

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 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	Bidston Avenue Primary
Number of pupils in school	445 F1-Y6
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2028 Year 1 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stuart Brady, Headteacher
Pupil premium lead	Lauren Brookes and Nicola O'Toole, Assistant Headteachers
Governor Lead	Cllr George Davies, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that all pupils, irrespective of background, develop strong foundations in language, reading, and social–emotional wellbeing so they can achieve highly and flourish.

We recognise that many of our pupils enter school facing a variety of challenges, including economic disadvantage, limited language development, and attendance barriers.

These challenges can create obstacles to learning and personal development, but we are committed to providing a high-quality education that ensures all pupils, regardless of their background, have the opportunity to succeed.

Our Disadvantaged Strategy is designed to address these barriers by ensuring that every pupil is given the support, guidance, and opportunities they need to achieve their full potential. We aim to create an environment where disadvantage is not a barrier to academic success or personal growth. This strategy will focus on:

Early Identifications and Intervention/support- We will identify the individual needs of disadvantaged pupils at the earliest opportunity and implement targeted support that addresses those needs, including academic, emotional and social interventions where required.

Raising Aspirations- We will raise aspirations by creating a culture of high expectations and ensuring all pupils benefit from a broad, enriching curriculum. In line with EEF evidence, we recognise that aspiration-raising approaches alone have limited impact; therefore, our focus is on high-quality teaching, targeted academic support, and well-designed enrichment opportunities that broaden pupils' experiences and strengthen their belief in what they can achieve, regardless of background.

High Quality Teaching- This continues to be at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously benefiting non-disadvantaged pupils. We will prioritise rich talk in classrooms, explicit vocabulary instruction, daily reading opportunities and carefully chosen texts that promote engagement, particularly for disadvantaged boys.

Fostering emotional and social wellbeing- We recognise that pupils' mental and emotional wellbeing is fundamental to their development and capacity to learn. We will provide a nurturing, supportive environment underpinned by targeted pastoral interventions, access to counselling or therapeutic support, and structured opportunities for pupils to build resilience, self-regulation and social skills.

Parental/Community engagement- We recognise that strong partnerships with families and the wider community are essential to securing positive outcomes for disadvantaged pupils. We will work proactively with parents, carers and local organisations to establish a coordinated, holistic network of support that benefits pupils both in school and beyond.

Professional development for staff- We are committed to ongoing professional development to ensure that all staff have the knowledge, skills, and strategies needed to effectively support disadvantaged pupils. This will include training in differentiation, data-informed teaching, and approaches that promote mental health and wellbeing.

Monitoring, Evaluating and continuous improvement- We will consistently track the progress of disadvantaged pupils, assess the impact of our interventions, and refine our strategies as needed to drive continuous improvement.

This strategy reflects our commitment to ensuring that every pupil, regardless of their starting point, can achieve success and fulfilment in their education. By offering timely and appropriate support, we aim to make a meaningful difference in the lives of disadvantaged pupils, helping them overcome obstacles and reach their full academic and personal potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>A high proportion of children enter school with significant delays and underdeveloped oral language skills. On average, 50% of F2 children have a delay in their understanding and use of language.</p> <p>Over 80% of F1 children have a delay in their understanding and use of language. Half have a significant delay.</p> <p>This is more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Reception baseline assessments show that disadvantaged pupils have greater difficulties with phonics than their peers. 93% of disadvantaged children are not on track. This negatively impacts their development as readers and ultimately, learners.</p>
3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>KS2 Reading outcomes for 2024-2025 were 75% expected (in line with national) but disadvantaged at 60% vs 83% non-disadvantaged.</p> <p>The average scaled score gap in KS2 Reading 2025 between non-disadvantaged and disadvantaged was -6.7, which the highest it has been in the last 3 years.</p> <p>Disadvantaged boys do not achieve as well in reading and writing (55-56% vs girls 64%).</p>
4	<p>Assessments, observations, and discussions with pupils and families indicate a significant rise in mental health and emotional wellbeing concerns, particularly among disadvantaged pupils. These challenges are affecting pupils' ability to engage positively in learning, sustain concentration, regulate emotions, and attend school consistently. As a result, vulnerable pupils are more likely to experience reduced academic progress, lower attendance, and increased need for pastoral and therapeutic support.</p>
5	<p>Disadvantaged pupils' attendance (2024-2025) was at 93.8% which is below national (94.8%)</p> <p>As a result, there are too many gaps in their learning, which affects outcomes.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Strengthening early reading through consistent Systematic Synthetic Phonics delivery</p> <p>90% of disadvantaged children leave EYFS confident in Green Ditty level books.</p> <p>80% of disadvantaged children meet the expected standard in the phonics screening check in Y1</p> <p>Outcomes for disadvantaged children in Y2 generally fall in line with their non-disadvantaged peers (no more than a 10% variation)</p>
Improved reading attainment among disadvantaged pupils.	<p><u>2026 Outcomes</u></p> <p>Outcomes for disadvantaged children in Y6 and Y2 for reading generally fall in line with their non-disadvantaged peers (no more than a 10% variation)</p> <p>We will show a diminishing trend.</p>
Improved Reading, Writing, Maths and combined attainment for disadvantaged pupils at the end of KS1/KS2.	<p>KS1 and KS2 Reading, Writing and Maths combined outcomes in 2026 show the gap between disadvantaged and non-disadvantaged should remain below 10% and show a diminishing trend in 2027 and 2028.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing for 2026 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>This will be maintained in 2027 and 2028.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance for 2025-2026 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance percentage being above 96% for all pupils • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to <1% • The percentage of all pupils who are persistently absent being below 9% (in line with National) and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year 2025-2026

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: **£55,979.46**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PM Benchmark continues to be used consistently across Key Stage 2</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Embed further GL standardised diagnostic tests in reading</p>	<p>Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Embedding dialogic activities across the oracy rich school curriculum.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Embed pedagogy of programmes used for spelling and grammar and handwriting</p>	<p>There is strong evidence to suggest that freeing up cognitive load which is involved in spelling, handwriting and sentence construction can lead to improvements in writing fluency as children can focus on composition.</p> <p>EEF-Improving-literacy-in-key-stage-2-report</p>	2
<p>SEL approaches Cradle to Career (Learning Behaviours</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and</p>	5

<p>EEF Training KH) will be embedded into routine educational practices and supported by professional development and training for staff through Jenny Knoch and Trauma Informed Practice This will complement our work with Place2Be and Cradle to Career as well as our Second Step programme.</p>	<p>in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Improve the quality of oracy across the school – specifically exploratory and presentational talk across the school and developing good and effective listening skills. Purchase Voice 21 Programme (3 years @ £7000)</p>	<p>Studies in communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
<p>Purchase of Inclusive Attendance programme which offers professional learning, implementation and external reviews. Our school will progressively build expertise and have lasting impact.</p>	<p>Grounded in the Inclusive Attendance Model and aligned with the Department for Education’s statutory guidance (Working Together to Improve School Attendance), the programme offers a rigorous, developmental process designed to improve outcomes for all children and young people. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	

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

Budgeted cost: **£125,080.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Two Teaching Assistants in F2 to support early language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills which focus on speaking, listening and a combination of the two show positive impacts on attainment: Black Sheep press speech sound intervention Welcomm and RWI intervention</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions (1:1 RWI Tutoring) targeted at disadvantaged pupils who require further phonics support. This is led by our Reading Leader and supported by an extra RWI teacher.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Two extra teachers to deliver small group tuition across school</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>1:1 Reading Interventions (RWI Phonics, Beanstalk and Inspired Reading).</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>1,2,3,4</p>

Talk About Town Speech Therapy	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>Early Years Toolkit: Communication and Language Approaches</p>	1,2,3
Fresh Start	<p>Fresh Start provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.</p> <p>EEF: Fresh Start Project</p>	1,2,3,4
Reciprocal Reading Intervention	<p>Reciprocal reading intervention is a structured approach to teaching reading comprehension strategies</p> <p>Children in the FFT Literacy Reciprocal Reading targeted intervention group made the equivalent of two additional months' progress in both primary outcomes (overall reading and reading comprehension), on average, compared to the equivalent children in the other schools. This result has a moderate to high security rating</p> <p>EEF: Reciprocal reading project</p>	

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

Budgeted cost: **£48,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training & coaching on Learning behavior approaches (EEF Cradle to Career KH) with the aim of developing our school ethos and improving learning behaviours across school.</p> <p>(£2500)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with</p>	6

<p>Improving School Attendance advice.</p> <p>Training- An Inclusive Approach to Improving Attendance</p> <p>This is led by our Attendance Officer to improve attendance and supported by an ESWO (£9,000).</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	
<p>Place2Be School Counselling (£20,163) and Cradle to Career family support.</p>	<p>Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.</p> <p>DfE: Counselling in Schools</p> <p>Mental Health and Behaviour in Schools</p>	5,6
<p>Providing wider experiences for our children. (£5800)</p> <p>Reducing the cost of school/residential trips and holiday clubs. (£7,500)</p> <p>Part-funding for peripatetic teaching of musical instruments. (£8782)</p>	<p>Along with other measures, ensuring that educational experiences of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children.</p> <p>OFSTED: Unknown children – destined for disadvantage?</p>	5,6
<p>Contingency fund for acute issues. (£4582)</p>	<p>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.</p>	All

Further information 2025-2026

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Access CPD/funding and expertise from The National Literacy Trust through funding raised by The People's Learning Trust
- Continue to embed and sustain more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continue to embed practice on Metacognition. [EEF Guidance](#) Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.
- Continue to embed our partnership with Cradle to Career North Birkenhead initiative. This provides well-being/mental health support to our children and families. Cradle to Career brings together residents, local services, professionals, and community leaders to build a brighter future for the children and young people of North Birkenhead. We are working closely with Cradle to Career on various projects to support our children and prepare them for the future. We engage with the Early Language project, providing CPD for Early Years and Year 1 staff which not only improves outcomes but also support transition from Early Years to Year1. We see the impact of how this partnership with cradle to Careers supports our most vulnerable families further.
- Maintain our sensory room to provide support for children in social skills, self-regulation, motor skills and preparedness for learning.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, work/data scrutiny, parents, pupils and teacher surveys to identify the challenges faced by disadvantaged pupils.

We considered reports, studies and research papers to inform plans to effectively use Pupil Premium funds, the impact disadvantage can have on education outcomes and how to address the challenged of socio-economic disadvantage.

We continue to use the [EEF's implementation guidance](#) to support us in delivering this strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the 'deliver' and 'sustain' phase to ensure these changes have impact

beyond this strategy. We will continue to have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Part B: Review of outcomes in the academic year 2025-2026 (YEAR 1 OF 3-YEAR STRATEGY PLAN).

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Outcomes

EYFS-

Phonics-

Key Stage 1-

Key Stage 2 -

Wellbeing/Personal Development

Attendance