

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 | Anfield Road Primary |
| Number of pupils in school | 627 |
| Proportion (%) of pupil premium eligible pupils | 43.4% |
| Academic year/years that our current pupil premium strategy plan covers | 2025/26 2026/27 2027/28 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2028. |
| Statement authorised by | Mrs Drew-Williams |
| Pupil premium lead | Mr Neil Griffiths |
| Governor / Trustee lead | Mr L. Crockett |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 412,080 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £ 412,080 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced by the school and families. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our strategy is also integral to wider school plans for education recovery. This is targeted support through the National Tutoring Programme for pupils whose education has been affected this includes non-disadvantaged pupils

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Objectives for disadvantaged pupils:

- To provide tailored and supported quality first teaching so that children meet their potential.
- To provide teaching, learning and intervention which diminishes differences in learning and achievement
- To ensure that children access the full range of school experiences and activities in line with their peers
- To overcome specific learning and social barriers for children to ensure that they can access and be successful in their learning

How the plan works towards achieving those objectives:

Staffing structures and learning groups to ensure that teaching and learning can be carefully adapted to meet children's needs

Teaching and learning and targeted interventions focused

Support for children to access every aspect of the school day through the wider work of the school – attendance support, wrap-around care, financial support and social and emotional intervention and support

- Staffing structures and tailored support for learning and social and emotional barriers for school and to learning.

Key Principles of the Strategy Plan:

- Inclusivity – quality first teaching
- Appropriate resourcing, staffing and staff training
- Academic success through targeted teaching and learning
- Social, emotional and well-being support
- Support for families

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be inclusive of:

- To allocate a 'Catch Up' support to each Year Group - providing small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software. (Sumdog, Spellin Shed, Flash Academy)
- Music provision (Specialist Music Teacher)
- Nurture Support (Liver Birds)

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Assessment, observations and discussion with families and staff along have identified low attainment on entry to the Early Years Foundation stage in all areas. |
| 2 | Our assessments and discussion with staff and pupils have identified Year 1, 2 and 3 cohorts missed out with vast range of educational experiences during periods of school closures – particularly phonics sessions. This negatively impacts their development as readers. This still remains. |
| 3 | Our assessments and discussion with staff and pupils have identified Year 3, 4,5, and 6 cohorts – have only experienced disrupted learning due to school closures – differences in learning are wide. |
| 4 | Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our |

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| | disadvantaged pupils than their peers. This results in poor speech and language and vocabulary acquisition / oracy |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | More frequent behaviour difficulties which has an effect on their academic progress and that of their peers. |
| 7 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 37% of disadvantaged pupils have been 'persistently absent' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 8 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continues to be a concern. The impact of Covid closures remain and are particularly evident in some of our younger pupils and those with SEND. Disadvantaged pupils with SEND are a particular concern. Pupil's mental health and ability to self-regulate has been significantly impacted. The need for nurture provision has increased. |

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 |
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| Improve oral language skills and vocabulary among disadvantaged pupils. | Observations and assessments using BPVS and WELCOM indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with pupil interviews, book scrutiny and ongoing formative assessment. |
| Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance. Funding and dedicated weekly, subject leader and teacher release time to embed key elements of guidance in school and to access external resources. | Quality first teaching is in place for all pupils in all classes Assessments are being used effectively to strengthen quality first teaching and impact upon pupil progress and attainment. Staff subject knowledge is strong and subject leaders are able to hold all staff to account. Pupil outcomes, particularly for disadvantaged pupils improve. |
| Improve the quality of social and emotional (SEL) learning through emotional literacy activities, the HEARTS approach. Approaches will be embedded into routine educational practices and supported by professional development and training for staff | Improved outcomes in wellbeing surveys Reduced crisis incidents |
| Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be minimal | KS2 SATs results demonstrate diminishing difference in both progress and attainment for disadvantaged children and their peers. In house |

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| | assessment data evidences that the gap is diminishing across the course of the children's time at Anfield Road Primary School. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Increased levels of wellbeing from student voice, student and parent surveys. An increase in enrichment activities with a focus on disadvantaged pupils. |
| Support ensures that external barriers to learning can be broken down and well-being support ensures children are ready to learn | Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in well-being and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively. |
| Disadvantaged children access all areas of the curriculum and school's educational offer without restriction. | Pupil conferencing evidences disadvantaged children's engagement in all areas of school activities. Clubs and activities are promoted and signposted for disadvantaged children |
| Fewer incidents of negative behavioural choices across school for disadvantaged pupils. Have a consistent and clear behaviour policies that promote positive behaviour in lessons. | Pupil surveys, pupil conferencing and behaviour tracking demonstrate improvement in behaviour across school. Reduced behavioural incidents by identified pupils. Reduced suspensions Reduced need for behavioural interventions |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Increase attendance demonstrated by an overall absence rate for all pupils being no more than 3%. The percentage of pupils who are PA being lower that 15% |

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: £ 192,887.62

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Continue to embed RW Inc Phonics (DfE validated) to secure stronger teaching of phonics for all pupils</p> <p>Ensure that phonics is taught consistently so children are able to Keep up with their peers</p> <p>Ensure that all staff have refresher training across the year and new staff have received the correct training prior to delivering phonics</p> | <p>EEF Teacher Toolkit</p> <p>Structured Phonics: <i>"Phonics is particularly beneficial for younger learners"</i></p> <p>Reading Comprehension Strategies: <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"</i> Small group tuition: <i>"greater feedback from teacher" "more sustained progress"</i> <i>"work closely matched to learner need"</i></p> | 2 |
| <p>Targeted Intervention in Reading, Writing and Maths Training, resources and support from the Curriculum Team</p> | <p>EEF Teacher Toolkit</p> <p>Reading Comprehension Strategies: <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"</i> Small group tuition: <i>"greater feedback from teacher" "more sustained progress"</i> <i>"work closely matched to learner need"</i></p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies: Deploying Staff effectively Reducing class size</i></p> | 3 |
| <p>Additional Teaching Assistants to support learning groups</p> | <p>Ofsted Evidence Report: <i>"focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours"</i></p> <p>Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</i></p> | 1,3,4 |

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

Budgeted cost: £ 67,947.43

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional Phonic Sessions targeted at disadvantaged pupils who require further phonic support. | <p>EEF Teacher Toolkit Structured Phonics: <i>"Phonics is particularly beneficial for younger learners"</i> Reading Comprehension Strategies: <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"</i> Small group tuition: <i>"greater feedback from teacher" "more sustained progress"</i> <i>"work closely matched to learner need"</i></p> | 1 |
| TAs and Teachers deliver interventions for children identified as needing catch-up | <p>EEF Teacher Toolkit: Smaller group tuition <i>"greater feedback from teacher" "more sustained progress"</i> <i>"work closely matched to learner need"</i></p> <p>Supporting the Attainment of Disadvantage- target Pupils – DFE <i>Successful strategies:</i> <i>Deploying Staff effectively</i></p> | 1,2,3,4 |
| Use of iPads and targeted use of RWI Portal and Reading Theory to support all KS2 learners to access and make progress in reading | <p>EEF Teacher Toolkit Structured Phonics: <i>"Phonics is particularly beneficial for younger learners"</i> Reading Comprehension Strategies: <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"</i> Small group tuition: <i>"greater feedback from teacher" "more sustained progress"</i> <i>"work closely matched to learner need"</i></p> | 3 |
| Coaching provided by wider leaders for teachers (Curriculum Team) | <p>Ofsted Evidence Report: <i>"good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities"</i></p> <p>Ofsted Evidence Report: <i>"high quality teaching is essential to promoting social mobility and closing the attainment gap"</i> Reason for success highlighted as <i>"investing in teachers' professional development"</i></p> | 1,2,3,4 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance Officer. Learning mentor and SENDCo hours and support, liaison with external agencies. Mini-bus run in the mornings and staffing for this breakfast and After school club places | EEF guide to the Pupil Premium: <i>"interventions are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance"</i> Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies: Improving attendance</i> | 7 |
| #C5 initiative | There is a clear link between good attendance and outcomes | |
| Behaviour support team developed to support in class and individual children. | EEF guide to the Pupil Premium: <i>"interventions are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance"</i> | 6 |
| PSHE resourcing and staff training for teaching emotional literacy Wellbeing Sessions | EEF Teacher Toolkit: <i>"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"</i> | 5 |
| Social and emotional support – intervention and social skills support (+re-sourcing through literature, social stories, visuals, sensory resources) | EEF – Teacher Toolkit Behaviour interventions: <i>"impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues"</i> <i>"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"</i> | 5 |
| Financial support – contribution to clubs, trips, activities where there is a cost to parents | EEF Teacher Toolkit: <i>"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"</i> | 5 |
| 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 respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £ 412,080

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 2022 to 2025 academic year.

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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 |
|-----------------|--------------------------|
| Read, Write-Inc | Ruth Miskin / Oxford Owl |
| Spelling Shed | |
| Sumdog | |

We have carefully reviewed our strategy plan and have made changes and adjustments to use some of the budget this academic year. The section below provides more details about our processes.