

# Pupil Premium strategy statement – Thingwall Primary 2025-2028

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Danielle Evans - Head Teacher Julie Goulding - SENDCo Jenn Harvey - EYFS Lead
Pupil premium lead (Trust Executive Team)	Lisa Finnegan
Governor	Victoria Gardiner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,165
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£32,165

# Part A: Pupil premium strategy plan

## Statement of intent

Thingwall Primary serves a mixed community, with approximately 25% of pupils identified as having SEND and 9% eligible for Free School Meals. Our core intention is that all pupils—regardless of background, need or circumstance—make strong progress and achieve highly across the full curriculum. Our Pupil Premium strategy is designed to ensure disadvantaged pupils are supported to meet this ambition, including those who are already working at higher levels.

We recognise the additional barriers faced by vulnerable pupils, such as those with a social worker or those who have special educational needs. The actions set out in this strategy aim to meet these needs effectively for all pupils, regardless of whether or not pupils meet the disadvantaged criteria.

Quality First Teaching is central to our approach and remains the most effective way to close the attainment gap. By prioritising the areas where disadvantaged pupils benefit most from additional support, we also strengthen learning for all pupils. Our intended outcomes reflect the expectation that the progress and attainment of Thingwall's non-disadvantaged pupils will also be sustained and improved alongside that of their disadvantaged peers.

Our strategy is built on robust assessment and a clear understanding of individual and collective barriers to learning. The approaches we use are carefully selected to complement each other and to enable all pupils to thrive, regardless of situation.

To ensure our strategy has maximum impact, we will:

- Provide all pupils, including those who are disadvantaged, with work that is consistently challenging and ambitious.
- Intervene early where additional need is identified, using timely and targeted support.
- Embed a whole-school culture in which every member of staff takes responsibility for the outcomes of disadvantaged pupils and maintains high expectations for their achievement.

**Through these approaches, we aim to:**

- Close the attainment gap between disadvantaged pupils and all pupils nationally.
- Ensure every pupil, irrespective of need or background, achieves strong outcomes across all subjects.

**Measurable Success Indicators**

- Improved attainment and progress for disadvantaged pupils across all curriculum areas.
- A higher proportion of pupils—including those who are disadvantaged—achieving age-related expectations and working at greater depth.
- Positive stakeholder feedback (pupils, parents, staff) regarding the impact of support strategies, such as tutoring, targeted intervention and pastoral provision.
- High engagement and participation in academic, enrichment and wellbeing programmes.

The Senior Leadership Team, Local Governing Body and MAT Executive Team will review pupil progress termly to monitor the effectiveness of Thingwall's Pupil Premium provision. Interventions will be time-measured and adapted in response to ongoing assessment and feedback, ensuring support remains impactful and responsive. Annual evaluation of the strategy will inform future planning to secure continuous improvement.

This strategy reflects our firm commitment to equity and excellence. We are dedicated to ensuring that every pupil at Thingwall Primary has the opportunity, support and aspiration needed to succeed and fulfil their potential.

Disadvantaged pupils and other vulnerable groups at Thingwall Primary may face a range of overlapping barriers that impact progress and attainment. Our strategy responds to the following key challenges:

### **1. Speech, Language and Communication Needs (SLCN)**

A proportion of pupils begin Thingwall Primary School with underdeveloped language, limited vocabulary and reduced oral communication skills, which affect speaking & listening, reading, writing and overall learning.

### **2. SEND-Related Learning Needs**

With around 25% of pupils identified as having SEND (predominantly SEMH as primary area of need), some pupils require targeted, specialised support to access the curriculum, sustain focus and make good progress.

### **3. Reduced Access to Cultural Capital and Enrichment**

Some disadvantaged pupils experience fewer enrichment opportunities outside school, impacting background knowledge, resulting in a poverty of aspiration and engagement in learning.

### **4. Gaps in Phonics, Early Reading and Mathematical Fluency**

A number of disadvantaged pupils enter school or progress through year groups with gaps in fundamental reading and numeracy skills, which can widen over time without timely intervention.

### **5. Social, Emotional and Mental Health Needs (SEMH)**

Barriers related to low self-esteem, anxiety, attachment, trauma or reduced emotional regulation, can affect attendance, attention, behaviour and an ability to fully engage in learning, sustain positive relationships, realise potential and develop into resilient, resourceful and confident citizens.

### **6. Attendance and Punctuality Concerns**

Disadvantaged pupils nationally are at greater risk of persistent absence; even small gaps in attendance can hinder sustained progress. This is true for some of our disadvantaged pupils, especially where there are other, underlying chronic health needs and/or special educational needs

### **7. Limited Learning Behaviours and Home Support for Learning**

Some pupils lack effective routines, resilience, independence or consistent and focussed support with homework and reading at home.

### **8. Vulnerability Linked to Family Circumstances**

Pupils with social workers and/or those experiencing instability may face additional emotional, logistical and practical challenges that impact learning consistency and wellbeing.

## **Strategic Aims**

Through our Pupil Premium strategy, we aim to:

- Narrow the attainment gap between disadvantaged pupils and their peers nationally.
- Ensure all pupils, irrespective of background, achieve strong outcomes across the curriculum.
- Strengthen pupils' wellbeing, resilience and readiness for learning.
- Broaden access to enrichment and cultural capital opportunities.

## **Challenges**

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

Challenge number	Detail of challenge
1	<p>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.</p> <p><b>50%</b> of the disadvantaged cohort met the early learning goal for listening, attention and understanding and speaking. While overall <b>87%</b> of this cohort met the early learning goal.</p> <p>On entry into Reception class in 2025 only <b>50%</b> of disadvantaged pupils met the expected outcome in WellComm screening.</p> <p><b>6 pupils</b> (approximately 21% of the overall cohort) have been identified as having a primary special educational need of speech, language and communication.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy (reading and writing) than their peers nationally.</p> <p><b>50%</b> of the Thingwall 2024-2025 cohort with a disadvantaged background met the early learning goal for word reading and comprehension, in comparison to <b>87%</b> of the overall cohort meeting the early learning goal in word reading and <b>93%</b> in comprehension. 50% of those from a disadvantaged background met the early learning goal for writing and <b>83%</b> of the whole cohort met the early learning goal for writing.</p> <p><b>86%</b> passed the phonics screening check however the keep up intervention requirement and rigour in terms of implementation is a crucial component to this level of phonics attainment and further intervention is required throughout KS2.</p> <p>There is a deficit in the percentage of disadvantaged pupils achieving at the higher standard for reading and writing at the end of KS2. 5% v 20%</p> <p>End of KS2, 2025 :</p> <p>Reading 82% met standard, 50 % at GDS ;with <b>80% disadvantaged meeting standard, 40% of which met GDS.</b></p> <p>Writing 82% met standard, 21% GDS; with <b>60 % disadvantaged meeting standard, 20% of which met GDS</b></p>
3	<p>Assessments and observations indicate that securing mathematical automaticity and fluency is a barrier to all pupils including those who are disadvantaged, to meeting or exceeding the expected standard at the end of KS2. <b>50%</b> of those from a disadvantaged background met the ELG for number, with <b>93%</b> of the whole cohort reaching the ELG for Number at the end of reception.</p>

	<p><b>In Year 4, 89%</b> met the national MTC standard, 81% scored at greater depth and 8% met expected. 100% of disadvantaged children in the cohort reached greater depth at the standard.</p> <p>At the end of KS2, 2025 in maths, <b>82%</b> achieved EXS and <b>46%</b> GDS with <b>60%</b> from the disadvantaged background achieving EXS and <b>20 % achieving GDS</b>. achieving GDS; while the EXS may be more comparable for disadvantaged pupils it was not at GDS and therefore requires investment in keep up, catch up and small group intervention within quality first teaching for mathematics</p>
4	<p>Our most vulnerable disadvantaged children have combination of high needs in SEMH, Communication and Interaction and Cognition and Learning combined.</p> <p>Whole school SEND primary areas of need breakdown:</p> <p>199 pupils in school</p> <p>56 children on the SEND register,</p> <p>35 males and 21 females</p> <p>28.2 % of the school is on the SEND register</p> <p>The areas of <b>primary</b> need are:</p> <p>SEMH: 41%</p> <p>Cognition and Learning: 29%</p> <p>Communication and Interaction: 30%, ( 29.4% of disadvantaged children have SALTneeds)</p> <p>Sensory/Physical: 0%</p> <p><b>Within disadvantaged group across the whole school 58 % also have SEND.</b></p> <p><b>29.4% of disadvantaged children have social, emotional, mental health needs</b></p> <p><b>29.4% of disadvantaged children communication and Language needs</b></p> <p><b>29.4% of disadvantaged children have physical/ sensory secondary needs</b></p> <p><b>35.2% of disadvantaged children have cognition and learning needs.</b></p> <p>FS2 2024-2025, Executive Function and Self-Regulation both present as significant barriers to learning on entry with listening and attention and self-regulation at <b>50%</b> for those from a disadvantaged background (87% LA&amp;U and 80% SR overall cohort).</p>

	<p>Fine motor skills and handwriting is also an area that has shown an increased need within our disadvantaged pupils, with <b>50%</b> meeting the Fine motor ELG (<b>93%</b> Non-Disadvantaged cohort)</p> <p>Handwriting across the school mirrors that of FS2.</p>
5	<p>Our attendance data indicates that attendance for all pupils at Thingwall <b>was 95.3%</b> and for disadvantaged it was <b>92.2%</b>.</p> <p>Persistent absence figures for all pupils at Thingwall was <b>8%</b> with the figure rising to <b>21%</b> for disadvantaged pupils.</p> <p>Our ambition is to ensure that all of our pupils are supported to maintain the highest levels of attendance.</p> <p>Notably there are more disadvantaged pupils who are <b>at risk</b> of persistent absence, which we define as the 5-10% PA level.</p>

## 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 oracy skills and vocabulary for all pupils including disadvantaged pupils	Assessments and observations indicate significantly improved oral language among all pupils and disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, observations, WellComm Assessment diagnostic assessment and specialist teacher Speech and Language progress reports and / summative assessments.
Improved reading and writing attainment for all pupils, including disadvantaged pupils.	<p>End of FS2 reading and writing outcomes in 2027/28 show that <b>87%</b> of the overall cohort meeting the early learning goal in word reading and <b>83%</b> of the whole cohort met the early learning goal for writing.</p> <p>Year 1 phonics results will consistently be above 85% by 2027/28</p> <p>End of KS1 reading outcomes in 2027/28 show that more than <b>86%</b> of all pupils and disadvantaged pupils have met the expected standard with approximately 60% minimum having met the expected standard from disadvantaged children.</p> <p>KS2 reading outcomes in 2027/28 show that consistently more than <b>82%</b> of all pupils and disadvantaged pupils have met the expected standard with approximately 40% minimum having met the standard at GDS, including disadvantaged children.</p>

	KS2 writing outcomes in 2027/28 show that consistently more than <b>82%</b> of all pupils and disadvantaged pupils have met the expected standard with approximately 21% minimum having met the standard at GDS, including disadvantaged children.
Improved and sustained mathematics outcomes for all pupils including disadvantaged pupils	KS2 mathematics outcomes in 2027/2028 show that consistently more than 70% of all pupils and disadvantaged pupils have met the expected standard with at least 15% consistently achieving GDS
Improved executive function including self-regulation, listening and attention for all pupils including disadvantaged pupils.	<p>Reception Early Learn Goal outcomes show that approximately 80% of children leaving reception have achieved the ELG for listening and attention and self-regulation.</p> <p>Class behavioural logs have a reduction in dysregulated incidents recorded, than previously.</p> <p>SEND school support and EHCP provision map evaluations have a reduction in dysregulated incidents / or show a marked improvement in use of self-soothing, self-regulation strategies in class.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• quantitative data and progress drawn from Boxhall Profiling and progress evidenced from SEND support plans</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate is at least 96% for all pupils and for disadvantaged pupils</li> <li>• the percentage of pupils with absence between 5-10% has reduced from 20% to 15%</li> <li>• overall persistent absence has reduced from 17% to 12%</li> </ul>

## 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: £32,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding The Oracy Framework and Tom Sherrington Approach across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Whole school training and delivery of The Oracy Framework and Tom Sherrington Approach to develop expertise in high quality interactions ;</p> <p>Enhancement or oracy skills through SALT interventions from SALT, Time To Talk and Social Stories. Wellcomm, Language and Listening to Sounds</p> <p>Disadvantaged children have non-negotiable 1:1 reading minimum 2x a week, SEND related 3 x a week.</p> <p>Lunchtime clubs to target vulnerable children: Conversation Club, Board game Club and Pom Pom Club, Boxercise, team sports.</p> <p>Paul Dix- restorative language scripts.</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. See:</p> <p>The Oracy Framework Tom Sherrington Approach based on <i>Rosenshine's Principles in Action</i> Paul Dix Approach</p>	<p>Challenge 1 Challenge 4</p>
<p>Targeted small intervention groups within quality first teaching for reading, writing and mathematics through adaptations to tasks, environment, resources including staffing.</p>	<p>EEF small group tuition Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Special Educational Needs and Disability Code of Practice:0 to 25 years, 2015</p>	<p>Challenge 2 Challenge 3 Challenge 4</p>

Deployment of additional adults is carefully planned to ensure needs of children are met in most effective ways; including smaller group support, additional intervention, 1:1 bespoke according to One Page profiles, releasing teachers to work with most vulnerable		
<p>Retraining of all staff throughout school in Little Wandle to secure stronger phonics teaching for all pupils across EYFS, KS1 and KS2.</p> <p>Purchase of resources to support fidelity and rigour of implementation of the programme.</p> <p>Use of IT programs to sustain interest and motivation IDL spelling intervention, Busy Things., Purple Mash. Big Cat phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p>	<p>Challenge 1</p> <p>Challenge 2</p>
<p>Enhancement of our mathematics curriculum to support sustained level of fluency and automaticity</p> <p>Mastering Number delivered daily across the school</p> <p>Use of IT programs to sustain interest and motivation</p> <p>Times Table Rock Stars</p> <p>Purple Mash</p> <p>Busy Things</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><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p>	<p>Challenge 3</p>
Enhancement of our developmental handwriting through whole school approach to Letter Joins scheme.	<p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p><a href="#">The writing framework</a></p>	<p>Challenge 2</p>
Improve the quality of the teaching of executive function and self-regulation and the school's learning environments in order to	<a href="#">Giving every child the best start in life - GOV.UK</a>	<p>Challenge 1</p> <p>Challenge 4</p> <p>Challenge 5</p>

<p>empower children to manage their own social, emotional and mental health; to promote resilience and perseverance; to improve punctuality and attendance.</p>	<p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p>Paul Dix Approach</p> <p>Ayres Sensory Integration (ASI) an occupational Sensory Integration Therapy - targeting 8 senses to work with children's sensory processing differences and difficulties. <i>"A decreased ability to process and integrate sensation [that results] in difficulty producing appropriate actions, which, in turn, may interfere with learning and behaviour"</i> (Bundy and Lane, 2020).</p>	
<p>To promote an ethos of Cultural Capital for all children; maintaining and extending the broad and balanced curriculum for wider experiences, beyond the classroom, learning outdoors and in the community; improve attendance and motivation for learning; improve SEMH and communication and Language through these experiences.</p>	<p>Cultural Capital originated from sociologist Pierre Bourdieu's idea that cultural know-how is a form of power:</p> <ul style="list-style-type: none"> <li>• Knowledge &amp; Skills: Understanding art, literature, history, and possessing strong language skills.</li> <li>• Behaviors &amp; Style: Demonstrating appropriate dress, speech, and conduct for different social settings, like a job interview or higher education.</li> <li>• Social Assets: Connections, intellect, and familiarity with cultural norms that are valued by dominant institutions (like schools).</li> <li>• Origin: Coined by Bourdieu, it's about the assets a person accumulates that give them power and status, distinct from economic capital (money).</li> <li>• Function: It helps individuals "get on in life," succeed academically, and achieve career goals, even without significant wealth.</li> <li>• In Education: Schools use the concept to ensure all children, regardless of background, gain essential knowledge and experiences (like visiting museums, learning classical music) to thrive in a broader world.</li> </ul> <p>Ofsted's definition: Ofsted, in its Education Inspection Framework (EIF),</p>	<p>Challenge 1 Challenge 2 Challenge 4 Challenge 5</p>

	<p>defines cultural capital as "the essential knowledge that children need to prepare them for their future success" and to become "educated citizens".</p> <p>Ofsted added the term 'cultural capital' to its '<a href="#">School inspection handbook</a>' in 2019.</p> <p>In the EYFS (Early Years Foundation Stage) framework, cultural capital means giving children diverse experiences, knowledge, and skills (beyond their home) to build their curiosity, understanding of the world, and prepare them for future learning and success as educated citizens.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£26, 358.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants to provide small group tuition , individual support with phonics, reading, letter formation and transcription, mathematical fluency. Drawing on Precision Teaching, Dough Disco, Teodoresco Handwriting, Toe by Toe and Nessy.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>Challenge 1</p> <p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 4</p>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support from Little Wandle catch up and Little Wandle SEND This intervention programme will be delivered in collaboration with our	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	<p>Challenge 1</p> <p>Challenge 2</p>

local English hub, Letter Joins scheme, Pathways Literacy, Orrets Outreach Intervention.	to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Ellen Pandya, Cariad SALT (private) and NHS Wirral children SALT team to improve speech sounds, vocabulary acquisition and conduct assessments for disadvantaged pupils who have relatively low spoken language skills.  Listening to Sounds EYFS SALT program	Targeted speech and language interventions by trained therapists can have a positive impact on attainment. In class interventions will also be conducted under the advice and guidance of the team.  Oral language interventions   EEF (educationendowmentfoundation.org.uk)	Challenge 1 Challenge 3
KS2 Before and after school tutoring sessions led by school staff. School led tutoring and additional boosters to provide a blend of tuition, mentoring and school-led tutoring in UKS2	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:  One to one tuition   EEF (educationendowmentfoundation.org.uk)  Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3,4

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

Budgeted cost: **£8384**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime clubs targeting vulnerable groups to build resilience, compromise, positive friendships and confidence for social, emotional. Mental health difficulties and to enhance gross motor skills.	<u>The Oracy Framework:</u> Vygotsky's Sociocultural Theory: This theory posits that knowledge is a construction of meaning developed through social interaction and guided learning.  See also research in sociocultural theory, cognitive development, and linguistics, primarily the work of educational researchers like Robin Alexander, Neil Mercer, and Douglas Barnes.	Challenge 4 Challenge 5

	<p><u>SEAL</u> : The theory behind the Social and Emotional Aspects of Learning (SEAL) intervention is that by developing specific social and emotional skills in children, schools can improve academic outcomes, behavior, attendance, and overall well-being.</p> <p><u>SEMH</u>: Evidence from educational guidance documents and school policies supports the use of lunchtime clubs as an effective intervention strategy for supporting pupils with Social, Emotional, and Mental Health (SEMH) needs.</p>	
Learning outside the classroom and embedment of Cultural Capital residentials, fieldtrips, gallery , museum, theatre, archaeological site visits	Cultural Capital originated from sociologist Pierre Bourdieu's idea that cultural know-how is a form of power: Education concept to ensure all children, regardless of background, gain essential knowledge and experiences (like visiting museums, learning classical music) to thrive in a broader world.	Challenges 1,2,3,4,5
<p>1 Fund in school to support experiential opportunities for children</p> <p>2 across the school to develop character and build cultural capital.</p> <p>3</p> <p>4 Access to MAT Character Development Framework and enrichment opportunities aligned to MAT values of Collaboration, Expression, Citizenship and Inspiration</p>	Pupils have opportunities that take them beyond their lived experiences and builds cultural capital	Challenge 1 Challenge 4 Challenge 5
Parental engagement events to support pupils' wellbeing and academic attainment – Book and Butty, Stay and Play, Showcase learning events.	<a href="#">Parental engagement   EEF</a>	All
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. EG private SALT, Educational Psychologist Service	All

	with immediate effect as and when necessary; supplementing costs of dinner bills/ experiences.	
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**Total budgeted cost: £34,742.75**

# Part B: Review of the previous academic year 2024-2025

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the outcomes for our disadvantage pupils are broadly line with non-disadvantaged pupils and all pupils within Thingwall Primary. Disadvantaged children at Thingwall Primary perform higher than the National Greater Depth disadvantaged children/ There is a small and decreasing disadvantage gap within our own internal cohort data at the expected standard and a greater a deficit within the GDS standard notably within reading and writing.

Similarly, in ELG and Y1 Phonic, overall children at Thingwall perform higher than National although in 2024-20 cohort. However, assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy (reading and writing) than their peers nationally.

**50%** of the Thingwall 2024-2025 cohort with a disadvantaged background met the early learning goal for word reading and comprehension, in comparison to **87%** of the overall cohort meeting the early learning goal in word reading and **93%** in comprehension. 50% of those from a disadvantaged background met the early learning goal for writing and **83%** of the whole cohort met the early learning goal for writing.

**86%** passed the phonics screening check however the keep up intervention requirement and rigour in terms of implementation is a crucial component to this level of phonics attainment and further intervention is required throughout KS2.

	Thingwall Primary		National	
KS2 SATS 2025	Expected %	Greater Depth %	Expected	Greater Depth
Reading	82	50	75	33
Writing	82	21	72	13
Maths	82	46	74	26
SPAG	79	46	73	30
Combined	81	14	62	8
Early Learning Goals FS2 2025	73%		68%	
Year 1 PHONICS	86%		80%	
Year 4 MTC National 2025	67%		37%	

## Externally provided programmes

Programme	Provider
Phonics Programme	Little Wandle ; Big Cat Phonics
ADHD Therapeutic Interventions	ADHD Foundation, Oak Trees SEND training; Stacey Evans and Cole Andrews.
Speech and Language Therapy	Ellen Pandya- Cariatd SALt and Wirral NHS
Counselling Service	Private Provider
Mental Health Support	MHST
Outreach Intervention	Katy Fleming Orrets Outreach



Educational Psychologist Team	Aroa EPServices
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