of providing additional support for those who qualify for Pupil Premium, with a focus on empowering disadvantaged pupils to achieve meaningful progress, including those already performing at a high level.

Our vision is to foster a sense of belonging for every child, ensuring they feel valued as integral members of our school community. We aim to support our disadvantaged pupils by providing access to a wide range of enriching experiences, similar to those of their more advantaged peers. This includes opportunities to discover and develop interests and passions, fostering confidence in embracing new experiences and challenges. Our goal is to create as many rich, meaningful opportunities as possible to broaden their horizons and support their holistic growth.

We implement evidence-based approaches tailored to our school's unique needs, following a tiered model as recommended by the Education Endowment Foundation (EEF). Our primary focus is on delivering high-quality classroom teaching, which benefits all pupils and plays a key role in closing the attainment gap. This is complemented by targeted, personalized interventions designed to meet the specific needs of vulnerable learners. We are committed to allocating resources thoughtfully to ensure that these interventions are purposeful and effective in achieving clearly defined objectives. Additionally, we address significant non-academic barriers that may impact pupils' success in school.

Our strategy is integral to our broader school development plans. In the past, we have used Pupil Premium funding to support an academic mentor, a practice endorsed by the EEF to ensure high-quality provision for disadvantaged pupils, driven by individual needs and we aim for this to continue.

Our approach remains responsive to ongoing findings regarding challenges and needs. We continuously draw on research to refine our strategies, ensuring our decisions in teaching and learning are informed by the best available evidence.

Challenges

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

Challenge number	Detail of challenge
1	Academia: Assessments, observations, and discussions with pupils highlight that disadvantaged children have made significant progress over the past two to three years when compared to their peers. In some year groups,

	<p>they have even outperformed their non-disadvantaged counterparts. This is in part down to our previous support and strategy that has been put in place and will need to continue and be refined. However, there remain cases where their attainment does not yet match that of their peers, with the most pronounced gaps observed in writing.</p> <p>Writing, in particular, has seen a larger disparity between disadvantaged pupils (Pupil Premium, or PP) and other children than other subjects. We believe this is partly due to several factors. One key factor is that PP children are often less likely to have had access to rich cultural experiences, which can limit their ability to draw on real-world contexts and ideas when writing. As a result, their writing can sometimes appear more basic and less developed.</p> <p>Additionally, the assessment model for writing is based on an absolute fit, meaning that every criterion must be met to achieve the expected standard (EXS). This differs from subjects like maths, where pupils can often compensate for gaps in specific areas by leveraging their strengths in others. In writing, however, any gaps—such as limited vocabulary, underdeveloped sentence structure, or weaker cohesion—must be directly addressed to ensure pupils can meet the required standard.</p> <p>It is therefore essential to focus targeted interventions on closing these gaps, particularly in writing, to provide disadvantaged pupils with the tools and confidence they need to achieve their full potential. Through a combination of enriched experiences, focused teaching, and ongoing support, we can help these children reach the expected standard in writing.</p>
2	<p>EAL:</p> <p>Assessments and observations indicate that disadvantaged children often attain lower outcomes in reading and writing compared to their non-disadvantaged peers. They may also demonstrate less confidence in expressing their ideas and contributing to discussions, which can hinder their engagement and participation in class activities.</p> <p>This is closely linked to underdeveloped oral language skills and significant vocabulary gaps, which are particularly evident for many disadvantaged pupils, including those with English as an Additional Language (EAL). Limited vocabulary impacts not only their ability to access reading and writing tasks but also restricts their understanding and success across the broader curriculum.</p> <p>Addressing these gaps is critical to improving their confidence, academic attainment, and overall ability to fully engage with their learning journey.</p>

3	<p>Belonging & Wellbeing:</p> <p>Assessments and observations highlight that our disadvantaged pupils often experience a weaker sense of belonging and value within their class and the wider school community compared to their more advantaged peers. This disparity appears to be influenced by limited access to out-of-school opportunities that many of their peers benefit from, which continues to have a notable impact on the experiences and outcomes of our Pupil Premium (PP) children.</p> <p>In addition, these pupils tend to display lower levels of resilience when navigating challenges, whether academic, social, or emotional. This highlights the importance of targeted interventions to strengthen their coping skills, build confidence, and ensure they feel equally valued members of their school environment.</p>
4	<p>Attendance:</p> <p>Currently, 9% of disadvantaged pupils are classed as persistent absentees. Our assessments and observations indicate that this level of absence is having a significant negative impact on their academic progress, as well as on their ability to form and maintain relationships within their peer group. This, in turn, affects their overall sense of belonging within the school community.</p> <p>Regular attendance is critical for fostering consistent learning experiences, building friendships, and creating a positive connection to the school environment. When pupils miss school frequently, they often struggle to keep up with the curriculum and can feel isolated from their classmates, which further reinforces disengagement.</p> <p>Addressing this issue requires a collaborative approach involving pupils, parents, and school staff. By identifying barriers to attendance—whether they stem from personal, familial, or external factors—we can implement targeted strategies to support these pupils and help them reengage with their education. Our goal is to ensure that every child feels valued and connected to the school community while achieving their full potential academically and socially.</p>
5	<p>Parental engagement:</p> <p>One of the key challenges in supporting our Pupil Premium (PP) children is parental engagement. While many parents are deeply invested in their child's education, some face barriers that limit their ability to actively participate in school life. These barriers may include work commitments, lack of confidence in supporting learning at home, or negative past experiences with education. Additionally, some families may not fully understand the importance of their role in reinforcing the learning that takes place in school, particularly in areas like reading, homework, or supporting good attendance. This lack of engagement can hinder the development of strong home-school partnerships, which are critical for ensuring consistent support for pupils both in and out of the classroom. To address this, we must prioritize building trust with families, offering practical support, and creating accessible opportunities for involvement that empower parents to take an active role in their</p>

	child's education.
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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 English progress and attainment for disadvantaged children	Internal data shows pupil premium children making accelerated progress compared to non-disadvantaged peers.
Improved oral and language skills for disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is translating into wider vocabulary use in spoken and written English. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2023/24 show that 80% or more of disadvantaged pupils met the expected standard. We aspire to have 80% in KS1 and 85% in KS2.
Improved maths attainment outcomes among disadvantaged pupils	KS1 maths outcomes in 2023/24 show that 73% of disadvantaged pupils met the expected standard. KS2 maths outcomes 61% of disadvantaged pupils met the expected standard. We aspire to have 85% in KS1 and KS2.
To achieve and sustain improved wellbeing and sense of belonging for our disadvantaged pupils. We will be providing a wide range of enrichment activities and clubs which are accessed by our disadvantaged children.	Sustained high levels of wellbeing and sense of belonging from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil conferencing, pupil and parent surveys and teacher observations

<p>The enrichment/clubs we provide will cater to a wide range of interests, enabling children to discover and pursue interests.</p> <p>Other enrichment opportunities will be provided through curriculum linked opportunities.</p> <p>Pupil Premium children will represent the school across the full range of leadership roles.</p>	<ul style="list-style-type: none"> a significant and sustained increase in participation in clubs and other enrichment activities among disadvantaged pupils <p>Pupil Premium children will be representing the school confidently and well across the full range of leadership roles.</p> <p>Children are able to see themselves as successful and part of the community.</p>
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the percentage of disadvantaged pupils who are persistently absent being no more than 2% below peers. Identified children with historical low attendance will show improved attendance
<p>To achieve improved parental engagement where this is necessary for our disadvantaged pupils.</p>	<p>Increased Attendance at School Events: A measurable rise in the percentage of PP parents attending school events, such as parent-teacher conferences, workshops, and family learning sessions.</p> <p>Improved Communication: Regular and consistent communication channels established, such as newsletters, phone calls, or online platforms, with evidence of engagement (e.g., responses, feedback, or queries from parents).</p> <p>Active Participation in Learning: More PP parents actively supporting their children's learning at home, demonstrated through increased completion of homework, reading logs, or engagement with school-provided resources.</p> <p>Stronger Relationships with Families: Feedback from PP parents (via surveys or informal discussions) indicates a greater sense of trust, confidence, and partnership with the school.</p> <p>Reduction in Barriers: Identification and resolution of key barriers preventing parental engagement, such as offering flexible meeting times, multilingual resources, or targeted support for specific challenges (e.g., digital literacy).</p>

	<p>Improved Outcomes for PP Pupils: Observable improvements in the progress and attainment of PP pupils, particularly in areas where parental engagement has been strengthened (e.g., reading levels or attendance rates).</p> <p>Sustained Engagement Over Time: Evidence that increased parental involvement is sustained beyond short-term initiatives, with parents becoming active and consistent partners in their child's education.</p>
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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: £11,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in PINS project.</p> <p>(Partnerships for Inclusion of Neurodiversity in Schools)</p> <p>Specifically: Hamish & Milo, The Parenting Hearth, North Star Academy Trust Outreach & xLtd Talk SaLT</p>	<p>PINS project, although ofcussed on SEND has much crossover with PP children. It is funded by the DFE and seeks to support children with specialist provision that will support their emotional, soicla wellbeing, alongside support for academics including math skills and phonics.</p> <p>https://sendlocaloffer.nelincs.gov.uk/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/</p> <p>EEF report 'Using Reseach Evidence to Support Your Spending Decisions'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p>	1, 2, 3, 4, 5

<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Analysis of wide ranging maths data to gain insight into pupils gaps and strengths to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>CPD for identified staff to strengthen subject knowledge</p> <p>Use and analysis maths papers in Juniors.</p>	<p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Teaching problem solving & mental models</p> <p>KS2 Guidance Report</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Being able to compare results with other schools (in this case using Primary Head Start) can support development of insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Formative Assessment</p>	<p>1, 2, 3</p>
<p>Ongoing CPD by lead for Quality of Teaching- key focus on learning, deepening pedagogical understanding of all staff</p>	<p>'Metacognitive strategies' which get pupils to think about their own learning can have a very high impact, particularly for disadvantaged pupils.</p> <p>Strategies & Methodology</p>	<p>1,2,3</p>

Class teachers and tutors meet with pupil premium lead to analyse and recalibrate targets.	<p>SMART and personalised targets delivered and set by those who know the children best are effective in driving progress.</p> <p>Opportunities are created to reflect on pupil premium children and provide or signpost coaching and CPD for any areas identified through discussion.</p>	1,2,3,4,5
<p>Embedding oral language and vocabulary development across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary and impact positively on self-esteem.</p> <p>Use of FFT reading, spelling and phonics scheme of work.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p> <p>Reading scheme, spelling scheme and phonics have shown a strong evidence for improving outcomes, particularly around a consistency of language. Reading comprehension</p>	1, 2, 3
<p>Further develop high quality social and emotional learning and provision: implement and assess new Relationships provision refine and develop pastoral support</p> <p>Development of 'Zones of Regulation'</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: Report 1 Report 2</p>	3, 1, 2, 4, 5

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

Budgeted cost: £31,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentor employed to support PP premium children academically and emotionally.</p> <p>provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Pre tutoring and post tutoring are effective methods for supporting and enhancing learning. 1:1 tuition with an in-house member of staff allows for this to be well aligned with in class work.</p> <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>	1,2,3
<p>Where an academic mentor is not available as in some years in the infants we will support interventions for children by using LSAs for extra hours to release teaching staff to run interventions.</p>	<p>Pre tutoring and post tutoring are effective methods for supporting and enhancing learning. 1:1 tuition with an in-house member of staff allows for this to be well aligned with in class work.</p> <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>	1, 2, 3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social Emotional and Behaviour (SEBD) support</p> <ul style="list-style-type: none"> – play therapy - Lego therapy training <p>Access to pastoral support lead</p>	<p>For children struggling to access the learning and need specialist support, play therapy has proved to be extremely effective in supporting improvements in children's mental wellbeing/resilience and re-engagement with learning.</p> <p>https://playtherapy.org.uk/</p> <p>https://jillianz.com/wp-content/uploads/2018/01/meta-analytic-review-of-effective-child-therapy.pdf</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC2989834/</p>	3
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Attendance at SW Attendance Network – sharing of best practice and resources</p>	<p>The DfE has set up and funded best practice hubs to share concepts and ideas alongside supporting councils to develop attendance toolkits.</p>	4
<p>Bi-monthly meetings with Local Authority to examine data and approaches to supporting families.</p>	<p>Meeting with the Local Authority Attendance officer to discuss key cases and how to have more impact positive on families.</p>	4

Funding participation in after-school clubs, music lessons, school trips and residential camp	<p>High-quality extracurricular activities boost wellbeing, behaviour, attendance, and aspiration and help build life skills such as confidence, resilience, and socialising. Pupils' sense of belonging to the community is enhanced by greater equity of provision.</p> <p>Report 1</p> <p>Report 2</p>	3, 5
Contingency fund for issues that arise.	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>This includes potential support needed should there be a period of remote learning.</p>	

Total budgeted cost: £54,760

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 2023 to 2024 academic year.

Internal Infant attainment data

ON TRACK FOR Age Related Expectations (Percentage of children at PITA 4+)

Year 1			
	Reading	Writing	Maths
Cohort	73%	73%	77%
PP	63%	50%	63%
Year 2			
	Reading	Writing	Maths
Cohort	86%	70%	81%
PP	100%	83%	83%

ON TRACK FOR Greater Depth (Percentage of children at Pita 6)

Year 1			
	Reading	Writing	Maths
Cohort	3%	2%	2%
PP	0%	0%	13%
Year 2			
	Reading	Writing	Maths
Cohort	24%	6%	22%
PP	17%	0%	17%

Early Years - Percentage at Good Level of Development (GLD) at end of Reception

	2024	2024 GREATER DEPTH/+
GLD** Cohort	69	19
GLD Pupil Premium	60	20

Phonics screening

	Autumn 2023	Summer Internal 2024
Phonics screening check: Y1 cohort		78%
Phonics screening check: Y1 PP		20%
Phonics screening check: Y2 cohort	93%	
Phonics screening check Y2 PP	80%	

2023-24 Internal Junior attainment data

ON TRACK FOR Age Related Expectations (Percentage of children at PITA 4+)

Year 3			
	Reading	Writing	Maths
Cohort	80%	73%	79%
PP	71%	57%	86%
Year 4			
	Reading	Writing	Maths
Cohort	80%	72%	78%
PP	43%	43%	43%
Year 5			
	Reading	Writing	Maths
Cohort	94%	83%	93%
PP	100%	60%	100%
Year 6			
	Reading	Writing	Maths
Cohort	88%	81%	85%
PP	83%	67%	83%

2023-24 Internal Junior attainment data**ON TRACK FOR Age Related Expectations (Percentage of children at PITA 6)**

Year 3			
	Reading	Writing	Maths
Cohort	14%	2%	18%
PP	14%	0%	0%
Year 4			
	Reading	Writing	Maths
Cohort	19%	0%	11%
PP	14%	0%	0%
Year 5			
	Reading	Writing	Maths
Cohort	31%	6%	4%
PP	0%	0%	0%
Year 6			
	Reading	Writing	Maths
Cohort	35%	8%	33%
PP	17%	0%	17%

