

Pupil premium strategy statement – Everton Heath Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	27
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Emma Bircham
Pupil premium lead	Emma Bircham
Governor / Trustee lead	Liz Simpkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24, 740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 24, 740

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils (pupil premium [PP]) at Everton Heath Primary School is that every child knows they are a success: to learn, grow and thrive — closing the attainment, attendance and engagement gaps so that PP children make at least national expected progress, are confident readers and writers, and are prepared for the next phase of their education with positive aspirations.

Rationale and how this strategy works towards the objectives

- We prioritise high-quality universal teaching (Tier 1) to raise the floor for all children and reduce the number who require costly, long-term interventions; targeted academic support (Tier 2) for those with specific gaps in reading, writing, maths and language; and wider strategies (Tier 3) to reduce non-school barriers (attendance, home support, wellbeing, aspiration). This aligns with the DfE Menu of Approaches (Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies).
- A strong evidence base guides choices: for example, the Education Endowment Foundation (EEF) identifies oral language approaches and communication & language programmes as high-impact for early years and primary children (+6–7 months), and parental engagement / homework support and targeted one-to-one or small-group tuition as effective means to close disadvantage gaps — we use these as core elements of our plan ([EEF: Communication & language approaches](#); [EEF: Homework](#)). The EEF also highlights the importance of a tailored, responsive approach to attendance ([EEF: Attendance interventions REA](#)).
- We have designed a school-specific programme that reflects Everton Heath's context: a small half-form entry academy within a trust, 3 mixed-age classes, a pre-school, very small staff team (4 teachers + head), limited grounds, and the following pupil profile: 23.9% FSM, 20.9% SEND (4.9% EHCP), 16.4% MEB, 3% EAL — plus the assessed attainment gaps (Reading: 38% PP < ARE vs 28% non-PP; Writing: 62% PP < ARE vs 41% non-PP; Maths: 44% PP < ARE vs 32% non-PP). The strategy focuses resources where evidence and local data indicate most impact: early language and reception readiness, attendance, home learning support, targeted tuition in reading/writing/maths, and behaviour/readiness-to-learn.
- Implementation emphasis: professional development, focused diagnostic assessment, measured small-group and one-to-one interventions, parent partnership (homework clubs, family literacy), attendance casework and early years interventions. We will monitor impact termly and adapt interventions following the EEF approach to implementation (data, fidelity, review).

Key principles

- “Start with teaching”: investment first in teacher development and curriculum clarity, because high-quality teaching benefits all pupils and disproportionately supports disadvantaged pupils when it is strong ([NAO / DfE summary on teaching and disadvantage](#)).
- Early investment: focus on early years and Reception readiness (communication & language), because early gaps predict later attainment and targeted early interventions show strong effects ([EEF: Early years communication & language](#); [EEF: High-quality interactions](#); <https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions>).
- Targeted, data-driven support: assessment identifies gaps so interventions (Nuffield Early Language Intervention / small-group tuition / one-to-one tuition) are precise and timetabled ([EEF: Nuffield Early Language Intervention](#); [EEF: One-to-one & Small-group tuition](#) and <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>).
- Work with families: improving the home learning environment and parental engagement increases attendance and attainment; we provide practical, low-barrier ways for families to support learning ([EEF: Working with parents & Homework](#); see also DfE Home Learning Environment research summary ([DfE: Home learning environment and attainment](#))).
- Responsive attendance work: use a tailored, stepped approach early (attendance monitoring, parent contact, pastoral casework) since EEF’s review finds promise in targeted parental approaches and responsive interventions ([EEF: Attendance interventions rapid evidence assessment](#)).
- Evaluate and adapt: termly monitoring of progress, attendance and participation with governors and trust oversight; use short, measurable outcome criteria; scale up successful interventions.

Framework note (OFSTED)

- We follow the OFSTED inspection framework and the strategy supports OFSTED priorities identified at inspection: robust reading culture, improving writing and maths, addressing gaps in early curriculum knowledge and subject-specific language. We will explicitly teach subject vocabulary across the curriculum to address OFSTED’s comment on gaps in subject-specific language.

Challenges

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

Challenge number	Detail of challenge
1	Limited home support and inconsistent home learning environment (lack of quiet space, parental capacity/time to support homework) contributing

	to lower consolidation of classroom learning and reduced progress (local data + national evidence).
2	Lower communication and language skills on entry and in early years that hinder reading, writing and learning (Reception and KS1), increasing PP disadvantage in subsequent years.
3	Lower attendance and readiness to attend school for a proportion of PP children, including persistent absence and lateness, reducing learning time and progress.
4	Lower starting points in Reception (school readiness) for many disadvantaged children, requiring targeted early years support.
5	Readiness to learn / self-regulation and behaviour challenges (including concentration and routines) limiting access to learning in class.
6	Attainment gaps in Reading, Writing and Maths for PP children (Reading: 38% PP < ARE vs 28% non-PP; Writing: 62% PP < ARE vs 41% non-PP; Maths: 44% PP < ARE vs 32% non-PP) — need to accelerate progress in core subjects.

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
1. Strengthened home–school partnership and increased effective home learning	- Termly increase in parental engagement measures: attendance at family workshops / number of families using homework club ≥ 50% of PP families within a year. - Measurable increase in homework completion rates for targeted PP cohort (teacher records). Evidence from parent contact logs and surveys. (EEF: Homework/Working with parents).
2. Improved communication, language and early literacy for Reception / KS1 PP children	- Targeted Reception/Year 1 PP children identified for oral language support make accelerated progress: entry-to-end-year language assessments show rise equivalent to at least 6 months' progress for those targeted. - Increased proportion achieving expected early reading milestones (phonics, early reading). EEF: Communication & language approaches ; EEF: NELI).
3. Improved attendance and punctuality among PP children	- Reduce persistent absence among PP cohort by 30% within 12 months; reduce overall unauthorised absence. - Increase average % attendance for targeted PP

	pupils to within 5 percentage points of peers. (Monitored via daily registers and EWO casework; approach informed by EEF: Attendance interventions REA).
4. Improved readiness to learn, behaviour and self-regulation	- Targeted pupils show improved readiness scores (classroom baseline vs 12 weeks) and reduced behaviour incidents; observed increases in on-task behaviour and instruction time. - Fewer lesson disruptions that affect learning time documented in behaviour logs. (Interventions informed by EEF behaviour/SEL guidance and EEF Early Years interactions guidance: EEF: High-quality interactions).
5. Accelerated progress in reading, writing and maths for PP children	- In-year pupil assessment and end-year outcomes: at least 60% of targeted PP pupils reach ARE or make 6+ months of catch-up progress in reading and maths after intervention; reduce gap vs non-PP by at least 25% within the academic year where feasible. - Targeted writing cohorts show measurable improvement in composition and transcription outcomes (teacher and moderated assessment). (Interventions reference EEF evidence for small-group tuition, phonics and targeted literacy approaches: EEF: Small-group tuition ; [EEF: Phonics guidance]).
6. Increased aspiration and cultural capital	- All KS2 PP pupils access at least two enrichment experiences (visits/Young Voices/aspiration events) per year; pupil surveys show increased aspiration indices; qualitative feedback from children and families indicates broadened horizons. (Enrichment as wider strategy supported by EEF notes on engagement and cultural capital).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-staff CPD programme on high-quality teaching of reading, vocabulary and subject-specific language: focused sessions on interactive read-aloud, vocabulary instruction, and planned opportunities to teach subject language across the curriculum (regular staff meetings + peer coaching). Use EEF guidance and Early Years Evidence Store resources to design CPD.	EEF — Oral language interventions & guidance on maximising oral language impact (blog & evidence summaries) ; EEF — Communication & Language approaches (Early Years Evidence Store) . These show consistent, sizeable impacts (+6–7 months) when language is taught purposefully and explicitly.	2, 4, 6
2. Phonics & early reading fidelity review and targeted CPD (Reception/KS1) Supported by the English hub and RWI Development Days: reinforce systematic synthetic phonics, diagnostic assessment and rapid keep-up interventions.	EEF phonics and early reading evidence (see EEF Early Years & KS1 guidance; also NELI trial evidence summarised by EEF) — phonics has high impact on early reading and is particularly effective for disadvantaged children (EEF: NELI summary).	2, 4, 6
3. Subject and progression clarity in maths and writing curriculum: implement agreed small-step sequences, subject vocabulary lists for each unit, modelled examples and deliberate practice to support mixed-age classes. Provide teacher coaching and professional feedback cycles (peer observation, example-led modelling).	EEF: Effective professional development and curriculum implementation improves teacher practice and outcomes; high-quality classroom practice is a primary driver of closing disadvantage (NAO/DfE summary on effective teaching for disadvantage ; EEF: Effective professional development guidance).	6, 1, 5
4. Strengthen feedback and metacognitive strategies in class (explicit modelling of planning/writing processes; vocabulary use in talk frames) to support independent writing and transferable skills.	EEF: Metacognition & self-regulated learning (Teaching & Learning Toolkit) — effective when embedded and taught explicitly; significant impact for disadvantaged pupils if supported by teacher modelling.	6, 5

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

Budgeted cost: £ 11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Reception/KS1 targeted small-group communication and early literacy programme (Nuffield Early Language Intervention or equivalent) for identified PP children; use trained teaching assistant or teacher for 1:3 groups with structured sequence.	EEF — Communication & Language approaches (Early Years Evidence Store) ; EEF — Nuffield Early Language Intervention summary . Evidence shows large effect sizes for targeted early language programmes; cost-effective for reception cohorts.	2, 4, 6
6. Small-group tuition for targeted reading and maths (after diagnostic gap analysis): weekly 1:3 or 1:4 sessions focused on retrieval/fluency (reading) and number fact fluency & modelled problem-solving (maths).	EEF — Small-group tuition (Teaching & Learning Toolkit) — small groups delivered by trained staff can produce +4 months on average; effective where aligned with classroom teaching.	6, 1
7. Carefully structured one-to-one tuition (short-term) for the bottom decile of PP children in reading or maths where assessment shows urgent gaps; use trained tutor (school staff/volunteer with school training).	EEF — One-to-one tuition (Teaching & Learning Toolkit) — strong evidence for use with disadvantaged pupils, especially for specific, well-targeted gaps.	6
8. Phonics catch-up and keep-up sessions (short, daily) led by trained TA for children below expected levels in Year 1 and Year 2, plus regular progress check and read-aloud practise.	EEF: Phonics and early literacy evidence and Implementation guidance (see NELI and Early Years Evidence Store) for intensive small-group work and keep-up approaches; phonics has strong evidence for early decoding and reading success (EEF: Communication & Language/NELI).	2, 6
9. Targeted spoken language boosters and vocabulary interventions for KS1/KS2 children with identified language needs	EEF — Oral language interventions and guidance ; EEF: Communication & Language approaches . Oral	2, 6

(structured talk tasks, sentence stems, curriculum vocabulary maps).	language approaches are high-impact in primary.	
10. Deploy TAs with structured, evidence-led programmes and training (TAs deliver high-quality structured small-group work under teacher oversight).	EEF — Teaching assistants guidance and evidence on effective deployment — TAs are most effective when used for structured, targeted interventions with CPD and monitoring.	6, 2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
11. Structured attendance strategy: daily monitoring, early phone/text prompts, personalised follow-up (attendance meetings), and rapid targeted parental engagement for pupils trending towards persistent absence. Use a named Attendance Lead (senior staff/time allocation) and escalate via trust/EWO if not improving.	EEF — Attendance interventions rapid evidence assessment (REA) — REA shows promise in targeted parental engagement and responsive interventions tailored to individual causes of absence. Also: EEF briefing on taking a tailored approach to attendance.	3
12. Breakfast / on-site homework club provision (targeted slots for PP children): safe, supervised start to the day; staffed by two assistants, includes quiet homework support and reading time. Prioritise children flagged as having limited home support.	EEF: Evidence on breakfast clubs/meal provision and the Magic Breakfast evaluation indicates null to small positive effects on attendance & attainment; breakfast clubs can help overcome barriers to home support ([EEF: Attendance REA; Magic Breakfast evaluation summary by EEF]). See EEF project evaluations for practical implementation examples (Magic Breakfast pilot) ([EEF Magic Breakfast	1, 3

	evaluation reference — EEF project literature]).	
13. Parent workshops & family outreach (practical, short sessions on reading at home, supporting writing, phonics, and simple home routines). Offer flexible times and short take-home resources; set up weekly ‘homework club’ slot where children can complete set home tasks with staff support.	EEF — Working with Parents to Support Children’s Learning & Homework toolkit ; DfE Home Learning Environment research report — parental engagement and home learning environment influence attainment; homework clubs overcome access barriers for disadvantaged pupils.	1, 6
14. Early years investment (EYPP-backed): pre-school–Reception transition programme, additional adult time for language-rich interactions, home visits and family-facing resources to increase Reception readiness.	EEF — High-quality interactions and EYPP guidance ; [EEF: Guide to the Early Years Pupil Premium & DfE/Evidence summaries] — early years quality and targeted EY interventions reduce early gaps. (See EEF guidance on use of EYPP).	4, 2
15. Social, emotional and behavioural support: daily nurture/ready-to-learn session for targeted pupils (10–12 weeks) + access to in-school mentoring/ELSA style support to build self-regulation and school routines; whole-class SEL work to improve culture.	[EEF: Social and emotional learning (SEL) & behaviour evidence summaries] — SEL and whole-class approaches can support attendance and behaviour but should be high quality and sustained; EEF recommends integrated, evidence-led SEL and targeted pastoral support ([EEF: Attendance REA & SEL summaries]).	5, 3
16. Enrichment & aspiration programme: subsidised local visits, residential subsidy, trust enrichment events, and structured careers/aspiration talks for KS2 to broaden horizons and increase engagement.	EEF and national guidance indicate enrichment experiences improve engagement and cultural capital (links in EEF resources and DfE/NAO commentary on closing disadvantage). Enrichment can support attendance and	6

	aspiration if barriers to access are removed.	
17. Rapid pastoral casework and multi-agency referral (for pupils with complex needs): appoint a named pastoral lead to coordinate support (attendance, family liaison, social care, speech & language referral).	[EEF: Attendance interventions REA — responsive and targeted approaches and parental engagement show promise]; [EEF: Communication & Language guidance] for prompt referral to SLT where needed.	3, 5, 2

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Implementation detail and school fit (how we will deliver given Everton heath context)

- Leadership and staffing: Headteacher to hold Pupil Premium strategic lead; curriculum lead for English and maths to align targeted tuition; designate a Pupil Premium/Attendance Lead (0.1–0.2FTE) to coordinate Tier 3 work (attendance, breakfast club, parent contact) — within small staffing model this will require time-table efficiencies and trust support for backfill. Use trust central resources for training and to deploy any additional trust tutoring capacity.
- Mixed-age classes: curriculum maps and vocabulary lists tailored per mixed-age unit; small-group tuition pulled with release cover (short, frequent sessions) or delivered in an adjacent space; TA training prioritised to deliver structured small-group programmes.
- Monitoring and assessment: termly Outcome Review (PP cohorts) tracked for attendance, reading/writing/maths attainment, engagement (SEF and casework notes). Use diagnostic assessments (Reception baseline, phonics checks, termly reading benchmarks, maths diagnostics) and monitor fidelity (lesson observations, intervention logs).
- Parental engagement practicalities: short, practical sessions (30–45 minutes) and take-home packs; childcare/transport bursaries and translated materials as needed to reduce barriers.
- Resources: prioritise purchases that support evidence-based interventions (books for shared reading, NELI materials where used, small-group tuition resources). Where possible use trust procurement & research school networks for cost savings.

Costing principles (summary)

- Reprioritise existing PP budget to concentrate on: 1) staff CPD and cover for release; 2) targeted small-group and one-to-one tuition (TA training + short tutor hours); 3) attendance lead time and breakfast/homework club operational costs; 4) early years targeted resources and home visits; 5) enrichment subsidies.
- Use trust support for expensive one-off items (e.g., specialist assessments) and to enable cross-trust tutoring pools.

Monitoring, Evaluation and Governance

- Termly reporting to Local Governing Body and Trust PP lead: attendance statistics (termly), casework updates, intervention participation, attainment & progress of PP cohorts. Governor sub-committee to review impact and budget decisions.
- Use simple, measurable indicators for each intended outcome (see section 3 success criteria). Interventions not delivering planned impact after two review cycles will be evaluated for adaptation or reallocation of resources.
- Annual Pupil Premium statement (published) detailing spend, outcomes and the next steps.

Key sources and evidence (selected)

- EEF — Communication and language approaches (Early Years Evidence Store) (impact and implementation): [EEF — Communication & language approaches](#)
- EEF — Nuffield Early Language Intervention (promising programme summary): [EEF — NELI](#)
- EEF — Homework (Teaching & Learning Toolkit summary on homework and home learning): [EEF — Homework](#)
- EEF — Attendance interventions rapid evidence assessment (April 2022): [EEF — Attendance interventions REA](#) and REA PDF ([EEF Attendance REA PDF](#))
- EEF — High-quality interactions (Early Years guidance & EY practice): [EEF — High-quality interactions](#)
- DfE research — The home learning environment and attainment (research report): [DfE — Home learning environment & attainment](#)
- NAO/DfE analysis of what works for disadvantaged pupils (summary on teaching and disadvantage): [NAO — Improving outcomes for disadvantaged children](#)

Final notes

- This strategy is designed to be a live document: interventions will be reviewed termly and refined in response to pupil outcomes, fidelity monitoring, and operational realities of our small school. It prioritises early language, attendance, targeted tuition and family partnership as the highest-leverage uses of Pupil Premium funding in our context, in line with EEF and DfE evidence.
- The Headteacher will publish this strategy on the school website (as required) and report progress to governors and our Trust at each termly review.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils at our school have demonstrated varied attainment across key stages. In the Early Years Foundation Stage (EYFS), 100% of disadvantaged pupils did not meet the Good Level of Development (GLD), with one pupil assessed. At Key Stage 1, two out of three pupils (66%) successfully passed the Phonics Screening Check, indicating progress in early reading skills. At Key Stage 2, outcomes were stronger in reading, with 100% of disadvantaged pupils achieving Age-Related Expectations (ARE). However, writing and mathematics remain areas for development, as all pupils (100%) were assessed as working towards ARE in these subjects.

Strengths

- Reading attainment at KS2 is a significant strength, with all disadvantaged pupils meeting ARE.*
- Phonics outcomes show that the majority of disadvantaged pupils have secure decoding skills by the end of Year 1.*

Areas for Development

- EYFS outcomes highlight a need for targeted support in early language, communication, and foundational skills to improve GLD for disadvantaged pupils.*
- Writing and mathematics at KS2 require focused intervention to ensure pupils make accelerated progress towards ARE.*
- The small cohort size means individual progress has a significant impact on overall percentages, so personalised strategies are essential.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
PiXL Therapies	PIXL
Accelerated Reader	Renaissance
Literacy Gold	Literacy gold
Mathletics	Mathletics
TTRS	Maths circle

Clicker	Clicksoftware
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.